

**UMaine Cooperative Extension
Faculty Performance Evaluation
Reappointment, Promotion, Continuing Contract, and Post Tenure Compensation
Table of Contents**

Section I: Guidelines

A. Introduction

B. Responsibilities of the Faculty Member

C. Responsibilities of the Supervisor

D. Peer Committee

1. Primary Responsibilities
2. Composition
3. Length of Term

E. Promotion Review Committee

1. Primary Responsibilities
2. Composition
3. Length of Term
4. Process for Selecting Members and Alternates
5. Code of Conduct
6. Recommended Operating Procedures
7. Rules of Voting

F. Letters of Evaluation and Recommendation

G. Faculty Evaluation

1. Timeline
2. Contents of Packet
3. Performance Areas, Criteria, Indicators, and Standards
4. Weighting of Performance Areas
5. Additional Criteria for the Ranks of Associate Extension Professor and Extension Professor
6. Years of Credit Towards Continuing Contract
7. Guidelines for Early Continuing Contract Submissions
8. Letters of Support for Promotion and Continuing Contract

H. Post Tenure Compensation Review

1. Eligibility
2. Determining Satisfactory Performance

3. Format
4. Role of the Peer Committee
5. Role of the Promotion Review Committee
6. Minimum Salary Increases and the Role of Administration

I. Tips on Preparing Packets

1. Content
2. Organization and Formatting

J. Late Packet Guidelines

K. Joint Appointments

L. Fixed-Length, Soft-Money, and Non-Continuing Contract Appointments

M. Salary Adjustment at Promotion

N. Revision of Faculty Evaluation Document

O. Definition of Terms

Section II: Performance Areas, Criteria, Indicators, and Standards

Introduction

Performance Area I: Educational Program Development

Performance Area II: Undergraduate and Graduate Teaching and Advising

Performance Area III: Scholarship and Professional Activity

Performance Area IV: County, Organizational, and Campus Service

Performance Area V: Public Service

Performance Area VI: Awards and Recognition

Section III: Application Format

Cover Letter

I. Face Data

- A. Name
- B. Current Rank
- C. Cooperative Extension Office and Location
- D. Professional Experience
- E. Educational Background

II. Record of Actions

- A. Initial Probationary Appointment
- B. Reappointments
- C. Promotion(s)
- D. Continuing Contract Recommendations
- E. Exceptions to Board of Trustees Policy
- F. Transmittal Letters

III. Candidate's Profile

- A. Job Description
- B. Performance Areas, Criteria, Indicators, and Standards
- C. Professional Development Plan

IV. Program Summaries

V. Expanded Curriculum Vitae

VI. Evaluations of Teaching

- A. Student Evaluations of Teaching
- B. Other Evaluations of Teaching

VII. Departmental Peer Committee Evaluation

- A. Evaluation Letter
- B. Recommendation – Recommended Action

VIII. Letters of Support

- A. Letters Internal to UMaine Cooperative Extension, UM, and UMS
- B. Letters from Program Clients, Members of Advisory Groups, and Program Volunteers
- C. Letters from Collaborators in Institutions, Agencies, and Organizations External to UMS

Section IV: Evaluation Form

Evaluation Form

Recommendation of the Promotion Review Committee

Section V: Template for Soliciting Letters of Support for UMaine Cooperative Extension Faculty Members

Template

Section I: Guidelines

Effective December 1, 2000
Revised November 28, 2006
Revised January 07, 2008
Revised August 27, 2008
Revised July 1, 2010

A. Introduction

General information on the process, committees, roles, responsibilities, and definitions related to Extension Faculty Performance Evaluation is located in this section. All Faculty members should review these guidelines before creating a personnel action packet. Personnel actions include reappointment, promotion, continuing contract, and post tenure compensation.

The performance areas, criteria, indicators, and standards used to evaluate a Faculty member's performance for reappointment, promotion, continuing contract, and post-tenure compensation are located in [Section II](#).

The format required for all personnel action packets is located in [Section III](#).

The evaluation form used by the PRC to provide written comments to the Faculty member is located in [Section IV](#). Extension Administrators have the option of using this form or providing their comments in a narrative format.

The template used by the Faculty member's Supervisor to solicit letters of support for promotion and continuing contract is located in [Section V](#).

B. Responsibilities of the Faculty Member

The Faculty member's responsibilities are to:

- Understand the Faculty Performance Evaluation and personnel action processes and timelines
- Report accomplishments on Maine Planning and Reporting System (MRPS) in a timely manner
- Select members of their Peer Committee (PC)
- Convene meetings of their PC as appropriate
- Work with their Peer Committee on an ongoing basis to prepare a high quality packet
- Provide MPRS data to their Peer Committee as requested
- Meet with their Supervisor as necessary
- Discuss preparation and content of personnel action packets with their Supervisor prior to submission
- Submit personnel action packets according to the timeline in [Table 1](#)
- Request a meeting with the Promotion Review Committee (PRC), if necessary, to present information that was mistakenly omitted from the packet; in addition, this meeting could provide an opportunity for the Faculty member to ask or respond to questions regarding the clarity of the information submitted; meetings between the PRC and the Faculty member can take place in person, by telephone, or using video-conferencing or other electronic means
- If the Faculty member chooses not to meet with the PRC, the Faculty member should provide the PRC chair with their contact information in case the PRC has questions of clarification

C. Responsibilities of the Supervisor

The responsibilities of the Faculty member's supervisor are to:

- Discuss preparation and content of the Faculty member's packet
- Review Faculty member's entries in the MPRS reporting prior to proceeding with personnel action requests
- Evaluate the personnel action packet, provide feedback to the Faculty member, and make a recommendation on their request for reappointment, promotion, continuing contract or post tenure compensation

D. Peer Committee (PC)

1. Primary Responsibilities

- Guide the Faculty member in compiling their personnel action packet using [Section II.](#) and [Section III.](#)
- Provide feedback on the Faculty member's packet prior to submission to the PRC
- Provide the Faculty member with ongoing peer support and feedback throughout their professional career with UMaine Cooperative Extension

2. Composition

The Peer Committee shall consist of at least three UMaine Cooperative Extension Faculty members, including:

- At least one member from outside the Faculty member's immediate program area
- At least one member with continuing contract

Faculty members are encouraged to include at least one member who has achieved a positive personnel action within the past five years. Additional committee members may include peers from outside UMaine Cooperative Extension.

For additional information about Peer Committees, refer to [Formulating & Working with an Effective Peer Committee.](#)

3. Length of Term

Peer committee members are appointed for three year renewable terms that run from January through December. Peer committee members are appointed on a rotating basis.

E. Promotion Review Committee (PRC)

1. Primary Responsibilities

PRC members will:

- Determine which member will serve as PRC Chair each year
- Evaluate Faculty member's packets for personnel actions based on the contents of their packet using the performance areas, criteria, indicators, and standards located in [Section II](#).
- Meet with the Faculty member when the PRC is in session, if a meeting is requested
- Provide the Faculty member and Supervisor with evaluative feedback in writing using [Section IV](#)
- Participate fully by attending all session dates as designated by the PRC Chair
 - Hold the first full week in Jan, Apr, and Oct for PRC sessions until otherwise notified by the PRC chair
 - Be notified by the PRC Chair if not all dates will be needed to complete the work
 - Be asked to add one additional day after the PRC session for the review of revised packets, if necessary
- Participate in the discussion of each Faculty member's packet, including the initial discussion and vote
- Participate in the review of the final written Evaluation Form
- Participate in discussions with Faculty members; although it is preferable that all PRC members participate, at least three members must be present in discussions with each Faculty member, including the PRC member responsible for completing the draft evaluation form
- If the PRC has serious concerns about the packet, i.e., a likely negative vote, and the Faculty member has not scheduled a meeting, in person or by phone, with the PRC, the PRC chair will contact the Faculty member and their supervisor to discuss the committees' concerns and to provide the Faculty member with an opportunity to revise their packet

Note:

- It is the responsibility of the PC to provide feedback on preparation of the packet; it is the responsibility of the PRC to evaluate the packet presented to them and provide written feedback
- It is the role of PRC to evaluate the quality of the programs and activities undertaken by the Faculty member; it is not the role of the PRC to determine the value or appropriateness of the programs and activities undertaken by the Faculty member

2. Composition

PRC Members

- Five will be selected, all with continuing contract
- Will include at least two females and two males, two specialist and two educators.

PRC Alternates

- Six will be selected, all with continuing contract
- Will include at least two females and two males, two specialists and two educators

3. Length of Term

PRC Members

- Serve three-year terms from January to December
- Are appointed on a rotating basis by the Policy Advisory Council (PAC)
- Are randomly drawn from the pool of eligible Faculty members

- After serving a term on PRC, are removed from the pool of eligible Faculty members for four years

PRC Alternates

- Are in the pool for a one-year term from January through December
- After serving, are removed from the pool of eligible Faculty members for one year
- Those not serving on PRC are immediately returned to the pool of Faculty members eligible to serve as a PRC member or alternate

4. Process for Selecting Members and Alternates

PAC is responsible for the selection of PRC members and alternates after the PRC meets in October. Faculty members who are selected are notified by the end of November for service beginning in January of the following year (approximately 13 months advance notice). Requests for deferral, by both PRC member-elects and alternate-elects, must be submitted to the PAC within a month of receiving their notification letter, usually by the end of December. This allows sufficient time to draw additional names as needed and provide approximately one year advance notice. PAC will:

A. Determine how many new PRC members will be needed and in what categories (gender, role)

B. Determine which Faculty members are eligible to serve

- Must have continuing contract
- After serving as a PRC member, are ineligible for four years
- After serving on PRC as an alternate (being named an alternate does not equate with serving on PRC), are ineligible for one year

C. Divide the list of eligible Faculty members into two categories:

- A – Those who have not served as a PRC member in the past 10 years
- B – All other eligible Faculty members

D. Randomize both lists of eligible Faculty members (for example, using www.random.org/lists/)

E. Select PRC member-elects:

- Start with Faculty members in category A
- Start at the top of the randomized list
- No more than two PRC members can be chosen from category A in any one year
- If there are still unfilled positions after going through all Faculty members in category A, move to category B to complete the selection

F. Select PRC alternate-elects

- Start with Faculty members remaining in category A
- Start at the top of the randomized list
- No more than three PRC alternates can be chosen from category A in any one year
- If there are still unfilled positions after going through all Faculty members in category A, move to category B to complete the selection

G. Send letters to PRC member-elects and alternate-elects informing them of their selection and asking that they hold the first full week of January, April, and October during their term of service until the PRC Chair informs them otherwise. If selected, Faculty members have the option of requesting a deferral for one year if there are extenuating circumstances that cannot be accommodated with a one-year advance notification. Requests for deferral should be sent to the PAC Chair(s) within a month of receiving their notification letter, usually by the end of December.

