

**Guidelines for
Appointments and Promotion
Public Service and Outreach
Faculty Rank**

REVISED JANUARY ~~2015~~ 2017

THE UNIVERSITY OF GEORGIA
Public Service and Outreach
~~Academic Rank~~



Public Service & Outreach
UNIVERSITY OF GEORGIA

COPIES OF THIS PUBLICATION MAY BE DOWNLOADED AT THE FOLLOWING LINK:

<http://outreach.uga.edu/ovppso/appointment-and-promotion-guidelines/>

THEN CLICK:

[Guidelines for Appointments and Promotion \(pdf\)](#)

FOR ADDITIONAL COPIES OR QUESTIONS REGARDING THIS PUBLICATION,
PLEASE CONTACT:

Office of the Vice President for Public Service and Outreach

The University of Georgia
1234 S. Lumpkin Street, Treanor House
Athens, GA 30602-3692
(706) 542-6167
(706) 542-6124 (Fax)
outreach.uga.edu

Contents

PART I: Career Ladder Philosophy for Public Service and Outreach Faculty	
Introduction	1
Public Service and Outreach Career Tracks	1
Public Service and Outreach Function and Career Ladder	2
Definitions and Requirements of Public Service and Outreach Rank	2
PART II: Appointments and Promotion Factors to Consider	
General Considerations.....	8
General Categories of Public Service and Outreach Faculty Functions ...	8
Special Conditions.....	9
PART III: Appointments	
Introduction	10
Public Service and Outreach Administrators/Unit Directors	10
Appointment Procedures for Public Service and Outreach Faculty	10
PART IV: Promotion Process	
Introduction	12
Minimum Years in Rank.....	12
Advancement in Rank and Minimum Years in Current Rank.....	13
Public Service and Outreach Academic Faculty Rank.....	13
Limited-Term Public Service Faculty.....	13
Appointment and Promotion upon Receiving an Advanced Degree	13
Promotion Procedures for Public Service and Outreach Faculty	14
Dossier for Promotion	15
Advisory Committee.....	17
Guidelines for Deliberations.....	18
Role/Action of the Vice President for Public Service and Outreach.....	19
Appeal Procedure.....	19
Relationship of Promotional and Annual Raises	19
PART V: Forms and Guidelines	
Sample Letter for Use in Requesting Evaluation of Candidate	20
Recommendation for Promotion Form for Non-Tenure Track Faculty Ranks Only	21
Summary Narrative.....	22
Dossier Preparation Guidelines	23
Organizing Dossier Content	23
AD HOC COMMITTEE	26

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~~ **commitment** 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, instruction, and outreach in 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. The years after World War II witnessed an unparalleled expansion of public service activity in volume, scope, depth, and diversity. Recent changes in technology, the economy, and role of the university have increased the complexity of the work and need for innovation by public service and outreach faculty.~~ **at UGA, which has one of the largest, most comprehensive, and most impactful outreach organizations of any university in the world.**

The development **and progression** of a truly strong public service and outreach program at the University of Georgia is dependent to a large degree on a well-defined, objective career ~~ladder track~~ with specific standards, requirements, and titles for appointment and promotion of ~~non-tenure track~~ public service and outreach faculty.

Public Service and Outreach Career Tracks

The public service and outreach non-tenure career track ~~There are two ways of providing a career ladder for public service and outreach faculty. One is for public service and outreach faculty to use the public service and outreach career ladder discussed in this document, which reflects the various types of professional activities that differ from those performed by tenured teaching and research faculty public service and outreach functions. The definitions and criteria relate more directly to the professional services performed by public service and outreach faculty, which 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, public service and outreach faculty should conform to the institution's pursuit of intellectual excellence to the highest extent possible, particularly as they are exemplars of the engaged institution, and should be at the forefront of applying~~

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 means of career progression is for public service and outreach faculty to use the traditional academic rank ladder with the criteria used for appointment and promotion.~~

The qualifications for appointment and promotion of public service and outreach faculty are directly related to the faculty member's work plan, are defined by competencies and requirements specified in a public service faculty member's individual job description, and meet the guidelines for quality and success of the public service and outreach performance related to the respective faculty rank described in this document. Progression through the public service and outreach career track is expected.

