
Public Service and Outreach
Academic Rank

Guidelines for
Appointments and Promotion

Revised March 2007
The University of Georgia



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Public Service & Outreach
THE UNIVERSITY OF GEORGIA

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PART I

Career Ladder Philosophy for Public Service and Outreach Faculty

Introduction

The University of Georgia is a large and diverse land grant institution charged with the responsibility of developing and carrying out an educational program of outstanding quality for the people of the State of Georgia and beyond. A crucial element of that responsibility is a public service and outreach program responsive to the larger society that sustains the University. Public service consists of the application of knowledge through research, teaching, and technical assistance to the solution of problems confronting today's ever-changing and increasingly complex society.

The fact that professional personnel pursue lifetime careers in university public service is evident both on this campus and on the campuses of most institutions that vigorously pursue the public service function. Furthermore, the years since World War II have witnessed an unparalleled expansion of public service activity in volume, scope, depth, and diversity.

The development of a truly strong public service and outreach program at the University of Georgia is dependent to a large degree on a definite, objective career ladder with specific standards, requirements, and titles for appointment and promotion of public service and outreach faculty.

Career Tracks

There are two ways for providing a career ladder for public service and outreach professionals. One is for public service and outreach professionals to use the public service and outreach career ladder that reflects the various types of public service and outreach functions. The definitions and criteria relate more directly to the professional services performed by public service and outreach faculty that differ from those performed by teaching and research faculty in ways that make the traditional criteria for appointment and promotion inadequate or

inappropriate. At the same time, public service and outreach faculty, as full members of the academic community, should conform to the institution's pursuit of intellectual excellence to the highest degree possible, particularly as they are exemplars of the engaged institution, of the application of scholarship to meet the challenges of society. Furthermore, they should possess academic credentials and professional experience required by any outstanding institution of higher education.

The other way is for public service and outreach professionals to use the traditional academic rank ladder with the criteria used for appointment and promotion. Since there are many functions common to both academic faculty and public service and outreach faculty, the traditional academic rank career ladder, with some adaptations of criteria, may be appropriate to meet the needs of some public service and outreach faculty. This is particularly true when appointments are in departments of degree-granting schools and colleges. (See *The University of Georgia-Guidelines for Appointment, Promotion and Tenure*, Second Edition: 1981; Revised: 1988, 1995, 2004, 2006.)

The Public Service and Outreach Function and Career Ladder

Public service and outreach is principally involved in the identification, development, and rendering of service to individuals, communities, organizations, and public agencies in support of their own purposes and functions. Public service and outreach activities deal basically with the broad range of the needs of society. Public service and outreach faculty rely heavily upon the integration of knowledge from many disciplines as well as the application of an experience-based understanding of real-world relationships and phenomena.

Public service and outreach faculty have continuing, direct contact with citizens and officials in their own environments and are deeply involved with state and local leaders in the areas of educational needs assessment, program development, training, consultation, and technical assistance. They furnish leaders and groups with objective research results and other resource information for decision-making. They design and conduct feasibility studies, field-test basic knowledge, develop procedural and technical manuals, and provide group instruction both on and off campus. All of this activity requires a high level of study, organization of information, and written and oral presentations characterized by clarity and directness of expression. Much of it has direct relation to applied research and can be found in both refereed and non-refereed publications.

Public service and outreach faculty spend much of their time in a broad range of activities that require effective communication skills and relevant field experiences. In some cases, their activity provides an opportunity to collaborate with other university faculty including participation in service learning activities, academic credit instruction or abstract research and publications. The characteristics of the public service and outreach program and the distinctive functions performed by public service and outreach faculty are unique. Accordingly, the qualifications for appointment and promotion of public service and outreach faculty within the public service and outreach career ladder should be measured by standards directly related to the competencies required and the quality and success of the public service and outreach function performed.

Public Service and Outreach Administrators/Unit Directors

For those administrator and unit director positions that report directly to the Vice President for Public Service and Outreach, the candidate must be at the level to qualify for the appointment at the Senior Public Service Associate faculty rank. Upon selection, that person will be designated as such. Administrators/Unit Directors currently reporting to the Vice President for Public Service and Outreach shall be grandfathered in. No dossier is required in this instance. After the customary administrative review within the University, the recommendation will be forwarded to the President for approval.