H. If a member-elect defers, an alternate-elect is chosen to serve in their place.

I. If an alternate-elect defers, return to the randomized list to select another alternate-elect.

PAC will make every effort to ensure that during each PRC session there are at least two Faculty members who have served on PRC during the most recent five years.

The list of Faculty members who have served on PRC, as members and alternates, and who have served on joint appointment Peer Committees, will be maintained by PAC with assistance from the support staff member working with PRC.

5. Code of Conduct

Guiding Principles – These behavioral norms are expected of PRC members during PRC sessions:

- Hold in confidence the content of Faculty materials and committee discussions
- Cooperate
- Listen to others with your full attention; be open-minded
- Be courteous; let others finish their statements without interruption
- Be honest; if you feel strongly about something, say it
- Reserve value judgment of colleague's work; recognize that there are many ways to conduct Extension work; diversity of staff means diversity in approaches to programming
- Help to create a supportive environment
- Avoid side conversations; share your thoughts with the whole group
- Be attentive to the amount of time you are speaking
- Speak about the submitted packet, not your own or second-hand experience
- Be aware of your intentions when relating your thoughts to others
- Help keep the group on track

6. Recommended Operating Procedures

Prior to each session, the PRC Chair will establish procedures and logistics for that session, including:

- Scheduling a meeting time for the Administrative liaison to PRC
- Establishing PRC meeting times – if meeting time outside regular work hours is needed, times will be decided by consensus of all PRC members
- Scheduling meeting times with Faculty members
- Review of packet materials – for sessions with a large number of packets, review may need to happen prior to the PRC session
- Completing evaluation forms, both draft and final
- Follow-up review of revised packets – usually occurs within two weeks of the end of the PRC session
- By prior arrangement, and ensuring confidentiality, arranging for PRC member to participate via conference call or videoconference
- Working closely with the Support Staff person assigned to PRC

A conference call with all PRC members during the week preceding the session may be helpful in ensuring shared understanding of the upcoming work and address and questions or concerns.

All PRC members should:

- Be familiar with this document
- Review the Code of Conduct
- Bring or arrange access to a laptop computer

At the conclusion of the session, all PRC members should review the process – what worked well and what needs attention – and share this information with the Administrative liaison as well as the incoming PRC Chair, as appropriate.

7. Rules of Voting

- Before voting begins, the Chair appoints a member to be the primary author of the PRC's recommendation for each packet
- Each Faculty member's request is voted on separately
- Voting takes place using yes-no ballots that are counted
- Majority rules
- Discussion follows the vote
- Any member can make statements that reflect a minority or majority view
- Any committee member may call for a second vote after discussion
- After each vote, the committee members agree on written comments to be included in the Evaluation Form ([Section IV](#))
- Written comments and a tally of the vote are sent to the Faculty member and their supervisor

Note: Faculty members with joint appointments should refer to [Section I.K](#) for further information on composition of your Peer Committee.

F. Letters of Evaluation and Recommendation

Letters of evaluation and recommendation written by the Promotion Review Committee, Supervisor, and Extension Director should be evaluative and not just repetitions of what is presented in the packet. They should contain enough information to provide a context for the reader who may not be familiar with the Faculty member's field of work. Letters of Evaluation and Recommendation should comment on the quality of the work done using the performance areas, criteria, indicators, and standards for guidance.

G. Faculty Evaluation

1. Timeline (see [Table 1](#))

- The Faculty member's date of appointment determines when the first year reappointment packet is due
- Faculty members appointed prior to December 1 must submit a first-year reappointment packet for consideration by PRC at their January session in the next calendar year. For example, a

Faculty member appointed July 1 would submit a first year reappointment packet approximately six months later

- Faculty members appointed after December 1 submit their first year reappointment packet for consideration by PRC at their January session of the second calendar year. For example, a Faculty member appointed December 1 would submit their first year reappointment packet approximately 13 months later
- Years of credit towards continuing contract, negotiated at the time of hire, do not affect the timeline for the reappointment cycle (refer to [Section I.H.6](#))

After the Faculty member has received a letter from the UMaine President notifying them of the outcome of their requested personnel action, a copy of the narrative portion of the packet, all recommendations, and any Faculty member response is placed in the Faculty member's personnel file

- If the AFUM contract has expired, the Faculty member will use personnel action dates based on the previous year's contract

Table 1. Deadlines for Personnel Action¹

	1st Year Reappointment ²	2nd Year Reappointment	3rd to 6th Year Reappointment & Post Tenure Compensation	Promotion & Continuing Contract ³
Extension Director notifies Faculty member ⁴	November	August	February	August
Faculty member requests consideration for Promotion or Continuing Contract ⁵	n/a	n/a	n/a	September 15*
Faculty member submits names of possible authors of letters of support to Supervisor	n/a	n/a	n/a	August 1
Extension Director instructs PRC regarding specific Faculty members to be considered, and the deadline and appropriate procedures for PRC action	December 15*	September 15*	March 15*	September 25*
Packet due to Extension Director; Director submits packet to PRC ⁶	two weeks prior to PRC meeting	two weeks prior to PRC meeting	two weeks prior to PRC meeting	two weeks prior to PRC meeting
PRC meets, ⁷ usually the first full week in ...	January	October	April	October
Recommendation from PRC to Faculty member, Supervisor and Extension Director ⁶	January 15*	October 15*	April 30*	November 10*
Faculty member's response due to Supervisor and Extension Director (optional)	January 22*	October 22*	May 7*	November 17*
Recommendation from Supervisor to Faculty member and Extension Director ⁶	February 29*	October 29*	May 14*	November 26*
Recommendation from Extension	March 5*	November 12*	May 29*	December

Director to Faculty member and Supervisor; recommendations from PRC, Supervisor, and Extension Director and personnel action packet ⁸ to Provost ⁶ ; packet reviewed by the UM Promotion & Tenure Committee (PTC ⁹) ⁶ and then to UM President ⁶				10*
UM President notifies Faculty member of personnel action decision	March 31*	January 15*	June 30*	February 28*
Option to file a grievance against a negative personnel action decision ¹⁰	within 20 working days	within 20 working days	within 20 working days	within 20 working days

¹ Deadline dates that are set by the AFUM contract are indicated by *; actions may occur before these dates but not after; all dates are approximate and may vary slightly each year; refer to www.umaine.edu/hr/faculty/reappt/table07.htm and www.umaine.edu/hr/faculty/promten/guidelinestine.htm for current contractual deadlines.

² Faculty members hired prior to December 1 are required to submit a 1st Year Reappointment packet for consideration by PRC in January. Faculty members can request a waiver but should consult with their Supervisor about the implications of doing so.

³ Faculty members typically apply for promotion to Associate Extension Professor and for Continuing Contract in their 5th year of employment, and for promotion to Extension Professor in their 10th year of employment or later.

⁴ It is strongly recommended that Faculty members meet with their Peer Committee and Supervisor at least six weeks prior to submitting packet to discuss preparation and content.

⁵ For early continuing contract submissions see [Section I.G.7](#)

⁶ Faculty members may withdraw their packet at any point after initial submission by notifying the Extension Director in writing.

⁷ Meeting dates may vary slightly from year to year.

⁸ For 1st year, 2nd year, and 4th to 6th year reappointments, only the recommendation goes to upper administration. For 3rd year reappointment, promotion, and continuing contract, the recommendation and the narrative portion of the packet is sent to upper administration and the PTC; support documents are not sent.

⁹ PTC is composed of Deans, Director of UMaine Cooperative Extension, and Provost

¹⁰ Grievance will be filed with the first administrative officer (Supervisor, Extension Director, Vice President) making a negative recommendation. There is no provision in the contract for Faculty members to file a grievance against the PRC.

2. Contents of Packet

Until continuing contract is achieved:

- Primary focus of the packet (narrative and support documents) should be on the last year's work
- Packet should demonstrate professional growth; this often will require inclusion of work done since date of hire

When applying for promotion to Associate Extension or Extension Professor:

- Focus narrative and support documents on the most recent five years
- Use earlier work to demonstrate professional growth
- Address the criteria for promotion to this rank (see [Section I.G.5](#))

3. Performance Areas, Criteria, Indicators, and Standards

Performance Areas are the major areas of work expected of all Faculty members. Criteria are the essential elements of a Performance Area. Indicators are the activities that demonstrate achievement of a criterion. Standards are the minimum work performance necessary to achieve the requested personnel action. Performance Areas, Criteria, Indicators, and Standards are detailed in [Section II](#), and should be used in preparing your packet for submission to ensure that all applicable criteria, indicators, and standards have been addressed.

Faculty member's performance will be evaluated using the criteria, indicators, and standards for each performance area. It is expected that evidence of activity and increasing quality of performance in each criterion in each applicable performance area will increase with time in rank. It is expected that first and second year reappointment packets will be relatively brief because they are early in the program development process.

Standards should be considered minimums for documented work performance over time, and can be used as guides for advancement. It is expected that after performance has been achieved at a new level, it will be sustained. For promotion to Extension Professor, Standards must be met within the most recent five years of employment with UMaine Cooperative Extension.

4. Weighting of Performance Areas

Each Performance Area is assigned a weight, within the minimum-maximum range, to indicate its relative importance in the job description and Plan of Work (POW) of each Faculty member. Specific weights are determined collaboratively by the Faculty member, their Program Administrator, and their Peer Committee. For new Faculty members, weights are to be determined within three months of the date of hire. It is not expected that weights will change except when there is a significant shift in the POW or other job responsibilities, or in the case of a change in, or move to, a joint appointment.