~~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, 2007, 2010, 2011, 2014.)~~

Public Service and Outreach Function and Career Ladder

The University of Georgia public Service and Outreach function is principally involved in the identification, development, and rendering of service in partnership with an external organization or group (broadly defined to include community groups, government agencies, businesses, nonprofit and non-government organizations, educational institutions, or other entities external to the university) in support of their own purposes and operations. Public service and outreach faculty respond to an array of society's needs and 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 to individuals, communities, organizations, and public agencies in support of their own purposes and functions. Public service and outreach activities deal with the broad range of society's needs. 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, local, and community leaders in the areas of needs assessment, program development, leadership, training, consultation, and technical assistance. They furnish leaders and groups with objective research results and other resource information for decision-making and assist those groups with capacity building, implementation, and evaluation. They design and conduct feasibility studies, field-test basic knowledge, develop procedural and technical manuals, and provide group instruction and facilitation 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, and disciplined practice. Their activities provide an opportunity to collaborate with other university faculty, including in service-learning activities, internships, university community partnerships, academic credit instruction, or abstract sponsored research, and publications. The qualifications for appointments 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. Progression through the public service career ladder is expected.

Public service and outreach faculty furnish leaders and groups locally, nationally, and internationally with objective research results and other resource information for decision-making and assist those groups with capacity building, implementation, and evaluation. They conduct applied research, design and conduct feasibility studies, field-test basic knowledge, develop procedural and technical manuals, and provide group instruction and facilitation both on and off

campus. All of this activity requires a high level of study, organization or information, and written and oral presentations characterized by clarity and directness of expression. Contributions to the body of knowledge are found in peer-reviewed publications and many other scholarly products that assure new information is communicated to broader audiences and updated approaches are added to fields of study and practice.

Definitions and Requirements of Public Service and Outreach Rank

The public service and outreach career ~~ladder~~ track is composed of a provisional faculty position, *Public Service Professional*, and four categories of public service faculty rank: *Public Service Representative*, *Public Service Assistant*, *Public Service Associate*, and *Senior Public Service Associate*.

The following guidelines are for the provisional faculty position, *Public Service Professional*, and explain the requirements. ~~This position was created on July 1, 2015.~~

A. Public Service Professional

1. This position is reserved for individuals who demonstrate promise for excellence in their geographic work assignment, but lack sufficient professional body of work and/or an advanced degree in an appropriate disciplinary field for appointment to public service assistant faculty rank.
2. Once an advanced degree is earned, the candidate may apply for a public service assistant faculty position through the current appointment process (see “Appointment and Promotion upon Receiving an Advanced Degree” on page 12).
3. If lacking an advanced degree, a minimum of three years (counted from the date of hire) as a public service professional is required before appointment consideration to public service assistant. Significant progress of accomplishments must be documented showing clear and convincing evidence of moving toward excellence in the criteria appropriate to the work assignments. (See *Note 1* on page 5.)
4. A review must occur in the employee’s sixth year as a public service professional (counted from the date of hire) to determine status for possible faculty appointment or for continued employment as a public service professional. (See *Note 1* on page 5.)
5. **Progression towards an advanced degree is expected.**

The following guidelines are for each public service faculty rank and explain the requirements.

A. Public Service Representative

1. This title is reserved for those individuals who already hold this rank. (As of July 1, 2015, no new appointments are made at the public service representative rank.)

2. Competency should be supported through academic preparation and/or experience appropriate to the duties and requirements of the position.
3. Faculty members who rank as public service representatives usually do not have advanced degrees in their fields. (Once an appropriate advanced degree is earned, the candidate may apply for a public service assistant promotion.) (See “Appointment and Promotion upon Receiving an Advanced Degree” on page 12.)
4. If lacking an advanced degree, a minimum of three years as a public service representative is required before promotion consideration to public service assistant. Significant progress of accomplishments must be documented showing clear and convincing evidence of moving toward excellence in the criteria appropriate to the work assignments.