Definitions and Requirements of Public Service and Outreach Rank

The public service and outreach career ladder is composed of four steps in rank. Faculty members progress through a four-tiered rank structure from Public Service Representative to Senior Public Service Associate. The following statements provide guidelines for each rank and explain the requirements.

A. Public Service Representative

1. This rank is one of two entry-level ranks.
2. Competency should be supported through academic preparation and/or experience appropriate to the duties and requirements of the position.
3. Faculty who rank as Public Service Representatives usually do not have advanced degrees in their fields.

B. Public Service Assistant

1. This rank is one of two entry-level ranks and is comparable to that of Assistant Professor.
2. Competency should be supported through academic preparation and/or experience appropriate to the duties and requirements of the position.
3. Experience appropriate to the duties and level of responsibility of the position is required where the highest degree is lower than the terminal degree.
4. For those persons seeking promotion to Public Service Assistant, a documented record of consistent productivity of superior quality over a three-year period as marked by appointment or anniversary of last promotion is normally required.

C. Public Service Associate

1. This rank is comparable to that of Associate Professor.
2. Competency should be demonstrated by academic preparation and/or experience in a field appropriate to the duties of the position.
3. A terminal degree is required, except under unusual circumstances (see "Note" below).
4. A documented record of collaboration within public service and outreach and/or across academic departments within schools and colleges clearly specifying the level of the candidate's contribution should be demonstrated.
5. Recognition as a regional and/or national leader in his/her field is required. (Regional—any area outside of a person's assigned geographic work area.)
6. A documented record of personal/professional growth and development should be demonstrated.
7. For those persons seeking promotion to Public Service Associate, a documented record of consistent productivity of superior quality over a four-year period as marked by appointment or anniversary of last promotion is normally required.

D. Senior Public Service Associate

1. This rank is comparable to that of Professor.
2. Competency should be supported by academic preparation and/or experience in a field appropriate to the duties of the position.
3. A terminal degree is required, except under unusual circumstances (see "Note" below).
4. A documented record of collaboration within public service and outreach and across academic departments within schools and col-

PART II

Appointment and Promotion Factors to Consider

- leges clearly specifying the level of the candidate's contribution should be documented.
5. Distinguished service in a chosen field at the national and/or international level is required (e.g., recognition among professional colleagues as a leader or distinguished authority).
 6. A documented record of personal/professional growth and development should be demonstrated.
 7. For those persons seeking promotion to Senior Public Service Associate, a documented record of consistent productivity of superior quality over a five-year period as marked by appointment or anniversary of last promotion is normally required.

Note: Some individuals, by virtue of their independent study, experience, and level of performance, have accomplished far more than their level of formal training would lead one to expect. In these exceptional cases, provision must be made to allow them to be hired and promoted to levels of rank and authority commensurate with their talents. It is for these reasons that the requirement for a terminal degree is not made an absolute "must."

However, for public service and outreach rank to be meaningful and worthy of recognition, consistently high standards for promotion must be maintained. When a candidate lacks a terminal degree, the primary basis of the decision must be the performance of the candidate and the particular skills that he/she brings to the institution. Consequently, the skill levels and the quality of past performance must be of such merit that the candidate has earned at least regional recognition among professional colleagues for the rank of Public Service Associate and national and/or international recognition in the case of Senior Public Service Associate.

This section discusses the factors to be considered and used in making initial appointments to public service and outreach academic rank and judgments about the promotion of public service and outreach faculty.

General Considerations

Two types of academic rank within the University are the "public service and outreach academic rank" and the traditional rank—the "professorial rank." Public service and outreach academic rank should be reserved for a professional position whose major duties (**51 percent or more**) are principally and directly involved in the public service and outreach function. As a corollary, such a position should be eligible for public service and outreach academic rank only if the duties of the position make it possible for the individual to qualify for progress along the career ladder. Furthermore, the types of activity involved in the position should require knowledge and skills for which one or more graduate degrees are either essential or highly desirable.