The minimum and maximum weights in each Performance Area are:

Performance Area	Minimum & Maximum Weights (%)	Maximum & Minimum Number of Days
I	50 to 70	115 to 161
II – Teaching Appointment	Equals percent of teaching appointment	
III	10 to 25	23 to 58
IV	10 to 15	23 to 35
V	1 to 5	2 to 12
Research Appointment	Equals percent of research appointment	
Total	100	230

The total of the weights (including teaching and research appointments) should equal 100%. Individuals are not expected to set maximum weights in all Performance Areas. For Faculty members with 100% Extension appointments, the total weight for Performance Areas I and II must be at least 70%. For Faculty members with joint appointments, the total of weights in Performance Areas I, III, IV, and V should equal the percent of Extension appointment. For Faculty members with teaching appointments, the total weight for Performance Areas I and II should not exceed 70%.

Faculty members submitting personnel action packets will indicate weights of each Performance Area as part of the Job Description in the Candidate's Profile ([Section III](#)).

5. Additional Criteria for the Ranks of Associate Extension Professor and Extension Professor

UMaine Cooperative Extension has developed additional criteria for Extension Faculty ranks that should be kept in mind when determining whether a Faculty member has met the requirements for reappointment, promotion, and continuing contract.

Assistant Extension Professor

- Master's Degree is the minimum degree requirement; Specialists usually have an earned doctorate as the minimum degree requirement

Associate Extension Professor:

- Master's Degree is the minimum degree requirement; Specialists usually have an earned doctorate as the minimum degree requirement
- Sustained high level of competence in the implementation of all assigned responsibilities
- Evidence of continued professional development
- Evidence of recognition as an educator in the assigned geographical area
- Increasing skill in the program development process
- Creative performance in the conduct of Extension or related educational programs

Extension Professor

- Master's Degree is the minimum degree requirement; Specialists usually have an earned doctorate as the minimum degree requirement
- Evidence of sustained outstanding performance in the implementation of assigned responsibilities
- Continued professional development through the exploration of new areas of Extension programming
- Recognition as an educator beyond the assigned geographical area
- Excellent program development skills as evidenced by outstanding ability and consistent sustained performance in determining clientele needs, establishing program priorities, and conducting Extension or related educational programs

6. Years of Credit Towards Continuing Contract

Occasionally a Faculty member is hired who negotiates a specific number of years "credit" towards continuing contract. Typically this will be one or two years of credit; rarely are three years of credit awarded. This means that the Faculty member has the opportunity to document work performance at a level that supports the awarding of continuing contract within a shorter period of time. According to the AFUM contract, credit granted at the time of appointment towards the completion of the probationary period may be used at the discretion of the Faculty member. The Faculty member electing to use the credit granted shall make a one time application for the award of tenure and there shall be only one tenure decision.

UMaine Cooperative Extension policy allows Faculty members hired with years of credit towards continuing contract to include documentation of their most recent experience and achievement in their continuing contract packet for a time period equivalent to that of the years of credit, up to a maximum of three years. This is consistent with University of Maine System policy concerning years of credit toward tenure.

Years of credit do not affect the Faculty member's position in the reappointment cycle. For example, a Faculty member hired with two years of credit towards continuing contract would submit their first reappointment packet according to the timeline for first year reappointment, not third year reappointment.

7. Guidelines for Early Continuing Contract Submissions

If the criteria for continuing contract are met in year four or five a Faculty member may seek continuing contract, provided that the Faculty member also demonstrates that they exceed the basic standards (in quality and quantity) in at least four performance areas. Examples of exceeding standards include but are not limited to:

- Exemplary educational program development with clear long-term impacts
- Regional or national leadership and notoriety
- Attainment of externally funded grant, contract, or special funding in support of Extension educational programs or research
- Scholarly productivity

8. Letters of Support for Promotion and Continuing Contract

Letters of support should not be included in reappointment packets. Letters of support are required for promotion and continuing contract packets and must be solicited by the Faculty member's Supervisor.

Letters of support should address one or more of these three areas of evaluation:

- Educational program development and applied research (Performance Area I)
- Scholarship and professional activity (Performance Area III)
- Organizational, campus, and public service (Performance Areas IV and V)

Letters of support are most effective when they describe the specific work of the Faculty member and its substantial contributions and accomplishments relative to the mission of UMaine Cooperative Extension and the University of Maine. Most appropriate are letters from colleagues or individuals who can evaluate the Faculty member's work but who are not close personal friends, former mentors, or academic advisors. When members of the academic community are asked to be evaluators, they should have a rank or professional recognition at least equivalent to the Faculty member's. Letters of support should not be requested from people supervised by the Faculty member.

Letters that address educational program development and applied research should be based primarily on the evaluator's first hand observations of the Faculty member and a review of the Faculty member's educational materials and syllabi.

Letters that address scholarship and professional activity should be from individuals who have expertise in the Faculty member's area of expertise. Letter of support should be based on an examination of the Faculty member's scholarly works, professional interactions, and observations of the Faculty member's participation in conferences and presentations at professional conferences.

Letters that address organizational, campus, and public service should be based on first hand experience of the Faculty member's work. The service should be directly related to the Faculty member's expertise, collegial, or governance role as a Faculty member. Letters should address the Faculty member's academic contribution to the service activity or evaluate the way the Faculty member conducted their responsibilities as a Faculty member. Letters should be printed on letterhead and signed. Unsigned letters and faxes are not acceptable.

There are three categories of letters of support:

- Internal to UMaine Cooperative Extension, UM, and UMS
- Program clients, members of advisory groups, and volunteers
- Collaborators in institutions, agencies, and organizations external to UMS

Letters of support from all three categories should be included. Faculty members must include letters in the third category from at least three established scholars at institutions external to the University of Maine System or from established collaborators who work in agencies and organizations and are well respected in the Faculty member's field of work. Support letters should be from individuals whose objectivity is not open to challenge. Faculty member's should not request letters from personal friends, colleagues with whom they have a long standing on going working relationship, former mentors, members of their PC or current PRC members. Faculty members may include the curriculum vitas of these evaluators in their supporting documents. A maximum of five letters from each category can be included. Typically two to three letters per category is sufficient. Quality is more important than quantity.

In the packet, include a cover sheet that lists the categories and identifies which letters are in each category. For each letter, indicate the correspondent's name, institution or place of work, and a brief statement of their connection to the Faculty member.

The Supervisor will solicit letters of support for Faculty member's requesting continuing contract or promotion using the template in [Section V](#).

The process and timeline for soliciting letters is:

Date	Action
Aug 15	Faculty member submits, to the Program Administrator (PA): <ul style="list-style-type: none"> • names of possible individuals to write letters of support (including name, title, address, and brief description of the individual's relationship to the Faculty member) • current job description • list of current Peer Committee (PC) members Faculty member can indicate names of individuals from whom letters should not be requested. PA adds additional names if desired.
Sept 1	PA forwards list to Faculty member's PC and to the current Promotion Review Committee (PRC) and requests additional names if desired.
Sep 15	Additional names received from PC and PRC.
Oct 1	PA selects names of individuals and requests letters of support.
Oct 15	Letters of support received by PA; letters are inserted into the Faculty member's packet when the packet is received.

Faculty members should notify individuals that they might be contacted to write a letter of support. All letters received will be included in the Faculty member's packet. After the Faculty member has received a letter from the UMaine President notifying them of the outcome of their request for continuing contract or promotion, a copy of the narrative portion of the packet, all recommendations, all letters of support, and any Faculty member response is placed in the Faculty member's personnel file. Letters of support will be available to the Faculty member for review at that time.

H. Post Tenure Compensation (PTC) Review

1. Eligibility

A Faculty member's year of eligibility is calculated by adding multiples of four to the year they received continuing contract or promotion to full professor. A Faculty member is eligible for PTC every four years.

2. Determining Satisfactory Performance

The Faculty member must be performing satisfactorily for their rank (see Section II) to receive a positive decision by the PRC, the Supervisor, the Executive Director, and Upper Administration. If the PRC recommendation is overturned, the Executive Director must supply the PRC with compelling reasons.

3. Format

See [Section III](#). *Note that only the cover letter, job description, program summaries, and expanded CV are required for PTC; other sections, including appendices, should not be included.*

4. Role of the Peer Committee (PC)

- Guides the Faculty member in preparing their post tenure packet
- Provides feedback on the Faculty member's packet prior to submission to the PRC
- Regularly offers ongoing support and feedback during the Faculty member's career

5. Roles of the Promotion Review Committee (PRC)

- Reviews materials submitted by the Faculty member to determine if they are maintaining the performance standards established for their current rank based on the standards and criteria outlined in [Section II](#) of this document
- Makes recommendation on the action requested
- Provides the Faculty member with general written comments and feedback
- Meets with the Faculty member during the time period when PRC is in session, if requested
- Reviews the Faculty member's revised packet as necessary

6. Minimum Salary Increases and the Role of Administration

Faculty members identified as performing satisfactorily by the PRC, Program Administrator (PA), and Extension Director, and approved by the Upper Administration, will receive a 3.5% increase to their base salary. Faculty members considered to be performing above the minimum by their PA and the Director can receive an increase of up to an additional 3.5%. Salary increases for Faculty members who successfully complete the review will be effective July 1.

If you have any questions, please contact your Program Administrator.

I. Tips on Preparing Packets

These tips provide the Faculty member with suggestions for organizing the structure and layout of their packet. The more organized and concise the packet is, the easier it will be for others to locate and evaluate the materials presented.