B. Public Service Assistant

1. As of July 1, 2015, the rank of public service assistant will be the sole entry level public service faculty rank. This rank 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. An advanced degree is expected. (See *Note 2* on page 5.)
4. ~~For those persons seeking promotion to public service assistant,~~ A documented record of consistent productivity of superior quality and demonstrated impact is required. (See *Note 3* on pages 5-6.)

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 expected. (See *Note 3* on pages 5-6.)
4. A documented record of consistent productivity of superior quality and demonstrated impact is required.
5. Tangible evidence of contributions to the body of knowledge or practice in his/her chosen field is required. (See *Note 4* on page 6.)
6. A documented record of collaboration with another public service and outreach unit **and/or** academic department at an accredited institution of higher education is required, clearly specifying the level of the candidate’s contribution.
7. Recognition as a regional and/or national leader in his/her field is required. (Regional is defined as any area outside a person’s assigned geographic responsibility, specified in the candidate’s job description.)
8. A documented record of professional growth and development is required.
9. A minimum of four years at the public service assistant rank is usually expected (counted from the date of his/her appointment or last promotion, including the current year).

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 expected. (See *Note 3* on page 5.)
4. A documented record of consistent productivity of superior quality and demonstrated impact is required.
5. Tangible evidence of contributions to the body of knowledge or practice in his/her chosen field is required. (See *Note 4* on page 6.)
6. A documented record of collaboration with another public service and outreach unit **and** another academic department at an accredited institution of higher education is required, clearly specifying the level of the candidate's contribution.
7. Distinguished reputation as a national and/or international leader in his/her chosen field is required.
8. A documented record of professional growth and development is required.
9. A minimum of five years at the public service associate rank is usually expected (counted from the date of his/her appointment or last promotion, including the current year).

Note 1: *Public Service Professional* is a public service provisional faculty position for highly qualified individuals who are expected to move into a public service faculty role after completion of the appropriate degree and/or showing clear and convincing evidence of moving toward excellence in the criteria appropriate to the work assignments. If lacking an advanced degree, a minimum of three years (counted from the date of hire) as a public service professional is required before appointment consideration to public service assistant.

To assure appropriate progress in this position, a review must occur in the employee's sixth year (counted from the date of hire) to determine status for possible faculty appointment or for continued employment as a public service professional.

The review process for all public service professionals is the same as the public service promotion process outlined on pages 11-18 and will determine eligibility for appointment to public service assistant. This process requires a full, professional dossier and approved reviews at the college/unit level and university level. Once final approvals are obtained for faculty eligibility, a faculty appointment packet must be completed and sent to Faculty Affairs by the first day of April for processing and President's approval to take effect July 1. If the decision for appointment to public service assistant is not rendered, the Director/Dean may decide to continue the position as a public service professional for a total of 10 years from the date of hire.

Note 2: Based on Southern Association of Colleges and Schools Commission on Colleges (SACS) standards, faculty appointments require the master's degree or

higher as a minimum expectation, unless there is strong justification with documentation of an extensive professional background.

Note 3: A documented record of consistent productivity of superior quality and demonstrated impact is required. Impact should be substantiated with quantitative and/or qualitative evidence that conveys significant and direct results of the faculty member's unique expertise and/or contributions. Impact is typically measured by applicability to society and demonstrates response to a pressing issue or need. Evidence of impact can be multifaceted due to the broad range of public service and outreach activities. Following are examples that are intended to illustrate and not exhaustive, but may be helpful in thinking about the impact of work.