Many positions in the University carry both public service and outreach and academic instructional duties. They are called joint-staffed positions. In such cases, the individual may carry either the public service and outreach or academic rank. Those who qualify and elect to do so can be nominated for professorial rank in lieu of public service and outreach rank.

General Categories of Public Service and Outreach Faculty Functions

All faculty positions in public service and outreach, other than administrative, involve one or more of the three general functions described below:

A. *Instruction and Training.* Defined as the range of activities that include educational needs assessment, program and project development and

PART III

Appointments

Introduction

While factors to be assessed for initial appointments and for promotion in rank are identical, there is a significant difference in emphasis. The principal difference resides in the fact that for initial appointments, inferences must be made from prior educational achievement, related work experience, professional achievement, and personal characteristics that demonstrate potential for quality performance of University duties in the position and at the rank recommended.

Appointment Procedures for Public Service and Outreach Faculty

Recommendations for new appointments to the public service and outreach faculty originate within various University units. Public service and outreach faculty rank is limited to persons with a minimum of 51 percent public service and outreach responsibility. Deans/directors/department heads should meet with senior faculty of their divisions and departments to seek their advice and recommendations concerning the specifications of position duties and responsibilities and the important characteristics needed to fill the position.

The dean/director/department head then forwards to the Vice President for Public Service and Outreach one copy of a dossier containing the following information:

- A. A cover letter that contains the following:
 1. The purpose of the appointment in relation to the public service and outreach division and University needs and the duties the nominee is expected to perform.
 2. The nominee's professional competence as evidenced by previous study, relevant experience, and accomplishments in prior positions.
 3. The nominee's standing among those of his/her specialty.
 4. A description of the process used to evaluate both the need for the position (if a new position) and the qualifications of the individual

coordination, instructional materials development, delivery of instruction, and program evaluation.

B. Policy, Legal, and Other Applied Research. Defined as the analysis of problems, opportunities, or issues of demonstrable relevance to the mission of the unit in which the professional is employed, using investigative and analytical techniques meeting academic and/or professional standards, and leading to a published product.

C. Consultation and Technical Assistance. Defined as providing, in an advisory capacity, specialized knowledge applicable to a client or client group for which the faculty member is qualified to render professional counsel. These advisory activities must, of course, be part of the mission of the unit in which he/she is employed. The delivery process may be structured or unstructured and may include activities that range from assistance in technical tasks to development of organizational structure and function.

Special Conditions

In some cases, the budgeted and assigned duties of public service and outreach faculty, as revealed in the job descriptions of their positions, do not specifically match these generalized categories of public service and outreach. Unjustified modification of an employee's job description merely to fit within these generalized categories should be avoided. Nevertheless, it is important that every public service and outreach faculty position be able to be defended as comprising one or more of these general functions (i.e., instruction and training; policy, legal, and other applied research; and consultation and technical assistance).

being proposed to fill the vacancy. The makeup, actions, and recommendations of the search committee should be described.

PART IV

The Promotion Process

B. A curriculum vitae summarizing the biographical, personal, and professional data of the candidate.

C. A detailed job description, specifying both short-term and long-term objectives of the position and a thorough documentation of superior achievement.

D. A complete list of the publications of the candidate, including books and monographs, bulletins, and other publications.

E. Copies of a representative sample of the candidate's publications during the last five years (for Public Service Associate and above only).

F. A list of honors, awards, invited lectures, exhibitions, displays, prizes, consultantships, and any other information that reflects the candidate's professional achievements.

G. Letters of evaluation and recommendation. No more than five letters should be provided. These letters should be obtained from qualified, unbiased individuals who know the candidate professionally.

For appointments at the level of Public Service Associate and higher, an ad hoc committee appointed by the Vice President for Public Service and Outreach will make a careful review of the complete dossier and forward it together with its recommendation. After reviewing the dossier and the committee's recommendation, the Vice President for Public Service and Outreach will forward the dossier with a recommendation to the Senior Vice President for Academic Affairs and Provost, who then forwards it to the President.