1. Content

- For each criterion, address all the indicators that are applicable to your work

- Be specific about program efforts and accomplishments, particularly when you are part of a team; identify team members by name, affiliation, and role
- Clearly describe programs and client groups, including their purpose, number, origin, and priority in your Plan of Work; do not assume that readers of your packet know your programs
- Clearly link needs assessments and planned educational programs to client-centered objectives and expected outcomes and impacts
- Clearly link objectives with achieved outcomes and impacts
- The narrative should be able to stand on its own; when your packet is passed on to the UM Promotion & Tenure Committee, only the narrative is reviewed; support documents are sent separately and are usually not reviewed
- Keep repetition of the same information to a minimum; reference to material already presented is preferable to “cut-and-paste” repetition
- Documentation of Maine Planning and Reporting System reporting should include a brief statement in your narrative that you did report, the number of days reported, and a brief description of narratives submitted; you do not need to include complete printouts of each goal reported under, or copies of success stories reported
- Support documents are an essential part of your packet; choose documents with care; include only those support documents that have been specifically referred to in the narrative
- Arrange support documents in the order they are referred to in the narrative
- Number or label each support document so that it can be referred to specifically and can be found easily
- Bound journals, reports, or publications that include multiple authors, if submitted, should be tabbed to indicate where your work can be found
- With bulky documents, consider submitting just the cover or title page and a sample of the contents
- Support documents should be clean, clear, and easy to read; if something doesn't photocopy well, consider an alternative such as a photograph, or simply describe it in the narrative
- Consider providing a list of acronyms, abbreviations, and definitions of terms that are used repeatedly
- Provide the necessary context for those readers who are unfamiliar with your program area, discipline, and the venues where your work was published

2. Organization and Formatting

- Packets should be organized as described in [Section III](#).
 - Clearly label every part of the narrative and supporting documents, using tab dividers or other similar devices, so that it is obvious where everything is located; refer to documents or sections using the numbers or labels
 - Consider placing the narrative in one binder and supporting documents in another; reviewers can then easily read through both at the same time, maintaining the flow of the narrative while referring to the supporting documents
 - Use one-and-a-half or double spacing; yes, it takes more paper, but it is much easier to read
 - Borders, fancy fonts, and shading may enhance a packet, but can easily be overdone; the packet should look professional; off-white paper can make a packet easier to read
 - Be sure to check for and avoid:
 - typos, incorrect spelling, incomplete or run-on sentences, punctuation mistakes, and hand-written corrections
 - multiple examples of the same documentation
 - jargon, acronyms, and abbreviations that have not been defined
 - wrinkled, soiled, illegible, and other poor quality materials
 - plastic page-protectors, colored ink, sticky dots, highlighter, or colored pencils
 - Have others proofread the text
-

J. Late Packet Guidelines

1. Under extenuating circumstances, packets may be accepted up to one business day after the deadline provided the UMaine Cooperative Extension Executive Director (or their designee) agrees that circumstances beyond the Faculty member's control prevented timely submission of the packet.
2. If significant extenuating circumstances occur, an additional five (5) business days from the deadline may be granted, subject to approval from both the PAC and the UMaine Cooperative Extension Executive Director (or their designee). It is the Faculty member's responsibility to justify their request to the PAC and to the Executive Director. Note: an extension can not be granted if it would affect the ability of PRC and others to meet deadlines established by the AFUM agreement.

Examples of significant extenuating circumstances may include:

- death or severe injury in one's family
 - personal medical emergency
 - accident
3. Deadlines for applications should be set to fall on a Monday
 4. Notification will be sent to Faculty members two months prior to the packet due date. The notification will include a description of the information that should be included in the packet. An additional reminder will be sent to Faculty members two weeks prior to the date packet's are due.
-

K. Joint Appointments

1. Faculty members with a joint appointment must adhere to the Faculty performance evaluation and personnel actions of both UMaine Cooperative Extension and the unit or department where the joint appointment is held.
2. A Faculty member's primary unit is the unit or department in which the majority appointment is held; the secondary unit is the unit or department in which the minority appointment is held.
3. A Faculty member's Extension work will be evaluated using UMaine Cooperative Extension's Faculty evaluation standards. Research and teaching work will be evaluated using the standards set by the appropriate unit or department.
4. The primary unit has the responsibility to ensure that the Faculty member is evaluated in accordance with the AFUM agreement and that a peer committee is appointed that represents both the primary and secondary units.
5. The peer committee makes its report to the Department Chair and the Extension Program Administrator.
6. The recommendation from the Department Chair is sent to the Dean and the Dean's recommendation is sent to the Executive Vice-President/Provost.

7. The recommendation from the Extension Program Administrator is sent to the Extension Director; the Extension Director's recommendation is sent to the Executive Vice-President/Provost.
 8. For reappointment decisions, the Executive Vice-President/Provost's recommendation is sent to the President for action.
 9. For continuing contract, tenure, and promotion decisions, after review and discussion by the Administrative Promotion and Tenure Review Committee, the Executive Vice-President/Provost's recommendation is sent to the President for action.
-

L. Fixed-Length, Soft Money, and Non-Continuing Contract Appointments

For a full explanation of fixed-length and soft-money appointments please refer to the [AFUM Contract \[PDF\]](#), Article 7 – Appointment, Reappointment and Non-Reappointment, and Contract Status.

Faculty members with these types of appointments are encouraged to use their cover letter to address any specifics of their job description or responsibilities that affect their ability to meet criteria that are “expected” or meet standards for their current years of service.

Fixed-length and soft-money faculty members can be reappointed for multiple years, typically two, if there is a guarantee of funding and, for fixed-length appointments, the multi year appointment does not extend beyond the fixed-length employment period. Fixed-length and soft-money faculty members should work closely with their supervisor to determine the appropriateness of a multi-year reappointment, and clearly state their request in their cover letter.

M. Salary Adjustment at Promotion

The UMaine Cooperative Extension Leadership Team may recommend salary adjustments above the rank minimum increase when Faculty members are promoted. Salary adjustments are effective when promotion takes effect, usually on July 1. No formal request for salary adjustment is required. The criteria for administrative decisions on salary adjustment are:

- Greatest value is placed on:
 - Program impact
 - Quality of one's service and cooperation with others
 - Program creativity
 - Competency
- Intermediate value is placed on:
 - Past contributions to the organization
 - Potential for future contributions to the organization and programs
 - Salary of peers with similar years of service and rank
- Lesser value, but still relevant to the analysis, is placed on:
 - Market value
 - Total years of service
 - Past entry-level salary within the group at time of hire

The final decision regarding any recommended salary adjustment is made by the UM Provost in consultation with the UM Office of Equal Employment Opportunity.

Note: For other Faculty salary adjustment options, please refer to the [UMaine Faculty Handbook](#).

N. Revision of Faculty Evaluation Document

If a UMaine Cooperative Extension Faculty member or Administrator wants to amend the UMaine Cooperative Extension Faculty Evaluation document, this procedure is to be followed:

1. The Faculty member or Administrator identifies the specific section(s) of the document to be amended and prepares a proposed amendment(s) in consultation with the Policy Advisory Council (PAC) and the Extension Leadership Team (ELT). In doing so, the Faculty member or Administrator becomes the identified author(s) of the proposed change.
2. The author(s) submits the proposed amendment(s), electronically or hard copy, to the PAC and ELT.
3. After reviewing the proposed amendment(s), PAC and ELT members can propose changes that are then incorporated into the proposed amendment(s) by the author(s).
4. If the proposed amendment(s) do not affect forms, procedures, or criteria (AFUM Contract, Article 10), PAC and ELT approve the amendment(s). Skip to step 9.
5. If the proposed amendment(s) affect forms, procedures, or criteria, they must be voted on by the Extension Faculty. The proposed amendment(s) will be presented to the Faculty, electronically or by hard copy. If the proposed amendment(s) is to be discussed at a Faculty meeting, it will be sent to the Faculty members at least one week prior to the meeting. If the proposed amendment(s) is only being reviewed electronically, deadlines will be set for submission of comments.
6. The proposed amendment(s) will be reviewed and revised as necessary. The final version of the amendment(s) will be approved or not approved by majority vote of those Faculty members present at a Faculty meeting, or by majority vote of those responding electronically by the designated deadline.
7. The amendment(s) approved by the Faculty will then be forwarded to the ELT for final review and approval.
8. The revised document is then sent to upper administration for review and approval.
9. The amendment(s) approved by the Faculty and the ELT, and by upper administration as necessary, will then be incorporated into the Faculty Evaluation document and posted on Plugged In with revisions dates attached.
10. When the revision(s) is on-line, PAC will notify Faculty members, electronically, that the revision(s) is complete. The timeline for implementation of the revision(s) will be described in accordance with the provisions in the AFUM contract.
11. An amendment(s) not approved by PAC (and the Faculty if appropriate) or the ELT will be returned to the author(s). If the author(s) chooses to resubmit the amendment(s) the same procedure will be followed beginning with the first step.

O. Definition of Terms

Advisory groups – Groups of volunteers, colleagues, collaborators, or stakeholders who provide advice to UMaine Cooperative Extension employees. Advisory groups may be internal to UMaine Cooperative Extension, such as County Executive Committees, 4-H Leader's Associations, and Extension Homemaker Councils, or external to UMaine Cooperative Extension such as the Maine Potato Board.

Applied research – Research that accesses and uses some part of the research communities' accumulated theories, knowledge, methods, and techniques, for a specific, often state, commercial, or client-driven, purpose. For Extension, applied research often provides information that:

- Supports an Extension program area
- Expands the discipline's knowledge base
- Addresses the needs of Maine people

This work should follow standard qualitative and quantitative research and statistical methods to evaluate the work as appropriate to the study design. UM policies and procedures related to research with humans (Human Subjects Institutional Review Board) and animals (Animal Care and Use Committee) must be followed.

Examples:

- You want to determine whether or not adoption of a particular nutrition principle you have been teaching to a specific group will lead to lower cholesterol levels. You set up a study comparing the participating group to a similar but non-participating group. The hypothesis is that the group with improved eating habits will have lower blood cholesterol levels. You monitor the groups, collect the data, do statistical analysis, and report your findings.
- You want to determine the effective distance of pollen spread from genetically engineered (GE) corn. Your hypothesis is that the distance away from the GE corn affects degree of pollination. You have two fields of corn that are standard hybrids, one of which is GE. You sample corn in the non-GE field at set distances from the GE pollen source and grow the seed in the greenhouse. The plants are then sprayed with glyphosate and you measure the surviving plants. Statistical methods are used to determine how far the GE pollen spreads.
- A new 4-H club has started, with members who attend the same school. You want to determine if participation in 4-H affects their self-esteem, grades, drug use, and so on. You work with the school to set up a comparison group of students who are similar but do not participate in 4H. You use appropriate assessment methods to compare the 4-Hers to the control group over a period of time. Statistical methods are used to determine the significance of your results, and you publish them in the *Journal of Extension*.
- A newly discovered aquatic organism (*Dinoflagellus horribilus*) is endangering the shellfish industry in a local bay. Town officials think that phosphorus runoff from a large dairy farm is contributing to the proliferation of this organism. Two other bays have reduced incidence of the organism. To assess the effect of the farm, you and your assistants test the waters feeding the bays for storm runoff P levels over the course of the summer. Using appropriate statistical methods, you correlate the incidence of *D. horribilus* with the P levels in each bay, and make inferences from the results. You present your findings to town and government officials at a marine conference.