- Identify direct and indirect beneficiaries of candidate's work: What actions did the intended audience take as a result of this work?
- Demonstrate candidate's efforts have been sustained and transformative for a professional association, government agency, or non-academic community.
- Evaluate one's own applied research to include potential or actual impact on policies and practices.
- Provide quantitative evidence (e.g. increased production or widespread adoption of a product or technique, changes in test scores) and qualitative evidence (e.g. testimonials from clients, reviews by knowledgeable scholars/critics).
- Describe evidence of candidate's innovation on clients or other end users (e.g., local or regional adoption of original work or recommended best practices).
- Cite impact of the candidate's scholarly work within his/her own disciplinary field.
- Demonstrate impact of work that helped create new businesses, jobs, promotions, or leadership opportunities.
- Assess teaching effectiveness in formats and settings outside the classroom, including the impact of learning on practice, application, and policy.
- Demonstrate impact of faculty member's efforts to promote equity, inclusion, and diversity.
- Evaluate work based on systematic and ongoing peer evaluations.
- Show impact on advancing knowledge, new methodologies or significant changes to existing methods, public benefits of the research, and communication with and validation by peers (e.g., peer-reviewed articles).

- Describe mutually beneficial community-university partnerships that address critical community needs.
- Documentation of contributions to large scale projects and grand challenges.
- Measure impact of work against pre-determined benchmarks.

Note 4: The terminal degree is the highest degree offered within a discipline. Some individuals, by virtue of their independent study, experience, and level of performance, have accomplished far more than their level of formal education would lead one to expect. In these exceptional cases, provisions may 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 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 recognition in the case of senior public service associate. The Dean/Director’s letter **must** state the appropriate terminal degree for the discipline and that the candidate is asking for promotion without the terminal degree and provide rationale for making this exception.

Note 5: Academic-based public service work requires the creation of new processes and programs that are grounded in the concepts and methods of recognized disciplines, professions, and interdisciplinary fields. As such, this work is expected to be shared with colleagues and constituents for discussion, critique, and use. Knowledge dissemination ultimately assures that new information is communicated to broader audiences and updated approaches are added to fields of study and practice.

A level of tangible evidence of contributions to the body of knowledge or practice is expected for public service associates and senior public service associates commensurate with rank. For public service associates, evidence should help define the candidate’s emerging stature as a regional or national authority; and, for senior public service associates, outcomes should indicate national or international recognition in their fields.

Examples include, but are not limited to, jointly or individually published abstracts, papers, books, technical manuals, policy notes, monographs, or case-reports; invited presentations at regional or national meetings; poster presentations; association honors, awards, fellowships; evidence of candidate’s work that has been referenced in the published literature or adopted outside his/her

geographic work area; serving as a reviewer or guest editor for peer-reviewed journal; authoring or co-authoring conference proceedings or white-papers; serving as a regional or national consultant or on a review panel; participating as a discussant or expert authority for regional and national forums; developing electronic programs or websites that have been routinely accessed; evidence of candidate's work picked up by regional or national press.

PART II

Appointment and Promotion Factors to Consider

There are several types of academic rank within the university. 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

Public service and outreach academic rank should be reserved for a faculty position whose major duties (51 percent or more) are principally and directly involved in the public service and outreach function. As a corollary, individuals in 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 public service and outreach career ladder. Furthermore, the types of activities 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 or research duties. They are called joint-staff 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 require significant contribution and demonstrated impact in one or more of the three general functions described below:

A. *Instruction and Training*. Defined as the range of activities in a variety of settings that include educational needs assessment, program and project development and coordination, instructional materials development, delivery of instruction, and program evaluations.

B. *Applied Research*. Defined as the analysis of problems, opportunities, or issues of demonstrable relevance to the mission of the unit in which the faculty member is employed, using investigative and analytic 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 needs assessments to development of organizational structure and function and information dissemination.

Special Conditions

In some cases, the budgeted and assigned duties of public service and outreach faculty, as revealed in the job descriptions of their public service and outreach 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 should be composed of one or more of these general functions (i.e., instruction and training, applied research, or consultation and technical assistance).

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.

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 of senior public service associate or qualify for the appointment at the senior public service associate faculty rank. Upon selection, that person will be designated as such. After the customary administrative review within the university, the recommendation will be forwarded to the President for approval.