The President has full authority to approve all faculty promotions and appointments. No appointment is final until the President has approved it. A nomination not receiving approval from the President will be returned to the Vice President for Public Service and Outreach for disposition.*

*Letters offering appointments to prospective faculty should include the sentence, "This offer is made subject to administrative approval by the President of the University of Georgia." Also, appointment letters should not specify rank for the two senior levels (Public Service Associate and Senior Public Service Associate).

Introduction

Each candidate for promotion will be judged on the basis of his/her superior accomplishment of assigned and budgeted duties, accomplishments that go beyond what would normally be acceptable performance and that contribute to the reputation of the University and public service and outreach. Thus, each nomination must be accompanied by a complete job description that outlines the general duties involved in the budgeted position. It may prove helpful in establishing the position's public service and outreach function to refer to pages 7-8 that describe categories of public service and outreach.

The dean/director/department head making the recommendation must present a complete and careful description of the position in the unit. This description should clearly establish the superior quality of the candidate's individual efforts by describing carefully his/her general activities as they relate to the elements of the particular job description.

Although evaluated on the superior accomplishment of budgeted and assigned duties, each candidate will also be judged by performance in duties that go beyond the job description. The candidate will be expected to have made significant progress in his/her own professional area. This growth can be documented by publications, association honors, awards, fellowships, grants, and contracts, as well as by outstanding service in professional associations as an officer, director, or committee chair.

Since the candidate is a member of an academic community, with the rights, privileges, and responsibilities that such membership entails, he/she may become involved with duties in that community, such as service on university committees, formal classroom instruction, and basic research. Significant contributions in such activities should be given due consideration by promotion committees.

Minimum Years in Rank

The accomplishments of a public service and outreach faculty member during a given period are far more important than the length of the period itself. Nevertheless, certain minimum periods in rank are usually expected before he/she becomes a candidate for promotion. Under normal circumstances, the minimum time in rank before a Public Service Representative may be considered for promotion to the next higher rank is three years (counted from the date of his/her appointment including the current year); for a Public Service Assistant to be considered for promotion to Public Service Associate, four years (counted from the date of his/her appointment or last promotion including the current year); and for a Public Service Associate to be considered for promotion to Senior Public Service Associate, five years (counted from the date of his/her appointment or last promotion including the current year). This guideline does not prohibit the earlier promotion of a candidate of outstanding merit, but it does indicate that only especially meritorious candidates should be recommended for promotion within shorter periods.

If the candidate is asking for an early promotion, the dossier should clearly reflect that point. If prior service is claimed, strong public service and outreach responsibilities must be documented.

Public Service and Outreach Academic Rank

The requirements for the academic ranks of Public Service Representative, Public Service Assistant, Public Service Associate, and Senior Public Service Associate are outlined on pages 4-6.

Promotion Upon Receiving Terminal Degree

Once a public service and outreach faculty member at the Public Service Representative level who lacks a terminal degree receives a terminal degree from an accredited institution, the dean/director/department head will make a recommendation for promotion to the rank of Public Service Assistant. This recommendation must be accompanied by the "Recommendation for Promotion" and "Summary Narrative" forms and forwarded to the Vice President for Public Service and Outreach within the normal time frame for consideration during the normal PSO faculty promotion process (See pages 20-21). No dossier is required in this instance. After the customary administrative review within the University, the recommendation will be forwarded to the President for approval.

Promotion Procedures for Public Service and Outreach Faculty

Promotion recommendations originate in the public service and outreach administrative unit to which the candidate is assigned. The dean/director/department head should meet with the senior members of the unit and thoroughly discuss candidates for promotion. These senior members should make a recommendation by written ballot on each candidate, and the record of the vote on each candidate should be made part of his/her promotion dossier.

If there is a minority report, it shall be included in the dossier if the minority so wishes. In case the dean/director/department head's recommendation is contrary to the vote of the senior members of the unit, a full explanation of this recommendation should be included in the transmittal letter.

In those instances where there are insufficient numbers of senior faculty members available in a unit, the dean/director/department head will ask the Vice President for Public Service and Outreach to appoint a committee of senior faculty from outside the unit.

For candidates who were nominated but not promoted the previous year, appropriate documentation may be reused; but new material, including additional letters, is expected.