Contract – An intentional verbal or written agreement between a UMaine Cooperative Extension employee and the client or customer that outlines the roles and responsibilities of all parties, projected timeframe, planned activities to reach desired outcomes, and reporting commitments.

Criteria – Essential elements of a performance area.

Electronic Publication – A publication produced for on-screen delivery with obvious attention to format, layout, text, and font for enhanced usability and readability. Unlike a website, database, or other electronic data, regardless of length, an electronic publication is published under a single title as a fact sheet, circular, bulletin, newsletter, book, handbook, and so on. It is not necessary for the electronic publication to have a paper equivalent.

External Funding – Funding that is acquired through an application process, rather than as part of base funding from USDA, UM, UMaine Cooperative Extension, or through the County budget process. External funding includes funding received through a team or collaborative effort, as a subset of a larger grant, or by the Faculty member serving as Principle Investigator (PI) or co-PI. UMaine Cooperative Extension may or may not serve as the fiscal agent for grants, contracts, and special funds that are the result of collaborative efforts. Funding received through processes internal to UMaine Cooperative Extension, such as Program Leadership Team budgets, are not considered external funding.

Examples:

- Grants from public and private foundations, including the Pine Tree State 4-H Foundation
- Grants and contracts from state agencies
- Grants from federal agencies

Indicators – Activities that demonstrate achievement of the criterion.

Multi-county efforts – Collaborations that involve two or more counties.

Multi-disciplinary – Efforts that represent research, education, or extension programs in which the principal investigators or other collaborators from two or more disciplines or fields of specialization work together to accomplish specified goals.

Multi-state efforts – Collaborations that involve the programs of institutions located in two or more states or territories. Multi-state efforts should be reported on the Maine Planning and Reporting System.

Examples:

- Educational materials developed by Faculty members from two or more states, including Natural Resource, Agricultural, and Engineering Services (NRAES) publications and resources
- New England Teen Conference
- New England Small Fruit and Vegetable Growers Meeting
- New England-wide food safety fact sheets and training in Hazard Analysis Critical Control Point (HACCP)
- Eastern States Exposition 4-H activities and New England Council

New media technologies – electronic technologies used in educational materials and programs, including “one-to-many” technologies such as eXtension, websites, electronic newsletters, tweets, and videos, and “many-to-many” technologies such as blogs, wikis, and social media

Non-professional publications – Educational materials that have not been peer-reviewed

Organizational committees – Standing committees such as Policy Advisory Council (PAC), Promotion Review Committee (PRC), Diversity Group; ad hoc committees; Peer Committees

Peer-reviewed – A publication that is reviewed by peers in the Faculty member's discipline. Ideally, this will be done by colleagues outside UMaine Cooperative Extension; however, other UM Faculty members may be excellent peer reviewers. If the paper is being published in a peer-reviewed journal or other publication, the review process is clearly set forth by the journal or publication. If the work is being published in another form, the review process will be set up by a third party (the Faculty member's supervisor, a colleague, or a UM Faculty member) to ensure a blind review.

Performance Area – Major areas of work expected of all Faculty members.

Professional presentation – Presentations made to an organization of peers, including national or multi state meetings, statewide meetings, or other similar groups. Presentations made to clients are usually not considered to be professional presentations.

Professional publications – Educational materials that have been peer-reviewed.

Examples:

- Fact sheets
- Curricula
- Technical reports
- Journal articles
- Computer software

Program – A collection of projects, activities, events, and resources focused around an issue.

Program Leadership Team – Extension colleagues organized to coordinate and manage organizational resources (people, materials, internally- and externally-generated funds) to achieve state Plan of Work goals.

Publishing – Communicating the results, insights, and findings emerging from creative Extension educational or applied research activities to peers, program participants, stakeholders, and the public.

Examples:

- Submitting an article to the Youth News newsletter or the *Journal of Extension* that highlight findings of your focus group research on 4-H teens' ability to market their skills in job interviews
- Contributing an article to a trade magazine on your ongoing applied research on compost tea and its effectiveness in disease and fungal suppression for commercial farmers and home gardeners
- Writing a regular newspaper column that highlights the synthesis of your ongoing literature review of early childhood intervention practices that are home- and community-based and their impact on family development
- Sending an article on creative group problem-solving techniques to *Group Facilitation: A Research & Applications Journal*

Public service – One-time presentations that draw on the Faculty member's professional expertise as a representative of UMaine Cooperative Extension but do not require engagement in the full educational program development process; usually will not include evaluation and documentation of impact and outcomes for participants; does not include service rendered in the role of a citizen such as being a 4-H or Scout leader, or service on civic or religious committees or boards.

Scholarly work – The discovery, development, and integration of original creative, intellectual work; includes professional and peer-reviewed publications and teaching and research methods, technologies, and program materials such as curricula, displays, and software.

Scholarship – The three components of scholarship are:

1. The discovery, development, and integration of creative intellectual work, i.e., scholarly work
2. Communicating about the creative intellectual work to a variety of audiences
3. Having that work validated by peers

Forms of scholarship include teaching and learning, artistic creativity, and the discovery and application of knowledge. Products of scholarship (scholarly work) include professional and peer-reviewed publications and teaching and research methods, technologies, and program materials such as curricula, displays, and software. Audiences include peers, program participants, stakeholders, and the general public. Validation by peers means it is presented in some way (for example through a paper, an abstract, a poster or a verbal presentation), discussed, and found to be valid. Validation can, but does not always, mean peer-reviewed.

Standard – Minimum work performance expected for a specific criterion.

Under-represented – Individuals, groups, and organizations who may not have participated fully in a program, including, but not limited to, women, racial and ethnic minorities, persons with disabilities, and limited-resource clients.

Under-served – Individuals, groups, and organizations whose needs have not been addressed in past programs.

Section II: Performance Areas, Criteria, Indicators, and Standards

Performance Areas, Criteria, and Indicators Effective December 1, 2000
Standards Effective December 1, 2001
Revised July 31, 2009
Revised July 1, 2010

Introduction

Evaluation of a Faculty member's performance in relation to the standards for each criterion should take into account the job description and changes in the Plan of Work. Standards should be considered minimums for documented work performance over time. It is expected that after performance has been achieved at a new level, it will be sustained.

Standards represent the minimum performance expected in each criterion. A Faculty member may receive a positive action if they do not meet the standard in all criteria if they are seen as progressing well toward the desired standard or there are sufficient extenuating circumstances.

In general, Faculty members should spend approximately 50 to 70 percent of their time in [Performance Area I](#), 10 to 25 percent in [Performance Area III](#), 10 to 15 percent in [Performance Area IV](#), and 1 to 5 percent in [Performance Area V](#). The sum of weights for Performance Area I and III must be at least 70 percent.

Notes:

- Continuing contract and promotion to Associate Extension Professor are independent actions and do not necessarily occur at the same time unless requested by the Faculty member

- Post-tenure Compensation packets will be evaluated using the standards for the current rank of the Faculty member

Performance Area I: Educational Program Development **Weight** _____

PA I: Criterion 1: Conducts issues and needs assessment (Expected)

Indicators:

- a. Methods used, e.g., focus group, observation, interview, test
- b. Tools used, e.g., survey, questionnaire, phone call records, information requests, program requests
- c. Sources used, e.g., professional peers, program team, advisory groups, personal knowledge and experience, research results, intuition, review of records and reports, contact with under-served and under represented groups

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Employs at least one method
- Uses at least one tool
- Draws upon available data

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Employs at least three methods
- Uses at least three tools
- Draws upon multiple sources of data, professional judgment, and advisory groups

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Integrates multiple methods
- Relies upon diverse tools
- Integrates personal and professional analysis of needs into program development

PA I: Criterion 2: Sets goals and outcome-based objectives in relation to the State Plan of Work (Expected)

Indicators:

Goals and outcome-based objectives should be:

- a. Specific
- b. Measurable
- c. Attainable
- d. Realistic
- e. Timely
- f. Prioritized

Standards:

- Throughout one's career, program goals and outcome-based objectives are SMART and prioritized
- Goals and outcome-based objectives align with local and state priority issues and aspirations.

PA I: Criterion 3: Designs, delivers, evaluates, refines, and reports programs; individually or as part of a team (Expected)

- For each indicator, address how it is incorporated into educational programs
- For team efforts, indicate your specific role(s)
- For evaluation, include tools used and a brief summary of results of specific evaluations; do not include individual participant evaluation forms or data not yet analyzed

Indicators:

- a. Involves clients in program design
- b. Involves internal and external advisory groups in program development, e.g., county executive committees, UM, UMS, local, state, or regional agencies and organizations
- c. Uses a variety of program delivery methods - e.g., one-on-one consultation, demonstration, lecture, hands-on activity, workshop, learn-by-mail, train-the-trainer, fact sheet, web page, newsletter, newspaper article, case study, new media technologies
- d. Enhances program development through effective use of people, e.g., recruits, trains, and manages volunteers and students, works with program staff to enhance program delivery
- e. Develops innovative educational materials and adapts program delivery methods to the audience
- f. Adapts educational materials and technology focused on audience needs
- g. Develops and uses evaluation tools, e.g., to evaluate teaching effectiveness, program content, and learner outcomes in relation to the stated goals and objectives
- h. Revises educational programs in response to evaluation results
- i. Reports program impacts in a timely, accurate and complete way, e.g., Maine Planning and Reporting System, county, state, and federal reports, exemplary program reports, success stories, contract or grant updates and reports
- j. Demonstrates commitment to civil rights, EO, and affirmative action in reaching diverse audiences that are reflective of the population - e.g., publicizes programs and modifies programs to reach new and diverse audiences with special attention to reaching under-served and under-represented audiences

Standards:

All Faculty members, throughout their careers with UMaine Cooperative Extension, are required to:

- Involve clients, advisory, peer, and professional groups in program design as appropriate
- Report program impacts in a timely, accurate, and complete manner including entries into Maine Planning and Reporting System, and where relevant, county, state and federal reports, success stories, contract and grant updates and reports
- Demonstrate a commitment to civil rights, equal employment opportunity, and affirmative action in designing educational programs, serving the public, collaborating with colleagues in and outside of UMaine Cooperative Extension, and reaching new and diverse audiences with special attention to reaching under-served and under-represented audiences

1st to 3rd Year Reappointment – by the 3rd year:

- Uses at least two program delivery methods
- Where applicable, recruits and supports volunteers to enhance program impact
- Develops educational materials to address audience needs and issues
- Conducts consistent program evaluation and incorporates findings into future programs
- Reports program accomplishments on Maine Planning and Reporting System and through other means as appropriate

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Uses varied program delivery methods as appropriate
- Where applicable, implements an effective volunteer management system and staff management system
- Develops, refines & enhances educational materials to reflect learning styles and current educational theory and practice
- Designs and adapts program evaluation tools that assess multiple dimensions of client impact
- Reports program accomplishments on Maine Planning and Reporting System and through other means as appropriate

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Uses multiple program delivery methods to address varied learning styles and educational needs over time
- Where applicable, demonstrates high degree of effective volunteer management, including ongoing program and volunteer development, and staff management
- Educational materials & technologies are reflective of emerging audience needs and educational theory and practice and contribute to clients' capacity to teach others
- Draws upon current evaluative research to assess impacts and offers new evaluative models to peers
- Reports program accomplishments on Maine Planning and Reporting System and through other means as appropriate

PA I: Criterion 4: Documents program impact with emphasis on economic, environmental, and social conditions for Maine citizens and others (Expected)

Indicators:

- a. Economic impacts such as businesses started, jobs created or retained, costs reduced, etc.
- b. Environmental quality enhanced, protected, restored or changed
- c. Client growth and development
- d. Community, business, group or organizational change

Standards:

All Faculty members, throughout their careers with UMaine Cooperative Extension, are expected to assess and report the impact of their work with emphasis on at least one of economic, environmental, or social conditions

1st to 3rd Year Reappointment – by the 3rd year:

- Assess and report short-term impacts that occur in less than one year post-program
- Develop a plan for assessing long-term impacts that occur beyond one year post-program

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Assess and report short-term impacts that occur in less than one year post-program
- Assess and report long-term impacts that occur beyond one year post-program

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Assess and report short- and long-term impacts that document substantial participant outcomes

PA I: Criterion 5: Engages in professional development to enhance teaching preparedness and effectiveness (Expected)

- For each activity indicate title, date(s), and a brief explanation of how the activity enhanced your skills or contributed to educational program development
- Include sabbatical leaves

Indicators:

- a. Has a professional development plan
- b. Engages in professional development
- c. Learns educational techniques for more effective and efficient work, e.g., computer programs for teaching, distance learning technology
- d. Enhances effectiveness and efficiency, e.g., shares program materials with others, uses relevant program materials produced by others
- e. Stays current with literature
- f. Acquires funds to support professional development, e.g., grants and contracts with funds for professional development, special grants or scholarships received for professional development, use of UMaine Cooperative Extension flexible staff development funds

Standards:

All Faculty members, throughout their careers with UMaine Cooperative Extension, are expected to:

- Develop and implement a professional development plan
- Participate in at least two significant professional development activities faculty at least one of which expands professional connections beyond UMaine Cooperative Extension, e.g., workshops, conferences, or other similar activities
- Demonstrate how professional development has enhanced program development and professional skills and knowledge

1st to 3rd Year Reappointment – by the 3rd year:

- Is encouraged to create opportunities to share the results of professional development activities with colleagues to enhance their skills and knowledge

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- At least once, will create opportunities to share the results of professional development activities with colleagues to enhance their skills and knowledge

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- At least twice, will create opportunities to share the results of professional development activities with colleagues to enhance their skills and knowledge

PA I: Criterion 6: Conducts or collaborates on applied research to support program development (Expected)

For each project include date(s), topic or activity, your role(s), name(s) and role(s) of collaborators, summary of findings, how the research contributed to program development.

Indicators:

- a. Conducts or collaborates on research
- b. Reports findings
- c. Incorporates results into program development

Standards:

All Faculty members, throughout their careers with UMaine Cooperative Extension, are expected to conduct or collaborate on applied research on an on-going basis to support program development and incorporate applied research.

1st to 3rd Year Reappointment – by the 3rd year:

- Is involved in at least one applied research project

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Is involved in at least one applied research project
- Uses findings in program development

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Provides leadership in collaborative applied research
- Uses findings in program development at least once every three years

PA I: Criterion 7: Seeks and acquires grants, contracts, and special funds in support of educational program development (Expected)

- Indicate agency name, date applied, dollar amount, and disposition

Indicators:

- a. Number of grants sought
- b. Dollars and resources requested
- c. Number received
- d. Dollars and resources raised or received
- e. Responsibly manages fiscal resources

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Is familiar with the grant-writing process and potential grant and contract sources
- Seeks external funding through at least one grant, contract, or special fund proposal
- May raise funds through a development strategy in collaboration with relevant partners

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Seeks external funding through at least three grant or contract proposals
- Receives at least one externally-funded grant, contract, or special fund
- May raise funds through a development strategy in collaboration with relevant partners
- Acquired funding through a development initiative

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Supports new program(s) through externally-funded grants or contracts
- Seeks external funding through at least three grant or contract proposals
- Receives at least one externally-funded grant, contract, or special fund
- May raise funds through a development strategy in collaboration with relevant partners
- Acquired funding through a development initiative

PA I: Criterion 8: Demonstrates educational program leadership (Expected)

Indicators:

- a. Collaborates with others, including UM and UMS colleges and departments, and outside agencies and organizations
- b. Is involved in multi-county and multi-state programming efforts
- c. Serves as statewide Program Leadership Team member or leader
- d. Enhances the reputation of UM and UMaine Cooperative Extension

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Collaborates with UMaine Cooperative Extension colleagues, and local and state agencies and organizations
- Is involved in at least one multi-county program

- Participates in at least one Program Leadership Team (PLT)

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Collaborates with colleagues in UM and UMS colleges and departments, and in local and state agencies and organizations
- Participates in at least one multi-county program and at least one multi-state program
- Participates in at least one PLT

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Collaborates with colleagues in UM and UMS colleges and departments, and in local, state, multi-state or national agencies and organizations
- Provides leadership in at least three multi-county programs and at least one multi-state program
- Participates in at least one PLT

Performance Area II: Undergraduate and Graduate Teaching and Advising

If applicable, please note percent of time devoted to teaching and advising: _____%.

Evaluation of undergraduate and graduate teaching and advising is conducted by the appropriate department.

PA II: Criterion 1: Teaching philosophy, strategies, and approaches

Indicators:

- a. Describe your main field of teaching responsibility
- b. Has a written teaching philosophy
- c. Strategies used
- d. Approaches used

PA II: Criterion 2. Efforts to address multiculturalism, gender, and international issues, and other curricular goals of UMS

Indicators:

- a. Integral part of teaching responsibilities
- b. Work undertaken with k-12 schools

PA II: Criterion 3. Efforts to enhance teaching effectiveness

Indicators:

- a. Seeks ongoing professional development in teaching effectiveness

- b. Shares effective teaching techniques and tools with colleagues

PA II: Criterion 4. Courses taught

Indicators:

- a. Number and title of each course
- b. Average number of students
- c. Indicate those courses taught regularly, those you have developed, and those you have substantially restructured

PA II: Criterion 5. Special teaching assignments or innovations

PA II: Criterion 6. Strategies and approaches to student advising

Indicators:

- a. Number of undergraduate students (majors, undeclared students, honors students) advised during the academic year
- b. Regular meetings with advisees
- c. Contact with students who do not come to office
- d. Method of ensuring students meet general education requirements
- e. Results of evaluations by advisees

PA II: Criterion 7. Advising commitments for honors theses, master's theses and doctoral dissertations

Indicators:

- a. Number of theses and dissertations for which you serve as advisor
- b. Number of theses and dissertations for which you serve as a committee member

PA II: Criterion 8. Student evaluations

- Refer to summary provided elsewhere
- Do not include individual student evaluation forms

Indicators:

- a. Qualitative evaluations
- b. Quantitative evaluations

Performance Area III: Scholarship and Professional Activity Weight _____

The Faculty member's job description will detail assigned duties, relevant areas of scholarship, and the relative balance of effort among assigned roles, scholarship, and public service. Scholarly achievement is expected of all Faculty members and may reflect individual as well as collaborative efforts.

PA III: Criterion 1: Scholarly works completed and in progress (Expected)

- Include examples of the various types of works
- Sort by type and list under separate headings (e.g., peer-reviewed articles, other articles, edited publications, electronic publications, eXtension content development as part of a Community of Practice, fact sheets, curricula, books, monographs, textbooks, technical reports, reviews, published computer software, chapters, conference proceedings, abstracts, miscellaneous publications, educational materials and programs presented using new media technologies such as websites, electronic newsletters, eXtension blogs, wikis, social media)
- Briefly describe your current work and future direction

Indicators:

- a. Number of scholarly works in progress
- b. Number of scholarly works completed
- c. Documentation of impacts of one's scholarly works

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Has at least one scholarly work in progress

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Has at least one scholarly work in progress
- Results of applied research published in at least one professional or non-professional publication or conference proceedings

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Has at least one scholarly work in progress
- Results of applied research published in at least one peer-reviewed journal or other publication and in at least one other professional or non-professional publication or conference proceedings

PA III: Criterion 2: Unpublished professional presentations (Optional)

- Unpublished papers authored or co-authored by you and delivered at professional conventions or before professional groups
- Asterisk those that were peer-reviewed
- Indicate those for which you were the presenter

Indicators:

- a. Number of unpublished papers authored or co-authored
- b. Number of unpublished papers presented
- c. Number of unpublished papers peer-reviewed

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Authors or co-authors at least one professional paper

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Authors or co-authors at least one professional paper
- Presents at least one professional paper

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Authors or co-authors at least one professional paper
- Presents at least one professional paper
- Has at least one unpublished paper peer-reviewed

PA III: Criterion 3: Other scholarly activities (Optional)

- List professional organizations, meetings attended, journals for which you serve as reviewer, panels on which you served, etc.
- Include appropriate dates, positions, roles, topics, etc.