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, responsibilities, the important characteristics needed to fill the position, and determination of appropriate rank upon appointment of the candidate.

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

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

B. A curriculum vitae, in reverse chronological order, summarizing the biographical, personal, and professional data of the candidate that may include a list of publications such as books, monographs, and bulletins; a list of honors, awards, invited lectures, exhibitions, displays, prizes, and consultantships; and any other information that reflects the candidate's professional achievements.

C. A job description that should include, at a minimum, the following three sections: Academic Preparation and Experience, Responsibilities and Assigned Geographic Region, and Required Skills and Attributes.

D. Three to five letters of evaluation should be provided. These letters should be obtained from qualified, unbiased individuals who know the candidate professionally. Letters of Recommendation used as a part of the appointment packet are acceptable if evaluative.

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 conduct a careful review of the complete dossier and forward it together with the committee's recommendation. After reviewing the dossier and 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 following 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 (i.e., public service associate and senior public service associate).

PART IV

Promotion Process

Introduction

Each candidate for promotion will be judged on the basis of his/her superior accomplishment of assigned and budgeted duties that go beyond what would normally be acceptable performance and contribution 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 the general categories of public service and outreach faculty functions on page 7.

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, conference presentations, 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

Under normal circumstances, the minimum time in rank for 12-month, full-time public service candidates to advance in rank is listed in the chart below. Minimum time in rank is counted from the date of the candidate's appointment or last promotion and includes the current year. Although appointments may occur throughout the year, all promotions take effect on the first day of July following all deliberations and approvals. 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. The Dean/Director's letter **must** clearly state that the candidate is asking for early promotion and provide the rationale for supporting early promotion.

Advancement in Rank and Minimum Years in Current Rank

Public Service Professional to Public Service Assistant	Appointment	3 years
Public Service Representative to Public Service Assistant	Promotion	3 years
Public Service Assistant to Public Service Associate	Promotion	4 years
Public Service Associate to Senior Public Service Associate	Promotion	5 years

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 3-5.

Limited-Term Public Service Faculty

Upon appointment to the public service faculty rank, a candidate may count time and accomplishments while serving in a limited-term faculty position provided that the duties performed in the limited-term capacity were equivalent. The Dean/Director's letter **must** clearly state that the candidate served as a limited-term public service faculty member for a certain period of time during which the duties performed were equivalent to those duties performed by a public service faculty member.

Appointment and Promotion upon Receiving an Advanced Degree

An advanced degree is expected for public service assistants and a terminal degree is expected for public service associates and senior public service associates. When public service professionals, who lacked an advanced degree, receive an advanced degree from an accredited institution, the candidate may apply for a public service faculty position through the faculty appointment process. When public service representatives, who lacked an advanced degree, receive an advanced degree (but not a terminal degree) from an accredited institution, the candidate may apply for public service assistant faculty promotion during the next promotion cycle, requiring a full promotion dossier.

Once a public service representative who lacked a terminal degree receives a terminal degree from an accredited institution, the dean/director 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 be forwarded to the Vice President for Public Service and Outreach within the ~~normal~~ **designated** time frame for consideration during the normal public service and outreach 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 consideration of 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. It is expected that each unit or college establish its own procedures for providing guidance on dossier preparation and assuring equitable promotion deliberations and voting processes, while adhering to the guidelines set forth in *Guidelines for Appointments and Promotion* (Revised January ~~2015~~ **2017**). Promotion dossiers are subject to two or three levels of review. A first review and vote may take place at a department or district level and forwarded to a college or unit committee for deliberation and vote. Alternatively, the process may begin at the college/unit level as the first level of deliberation and vote. After college/unit vote, the dossier is reviewed at the university level for recommendation to the Vice President for Public Service and Outreach.