The Dossier for Promotion

The dean/director/department head of the University unit shall forward to the Vice President for Public Service and Outreach one (1) original and four (4) copies of the dossier containing as much of the following information as appropriate:

A. A cover letter from the dean/director/department head that contains the following information, referring to dossier documentation as applicable:

1. The scope and quality of the candidate's job performance for the budgeted position (as detailed in the job description) held during the evaluative period under consideration for this promotion. The letter must indicate an outstanding performance in the assigned position by evaluating the quality, quantity, and creativity of the candidate's performance (see pages 9-10).

2. The candidate's contributions to his/her profession. In particular, as the individual advances to the senior levels, the unit dean/director/department head must evaluate critically these contributions compared to those of distinguished colleagues in the field, both at other comparable institutions and locally. Solicited letters may be used in this latter evaluation and should be referred to in the cover letter.
3. The candidate's involvement with University service and/or public service and outreach within the community where he/she resides.
4. An assessment of the candidate's future potential, both in performance and in potential for the next step in rank.

This cover letter is the capstone document and a major element of the promotion package. Its contents are very carefully assessed by the reviewers and evaluating authorities.

In the case where the candidate has served a significant amount of time under two deans/directors/department heads or reports to two units, it is appropriate to send two cover letters or one letter that is co-signed.

B. A curriculum vitae summarizing biographical, personal, and professional data for the candidate's entire career **in reverse chronological order – beginning with the most current year**. This document should include a complete list of the publications of the candidate, including articles, books, monographs, bulletins, and others. Representative samples may be attached as addenda to the dossier.

In addition, the vitae may include (as appropriate) a list of honors, awards, invited lectures, exhibitions, displays, prizes, grants and contracts, consultantships, and any other information that reflects the candidate's professional achievements.

C. A complete job description stating the full scope of the candidate's responsibilities. The job description should include, at a minimum, the following three sections—Academic Preparation and Experience, Responsibilities, and Required Skills and Attributes. The more realistic—and the less idealistic—the components of the job description, the easier it will be for the review committees to determine the degree to which the candidate meets or exceeds these expectations. **(The job description should be no more than three pages.)**

D. A thorough documentation of the superior achievement of the candidate in his/her job assignment. Emphasis in this section should be on the candidate's achievements since appointed/promoted to present rank. Cross-references should be made to supporting documentation where appropriate. This documentation must be complete and must clearly demonstrate outstanding contribution to the unit/organization by including quality, quantity, and evaluation.

The documentation should emphasize the impact, results, and outcomes of the work rather than the quantity of products, the number of repetitions of a specific program, the number of participants, or the number of booklets distributed as examples. Where problem complexity was an issue, it should be identified, as should the importance of the work to society in general or the client group in particular. Where possible, the evidence should include evaluations of the candidate's work by peers, participants, clients, supervisors, and other reliable evaluators. Where collaborative professional efforts are involved, the nature and level of the candidate's contribution must be specified. The absence of such an assessment is often interpreted as an indication that the candidate's contribution was a minor one.

E. Letters of recommendation. The nomination of a candidate should be supported by letters of recommendation from no more than five authorities from the regional and/or national and/or international level who can provide a critical and detailed evaluation of the candidate. The unit dean/director/department head should make the request for such letters. A suggested form may be found on page 19. **These letters are extremely important. They often make the difference between success and failure of a promotion recommendation. Each letter should not merely be supportive; it must be critically evaluative and analytical.** One sample letter sent by the director to the evaluators should be included in the same section of the dossier as the letters of recommendation. A short paragraph about each authority and his/her reputation in his/her respective field should also be included.

F. The completed "Recommendation for Promotion" and "Summary Narrative" forms required by UGA's Office of Faculty Affairs. The years of rank and years at the institution should include the current academic year. Pages 20 and 21 specify the documentation to be summarized and the format to be used. **These forms should not exceed two pages in total length.**

Advisory Committee

The Vice President for Public Service and Outreach may appoint one or more public service and outreach advisory committees to review promotion nominations and to provide recommendations. Deans/directors/department heads may be requested by the Vice President for Public Service and Outreach to furnish lists of highly competent individuals of equal or higher rank who are appropriate for such service. Committee members may elect their own chair, or the Vice President may appoint the chair. The advisory committee may appoint ad hoc subcommittees to evaluate individual nominations.