Indicators:

- a. Professional organizations
 - Memberships
 - Offices held
 - Committee memberships
 - Other activities
- b. National and regional meeting
 - Attended
 - Sessions chaired
- c. Papers, chapters, or books reviewed
- d. Member of review panel for grant proposals- number and type of proposals reviewed
- e. Other activities

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Member of a local, multi-state, or national professional organization(s)
- Attends local, multi-state or national professional meeting(s)

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Member of and active in a local, multi-state, or national professional organization(s)
- Attends and is an organizer or participant in local, multi-state or national professional meeting(s)

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Member of and active in a local, multi-state, or national professional organization(s)
- Holds, or has held, a leadership position in a local, multi-state, or national professional organization
- Presenter, organizer, or session chair in local, multi-state or national professional meeting(s)

Performance Area IV: County, Organizational, and Campus Service

Weight

PA IV: Criterion 1: Serves on organizational committees (Expected)

- Indicate committee, activity, leadership roles, length of service, unique assignments, outcomes of committee work, and dates

Indicators:

- See Definitions in [Section I.O.](#)
- Examples of organizational committees include the Promotion Review Committee, UMaine Cooperative Extension Diversity Group, and Peer Committees

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Serves on at least two committees, including at least one peer committee

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Serves on at least two committees, including at least one peer committee

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Serves on at least four committees, including at least two peer committees
- Serves as a mentor to new faculty
- Serves as UMaine Cooperative Extension plan of work performance goal contact

PA IV: Criterion 2: Serves on search and interview teams (Expected)

- Indicate position and dates

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Service on team is optional

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Serves on at least one team

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Serves on at least one team

PA IV: Criterion 3: Enhances skills and knowledge of County Executive Committees (CEC) and other advisory groups (Expected)

- Indicate role and dates

Standards:

All Faculty members, throughout their careers with UMaine Cooperative Extension, are expected to:

- Be knowledgeable about current and emerging issues related to their POW and the work of the advisory group
- Demonstrate leadership, facilitation, and group skills
- Enhance the skills and knowledge of advisory groups to:
 - Develop the Faculty POW
 - Enhance marketing of and publicity for extension programs
 - Secure housing for county extension staff
 - Secure county and other funding

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Has worked with at least one group
- Advisory group members have demonstrated improvement in leadership, facilitation, or group process skills

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Has worked with at least one group
- Advisory group members have demonstrated improvement in leadership, facilitation, or group process skills
- Exchanges information about current and emerging issues with members of advisory groups

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Has worked with at least two groups
- Advisory group members have demonstrated improvement in leadership, facilitation, or group process skills
- Exchanges information about current and emerging issues with members of advisory groups

PA IV: Criterion 4 - Builds and sustains UMaine Cooperative Extension linkages with county, UM, and UMS (Optional)

- Indicate topics, activities, and dates as appropriate

Indicators:

- a. Departmental teaching or seminars
- b. Professional development of colleagues
- c. Program collaboration
- d. Interdepartmental or campus committees

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Explores potential for collaboration

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Has initiated and conducted at least one inter-departmental or inter-campus activity

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Has initiated and conducted at least two inter-departmental or inter-campus activities

PA IV: Criterion 5: Performs administrative duties, including those of county coordinator (Expected)

- Include supervision, duties in the county coordinator job description, duties as office contact (e.g., safety, civil rights, etc)
- Indicate dates served as county coordinator

Indicators:

- a. Number, category, and dates for people supervised
- b. Office administrative or county coordinator duties performed (see Maine Planning and Reporting System for county coordinator responsibilities)

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Assists in supervision or evaluation of at least one Extension employee, AmeriCorps VISTA, or volunteer, or serves on a graduate committee
- Participates in supervisory training
- Assists with office administrative duties, as appropriate

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Supervises or evaluates at least one Extension employee, AmeriCorps VISTA, or volunteer, or serves on a graduate committee
- Incorporates supervisory skills training and knowledge into the supervision or evaluation of others
- Assists with office administrative duties, as appropriate

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

Since last personnel action, with primary focus on the most recent five years:

- Supervises at least one Extension employee, AmeriCorps VISTA, or volunteer, or serves on a graduate committee
- Continues to enhance supervisory skills and knowledge
- Incorporates supervisory skills training and knowledge into the supervision of others
- Assists with office administrative duties, including serving as county coordinator or campus office contact person, as appropriate

PA IV: Criterion 6: Demonstrates commitment to UMaine Cooperative Extension civil rights expectations, and UMaine Extension and UM diversity goals (Expected)

Standards:

All Faculty members, throughout their careers, are required to:

- Be familiar with and adhere to UMaine Cooperative Extension civil rights expectations, and UMaine Extension and UM diversity goals and policies
- Participate in diversity training to increase awareness and support one's commitment to diversity

Performance Area V: Public Service

Weight _____

PA V: Criterion 1: Presentations and programs that do not require engagement in the full educational program development process (Expected)

- Indicate topic or activity and date(s) offered
- Up to approximately 5 percent of Plan of Work

Indicators:

- a. Number and type of programs or talks given

Standards:

1st to 3rd Year Reappointment – by the 3rd year:

- Provides public service at least once a year

4th to 6th Year Reappointment, Continuing Contract, Promotion to Associate Extension Professor – between the 4th and 6th years:

- Provides public service at least once a year

Promotion to Extension Professor – since last personnel action, with primary focus on the most recent five years:

- Provides public service at least once a year

Performance Area VI: Awards and Recognition

Weight _____

PA VI: Criterion 1: Type of award or recognition (Optional)

This section is an opportunity to further demonstrate the quality of your work and the recognition that your work has received. There are no specific standards.

- Indicate granting agency or organization, date
- Can serve as further indication of recognition within and beyond area of assigned duties
- Are not needed to receive a positive recommendation

Indicators:

Number and type of award(s) and recognition(s)

Section III: Application Format

Effective December 1, 2000

Revised August 4, 2003

Revised July 1, 2010

Note: This format is used for all Extension Faculty personnel action packets, except Post Tenure Compensation. It corresponds to that required of all UMaine Faculty members, including section and sub-section numbering. PTC packets include only the cover letter, job description, program summaries, and expanded CV; **other sections, including appendices, should not be included.**

Cover Letter

A cover letter should accompany the Faculty member's packet. The cover letter provides a context for the Faculty member's work as described in their packet and guidance for reviewers. The cover letter should include:

- A statement of the personnel action and rank requested and the date it is to be effective
- Faculty members with a joint appointment should indicate the proportional breakdown of the appointment
- Faculty members on fixed length, soft money, or non-continuing contract should indicate the specifics of their appointment
- Information about any extenuating circumstances that reviewers should be aware of, such as additional work taken on during a colleague's absence or during a position vacancy
- A brief overview of how the packet was compiled, such as how supporting documents are arranged

I. Face Data

A. Name

B. Current Rank

C. Cooperative Extension Office and Location

D. Professional Experience

(Provide a list of previous salaried positions, with dates, beginning with the most recent.)

E. Educational Background

(For each degree obtained, provide field, institution, and date received.)

II. Record of Actions

A. Initial Probationary Appointment

(Provide date of hire, rank, and number of years credit towards any continuing contract, if any.)

B. Reappointments

(Provide effective date and length of each reappointment.)

C. Promotion(s)

(Provide effective date and new title and rank information for any promotion.)

D. Continuing Contract Recommendations

(This section will be completed as the application for Continuing Contract moves forward.)

1. Promotion Review Committee's Recommendation:		
Positive _____	Negative _____	Date: _____
2. Program Administrator's Recommendation:		
Positive _____	Negative _____	Date: _____
3. Director's Recommendation:		
Positive _____	Negative _____	Date: _____
4. Chief Academic Officer's Recommendation:		
Positive _____	Negative _____	Date: _____
5. President's Recommendation:		
Positive _____	Negative _____	Date: _____

E. Exceptions to Board of Trustees Policy

(not applicable to Faculty members with majority Extension appointments)

F. Transmittal Letters

(The appropriate administrative review letters will be inserted in the application for continuing contract as it moves forward.)

1. President
2. Chief Academic Officer
3. Director
4. Program Administrator

III. Candidate’s Profile (This section must start on a new page.)

A. Job Description

Include a copy of your current job description, followed by a listing of the Performance Areas with days and weights assigned to each and the POW issues and outcomes addressed in Performance Area I. Please provide a space at the bottom of the page for your Program Administrator’s signature and date.

Example 1:

Performance Area	Days	Weight (%)
I – Educational Program Development	140	61
Sustainable Communities	(60)	(42)
Entrepreneurship - Small and Home Based Business	(40)	(29)
Community Development: Capacity-Building Skills	(40)	(29)
II – Undergraduate and Graduate Teaching and Advising	n/a	n/a
III – Scholarship and Professional Activity	40	17
IV – County, Organizational, and Campus Service	20	9
V – Public Service	5	2
Unassigned	25	11
Total	230	100

Program Administrator: _____ Date: _____

Example 2:

Performance Area	Days	Weight (%)
I – Educational Program Development	140	61
Youth Development	(70)	(50)
Healthy Lifestyles	(40)	(29)
Sustainable Communities	(30)	(21)
II – Undergraduate and Graduate Teaching and Advising	n/a	n/a
III – Scholarship and Professional Activity	40	17
IV – County, Organizational, and Campus Service	20	9
V – Public Service	5	2
Unassigned	25	11

Total	230	100
-------	-----	-----

Program Administrator: _____ Date: _____

B. Professional Development Plan

Include a copy of your **Professional Development Plan** using the form [[Word](#); [PDF](#)] provided on Plugged In.

IV. Program Summaries

Packets can include between one and six program summaries. The number of summaries should reflect the nature of the appointment and the length of the evaluation period. Each program summary should be no more than two pages in length. Program summaries should address these criteria:

Performance Area I: Educational Program Development

Criterion 1: Conducts issues and needs assessment

Criterion 2: Sets goals and outcome-based objectives in relation to the State Plan of Work

Criterion 3: Designs, delivers, evaluates, refines, and reports programs; individually or as part of a team

Criterion 4: Documents impact with emphasis on economic, environmental, and social conditions for Maine citizens and others

Criterion 6: Conducts or collaborates on applied research to support program development

Criterion 7: Seeks and acquires grants, contracts, and special funds in support of educational program development

Note: Criteria 5 and 8 are addressed in the Expanded CV.

It is not expected that every program summary will fully address each criterion; however, each criterion should be addressed at least once among all the program summaries submitted.

V. Expanded Curriculum Vitae (CV)

The remainder of a Faculty member's packet consists of an expanded CV that principally covers the evaluation period. The CV is composed of two parts.