It is not the primary purpose of the members of an advisory committee to serve as experts in all of the functions exercised by candidates under consideration. The major purpose of a committee member is instead to assess the strength of the substantive evaluation of the candidate that has been made by the candidate's public service and outreach unit and by outside experts in his/her field so as to determine whether this prior evaluation meets the standards embodied in the *Guidelines*. The advisory committee will also attempt to gauge the candidate's overall contribution, thereby complementing the substantive evaluation at the public service and outreach administrative unit level. The committee should give primary consideration to the assessment of the candidate by those responsible for supervising his/her performance of duty and by those who can best assess the success of his/her efforts.

Guidelines for Deliberations

The achievement, performance, and potential for future performance of individuals nominated for appointment or promotion rests ultimately on the professional judgments of the decision-makers and how they view the evidence submitted to them. Decision-making about such matters is more an art than a science and involves a wide range of variables. These judgments are in many ways subjective because of the non-quantifiable nature of many elements of quality performance.

The following suggestions are offered as guidelines to aid the committee in its deliberations:

A. Reputation versus productivity. Questions relating to reputation versus productivity and performance are difficult ones. Reputation usually reflects performance. There are enough exceptions, however, to justify a word of caution, particularly where performance may be more criti-

cal for the entry-level ranks. In general, a candidate's superior accomplishments should be reflected by his/her professional reputation and viewed as beneficial to the overall reputation of the University.

B. Lack of a terminal degree. See Note on page 6.

C. Concentration versus diversity. Although a candidate with several diverse skills is recognized as a rare and desirable addition to the faculty, it is also true that a candidate's record of outstanding quality and quantity of work in only one category (instruction and training; policy, legal, and other applied research; consultation and technical assistance) should be sufficient to justify his/her promotion. The key point is to measure achievement in these categories according to the job responsibilities assigned and the opportunities that position provides or requires for either concentration or diversification of activities.

D. Affirmative Action Statement. Promotion committees will be guided in their deliberations and actions by the University's Affirmative Action policy regarding discrimination related to race, sex, national origin, or religious belief.

Role/Action of the Vice President for Public Service and Outreach

The Vice President for Public Service and Outreach, in consultation with one or more advisory committees, reviews the complete dossier and, if approved, forwards it with a recommendation to the Senior Vice President for Academic Affairs and Provost, who after approval forwards it to the President. No promotion is final until the President has approved it. In the case of disapproval, the candidate may appeal the decision.

Appeal Procedure

Unsuccessful nominations for promotion at the university level may be appealed. Requests for reconsideration should be submitted in writing by the dean/director/department head of the nominating unit to the Vice President for Public Service and Outreach within seven days after notification by letter of the candidate's disapproval.

The dean/director/department head's appeal request should include a detailed explanation of the relevant circumstances and/or reasons justifying the reconsideration. **This letter of request is the only new information allowed in the Appeals Process.**

PART V

Forms and Guidelines

The appeal will be submitted to a separate committee composed of Senior Public Service Associates, who will then make a reappraisal of the candidate's record. The reappraisal will be submitted to the Vice President for Public Service and Outreach for final approval.

Unit reviews and appeals are to be handled at the unit level.

Relationship of Promotional and Annual Raises

The promotional raise is given to acknowledge a corpus of work that was produced over a period of years and is effective at the same time as annual merit raises. The annual merit raise given to a faculty member who will be promoted effective July 1 should be a separate decision made by the appropriate administrator. The amount of the annual merit increase shall not be diminished because the faculty member was promoted.

Letter for Use in Requesting Evaluation of Candidate

Dear _____:
_____ is being considered for a faculty promotion this fall. If successful, *he/she* would advance from Public Service _____ to Public Service _____.

In terms of *his/her* career, this consideration is an important event, and we want to obtain the broadest evidence of the merits of *his/her* candidacy for promotion. One way to gather this evidence is by seeking expert advice from people such as you who are particularly able to evaluate a candidate for promotion, such as (*candidate's name*). We would appreciate your candid opinion of *his/her* qualifications and any other information you can provide that will help in making a wise decision. Letters of recommendation that are analytical and evaluative are more instructive to those making promotional recommendations than letters that are merely supported by generalizations. We are especially interested in the following:

1. The context in which you know the candidate.
2. The candidate's professional competency.
3. The quality and significance of the candidate's professional public service and outreach contributions.
4. The candidate's state, regional, or national reputation and relative standing in *his/her* field.
5. Your professional and personal evaluation of the candidate.
6. Any additional information that would help us in the decision to promote. For example, what difference has *his/her* work made? What impact has it had?

You may have other relevant thoughts about this candidate that you wish to share with us, that do not fall neatly into one category or another. This is a good place to report those thoughts.

The University of Georgia will use your reply only in the promotion process. Please address and mail your letter to me no later than _____.

With appreciation for your helpfulness in this matter.

Sincerely,

Recommendation for Promotion Form For Non-Tenure Track Ranks Only

University of Georgia
(One-Page Maximum)

Name:
Department:
Present Rank and Title:
Number of Years in Present Rank & Title at the University of Georgia:
Recommended Rank and Title:
Number of Years at the University of Georgia:
Total Number of Years Teaching Experience (if applicable):
Highest Degree Earned:

SUMMARY OF ACTION

PROMOTION UNIT REVIEW:

Promotion Vote # Yes ____ # No ____ APPROVED: (circle one) Yes No

PTU Head's Signature Date

SCHOOL/COLLEGE/UNIT PROMOTION REVIEW:

Promotion Vote: # Yes ____ # No ____ APPROVED: (circle one) Yes No

School/College/Unit
Promotion Review Committee Chair's Signature Date

Dean/Director/Department Head Signature Date

UNIVERSITY PROMOTION REVIEW:

Promotion Vote: # Yes ____ # No ____ APPROVED: (circle one) Yes No

University Review Committee Chair's Signature Date

Vice President for Public Service and Outreach's Signature Date

Senior Vice President for
Academic Affairs and Provost's Signature Date

President's Signature Date

Summary Narrative

(One-Page Maximum)

1. Budgeted and assigned duties:
2. Professional achievements:
3. Publications, awards, honors, contracts and grants:
4. Other (including university service, formal instruction, research, and/or significant community service):

Dossier Preparation Guidelines

While each nominee and his/her dean/director/department head are free to handle the form of documentation in the most suitable way, these suggestions may be helpful.

Submitting the Dossier

All written materials and summaries should be loose-leaf bound, including the transmittal letter from the official initiating the nomination.

Use “clear view” binder—loose-leaf, 3-ring, 11” x 8 1/2” with 2” capacity – NOD-Rings. Inside the clear front cover of the binder, there should be a white sheet with the following information:

<p>FULL OFFICIAL Name of Candidate Administrative Unit Recommended for Promotion to _____</p>
--

This same information should be placed on the spine of the binder.

- A. The materials should be organized and clearly labeled according to the categories used for documentation. Unit deans/directors/department heads are reminded again that the emphasis throughout the dossier is on quality over quantity. Those who review promotion materials at the unit level should be especially careful that the dossier is not packed with complementary but unnecessary materials.
- B. Identification tabs should be attached to a separate sheet at the beginning of each category (Example: A., B., etc.).
- C. The first page of the dossier should indicate the **FULL OFFICIAL name of the candidate**, followed by a detailed table of contents with page numbers so that readers can locate items easily.
- D. Plastic sleeves should be reserved for sensitive/delicate materials.

The dossier, including support material, **should be confined to one 2” dossier notebook. If the committee desires to review additional support material, the candidate will be notified. (It is a good idea to prepare all support material just in case the committee makes such a request.)**

Organizing Dossier Contents

The following list of sections and contents are cross referenced to pages in the *Guidelines* where they are described. As stated in the *Guidelines*, every section should be included with contents tailored to the individual. The extended list in Section D: Documentation of Achievements is presented as an example only. The work program of each faculty member will determine the actual contents of Section D.

DOSSIER CONTENTS

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