Part one should contain:

- Brief job description
- Personal information
- Academic background
- Employment experience
- Professional organizations
- Licenses and certifications
- Teaching experience (if applicable)

Part two should contain:

- Performance Area I: Educational Program Development
 - Criterion 5: Engages in professional development to enhance teaching preparedness and effectiveness

- Criterion 8: Demonstrates educational program leadership
- Performance Area III: Scholarship and Professional Activity
 - Criterion 1: Scholarly works completed and in progress
 - Criterion 2: Unpublished professional presentations (Optional)
 - Criterion 3: Other scholarly activities (Optional)
- Performance Area IV: County, Organization, and Campus Service
 - Criterion 1: Serves on organizational committees
 - Criterion 2: Serves on search and interview teams
 - Criterion 3: Enhances skills and knowledge of County Executive Committees and other advisory groups
 - Criterion 4: Builds and sustains UMaine Cooperative Extension linkages with county, UM, and UMS (Optional)
 - Criterion 5: Conducts administrative roles and responsibilities including the role of county coordinator (Optional)
 - Criterion 6: Demonstrates commitment to UMaine Cooperative Extension civil rights expectations, and UMaine Extension and UM diversity goals
- Performance Area V: Public Service
 - Criterion 1: Presentation and programs that do not require engagement in the full educational program development process
- Performance Area VI: Awards and Recognition
 - Criterion 1: Type of award or recognition (Optional)

VI. Evaluations of Teaching (applicable only to Faculty members with joint teaching appointments who teach undergraduate and graduate credit courses)

A. Student Evaluations of Teaching

Provide a summary of qualitative and quantitative student evaluations. Sample formats for reporting student evaluations are provided in the tenure packet. A candidate is not limited to using only these formats if another method of exhibiting the data is preferred. Individual student evaluation forms should not be included.

B. Other Evaluations of Teaching

- Provide Peer Evaluations, if any
- List teaching awards, if any
- If your department has a graduate program, provide evaluative information on your teaching of graduate students in the classroom and on your thesis advising (e.g., student evaluations, peer evaluations, administrative evaluations, presentation and publications of your students)

Candidates are encouraged to include the number of enrolled students as well as the departmental or college mean in any statistical summaries, if available.

VII. Departmental Peer Committee Evaluation (applicable only to Faculty members with joint appointments – see [Section I.K](#) for information about Peer Committees for Faculty members with joint appointments)

A. Evaluation Letter (Evaluation must be based on the Unit's evaluation criteria.)

1. Evaluation of Teaching (Note: Candidates should submit copies of course syllabi to the departmental peer committee in an appendix.)

- Evaluate the Faculty member's performance as a teacher and advisor of undergraduates (classroom, laboratory, office, special projects, etc.). Comment on strengths, weaknesses, student evaluation results, syllabi, and evaluations by colleagues
- Evaluate the Faculty member's role in the program of the department, college, and University
- Evaluate the Faculty member's performance as a graduate teacher and thesis advisor when applicable
- Note any special efforts undertaken to enhance the effectiveness of the Faculty member's teaching

2. Evaluation of Scholarship

- Evaluate the quality of the Faculty member's scholarly writing and the journals in which it appears; which appear in the major refereed journals in their field?
- Assess the Faculty member's regional, national, and international reputation in their field; has the Faculty member been sought out to review papers submitted for publication or presentation, grant proposals, or to serve as a member of a review panel?
- Frequently Faculty members are active in more than one area of scholarship and collaborate with persons in other departments or in scholarly groups off campus; if appropriate, letters that speak explicitly to the kind and quality of the Faculty member's contributions should be requested from the responsible individuals in such scholarly organizations

3. Evaluation of Service

- Evaluate the Faculty member's public service activities, both compensated and non compensated, that utilize professional expertise; these should be activities conducted as a Faculty member, rather than those performed as a citizen
- Particular emphasis should be given to service that contributes to the economy, culture, and quality of life of citizens of Maine, the region, and the nation; if appropriate, letters of evaluation of public service activities should be included in the appendices
- Evaluate the Faculty member's service to the department, if applicable, and to the University, school, or college, or other committees

B. Recommendation – Recommended Action

- The dated recommendation should be prepared on departmental letterhead; it must list the names of the voting members of the committee along with their signatures and be copied to the unit member
- If the recommendation for action is not unanimous, the vote tally should be noted
- The recommendation should include a notation that the Faculty member received a copy
- Recommendations for tenure before the end of the probationary period represent an exception of Board of Trustee policy; if this recommendation is an exception, the departmental peer committee evaluation should include a brief rationale for such an exception

VIII. Letters of Support

Include in applications for promotion and continuing contract only. Organize letter of support under these headings:

- A. Letters Internal to UMaine Cooperative Extension, UM, and UMS
- B. Letters from Program Clients, Members of Advisory Groups, and Program Volunteers
- C. Letters from Collaborators in Institutions, Agencies, and Organizations External to UMS

Section IV: Evaluation Form

Effective December 1, 2000
Revised July 1, 2010

Note: PRC uses this form to provide comments to the Faculty member on their performance in each of the Performance Areas and Criteria. Extension Administrators have the option of using this form or providing their comments in a narrative format.

Evaluation Form	
Faculty member:	
Performance Area I: Educational Program Development	
Criterion 1: Conducts issues and needs assessment	Comments:
Criterion 2: Sets goals and outcome-based objectives	Comments:
Criterion 3: Designs, delivers, evaluates, refines, and reports programs	Comments:
Criterion 4: Documents impact with emphasis on economic, environmental and social conditions	Comments:
Criterion 5: Engages in professional development to enhance teaching preparedness and effectiveness	Comments:
Criterion 6: Conducts or collaborates on applied research to support program development	Comments:
Criterion 7: Seeks and acquires grants, contracts, and special funds in support of educational program development	Comments:
Criterion 8: Demonstrates educational program leadership	Comments:
Performance Area II: Undergraduate and Graduate Teaching and Advising	
Criterion 1: Teaching philosophy, strategies, and approaches	Comments:
Criterion 2: Addresses multiculturalism, gender, and international issues, and other curricular goals of	

UMS

Comments:

Criterion 3: Efforts to enhance teaching effectiveness

Comments:

Criterion 4: Courses taught

Comments:

Criterion 5: Special teaching assignments or innovations

Comments:

Criterion 6: Strategies and approaches to student advising

Comments:

Criterion 7: Advising commitments for honors theses, master's theses, and doctoral dissertations

Comments:

Criterion 8: Student evaluations

Comments:

Performance Area III: Scholarship and Professional Activity

Criterion 1: Scholarly works completed and in progress

Comments:

Criterion 2: Unpublished professional presentations (Optional)

Comments:

Criterion 8: Other scholarly activities (Optional)

Comments:

Performance Area IV: County, Organizational, and Campus Service

Criterion 1: Serves on organizational committees

Comments:

Criterion 2: Serves on search and interview teams

Comments:

Criterion 3: Enhances skills and knowledge of County Executive Committees (CEC) and other advisory groups

Comments:

Criterion 4: Builds and sustains UMaine Cooperative Extension linkages with UM and UMS (Optional)
Comments:

Criterion 5: Conducts administrative roles and responsibilities (Optional)
Comments:

Criterion 6: Demonstrates commitment to UMaine Cooperative Extension and UM diversity goals
Comments:

Performance Area V: Public Service

Criterion 1: Presentations and programs that do not require engagement in the full educational program development process
Comments:

Performance Area VI: Awards and Recognition

Criterion 1: Type of award or recognition (Optional)
Comments:

Letters of Support:

Promotion and continuing contract only: Content of letters, categories of authors, number of letters
Comments:

Additional Comments:

Recommendation of the Promotion Review Committee:

Date:	Name:	Signature:
Promotion Review Committee Member:		
Promotion Review Committee Member:		
Promotion Review Committee Member:		
Promotion Review Committee Member:		
Promotion Review Committee Member:		

Promotion Review Committee Member:		
---------------------------------------	--	--

Section V: Template for Soliciting Letters of Support for UMaine Cooperative Extension Faculty Members

Effective April 28, 2003
Revised July 1, 2010

Dear (Mr.-Ms.-Dr.) (Last name):

(First name Last name), Assistant (or Associate) Extension Professor, University of Maine Cooperative Extension, is seeking (Continuing Contract and promotion to Associate Extension Professor or promotion to Extension Professor). This action recognizes outstanding performance on the part of the Faculty member. As part of the documentation of workplace performance, letters of support from individuals familiar with the Faculty member's work and who are able to speak to the criteria for Continuing Contract and promotion are sought. (First name Last name) has submitted your name as someone who could speak to their performance and in doing so could support their application. I appreciate your consideration of this request. If you are unable or unwilling to write a letter of support, please let me know as soon as possible.

If you are able to submit a letter it should include the name of the Faculty member, your name, how long you have known the Faculty member, and the nature of the work relationship between you and the Faculty member.

It is important to address the Faculty member's performance in as many of these areas as possible.

- **Educational Program Development** – assessing the need for specific programs, developing programs to address identified needs, evaluating the program and reporting any outcomes of the program.
- **Undergraduate and Graduate Teaching and Advising** – teaching and advising strategies and approaches, efforts to address issues of diversity, and results of student evaluations. Applies only to Faculty members with teaching appointments at the University of Maine.
- **Scholarship and Professional Activity** – development of scholarly works, such as curricula, professional papers, or software, some of which have been peer-reviewed, presentations at professional conferences or workshops, and involvement in professional organizations.
- **Organizational and Campus Service** – involvement in committees that support the on-going work of Cooperative Extension, such as search and interview teams, work with advisory groups including county Executive Committees, activities that build and sustain linkages with the University of Maine and University of Maine System, supervision of UMaine Cooperative Extension employees and other administrative work, and demonstrated commitment to addressing civil rights and reaching out to diverse audiences.
- **Public Service** – presentations that utilize professional expertise but that do not require engagement in the full educational program development process such as one-time talks to civic organizations.

In addition, it would be helpful if you can address what you believe has been the impact or effect of the Faculty member's work. That is, what changes have individuals, groups, or communities made as a result of participating in the Faculty member's program.

You are welcome to include any other comments that would be helpful to those reviewing (First name Last name)'s application for reappointment.

Thank you for your assistance with this important process. Please submit your letter of support to me by (date). If you have any questions, I can be reached by phone at 207 581 _____ or email at _____@maine.edu.

Sincerely,

(First name Last name)
Program Administrator