The dean/director/department head shall meet with and charge the unit’s public service faculty members who are at or above each candidate’s proposed rank to thoroughly discuss candidates for promotion and appoint a chair who will oversee the promotion process. Public service and outreach faculty who participate in the promotion process (i.e. voting, deliberation, etc.) shall be familiar with the *Guidelines for Appointment and Promotion* (Revised January ~~2015~~ **2017**). These public service members shall **conduct deliberations in executive session and** make a recommendation by ~~written~~ **anonymous** ballot on each candidate, and the record of the vote on each candidate shall be made part of his/ her promotion dossier. Positive votes require a simple majority. Tie votes are interpreted as negative. After the vote is taken, one or more committee members may file a minority report within 48 hours of committee decision for inclusion in the dossier’s succeeding reviews. In cases when the dean/director/department head’s recommendation is contrary to the vote of the college/unit committee, a full explanation of this recommendation should be included in the transmittal letter.

In those instances where there are less than three public service faculty members at or above the candidate’s proposed rank available in a unit, the dean/director/department head will ask the Vice President for Public Service and Outreach to appoint a committee of public service faculty from outside the unit. In cases where there are no eligible public service faculty available in the unit, the dean/director/department head can appoint an ad hoc non-voting member to serve during the committee’s deliberations to clarify the candidate’s role and contributions to the

department/college/unit in relationship to the promotion expectations.

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

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 hardcopy and an electronic copy of the dossier on a USB flash drive in PDF format (separated into six sections: Sections A through D as a searchable PDF; and Sections E and F as non-searchable PDFs). The dossier shall contain the following information:

Section A (searchable PDF). A cover letter written by 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 10-11.)
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 with 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 referenced 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, if applicable.
5. If the candidate lacks a terminal degree, is applying for early promotion, or has served as limited-term public service faculty, please refer to pages 5-7 and 12, respectively.

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 in which 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.

Section B (searchable PDF). A curriculum vitae summarizing biographical, personal, and professional data for the candidate's entire career **in reverse chronological order**. This document should include a complete list of the publications of the candidate, including journal articles, books, monographs, bulletins, and others.

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

Section C (searchable PDF). 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 Assigned Geographic Work Area, 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.**

Section D (searchable PDF narrative/non-searchable supporting materials). A thorough documentation of the superior achievements of the candidate in his/her job assignment, **not to exceed 30 pages including supporting materials**. Emphasis in this section should be on the candidate's achievements since appointed/promoted to present rank. References to supporting evidence should be made when appropriate. This documentation must clearly demonstrate outstanding contribution to the unit/organization and impact of the outreach work.

The documentation must 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. If 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.

Section E (non-searchable PDF). Letters of Evaluation. The nomination of a candidate should be supported by letters from no more than five authorities who can provide a critical and detailed evaluation of the candidate. Candidates for public service associate and senior public service associate should strongly consider including letters from regional, national, and/or international authorities. The unit dean/director/department head should make the request for such letters. A suggested form can 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, discussing the impacts of the candidate's contributions and/or work. One sample letter sent by the director to the evaluators should be included in the same section of the dossier as the letters of evaluation. A short paragraph about each authority and his/her reputation in his/her respective field should also be included. Letters of Evaluation should be written on letterhead with an original signature, and may be mailed or sent by e-mail as a scanned attachment.

Section F (non-searchable PDF). The completed "Recommendation for Promotion Form" and "Summary Narrative" forms are required by the UGA Office of Faculty Affairs. The "Recommendation for Promotion" form should be downloaded from the UGA Public Service and Outreach website at:

<http://outreach.uga.edu/wp-content/uploads/2015/01/2015-201ap-recommendation-form.pdf>

The years of rank and years at the institution should include the current academic year. Pages 22-23 specify the documentation to be summarized and a 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, made up of a diverse group of public service faculty 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. Committees should reflect diversity of public service activities and programs. 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 when performance may be more critical 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 3 on pages 5-6.

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 (i.e., instruction and training, applied research, or 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 plan.

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.

Appeal Procedure

Negative recommendations for promotion at the university committee level may be appealed. Appeal requests must be in writing in the form of a letter submitted by the dean/director/department head of the nominating unit and addressed to the Vice President for Public Service and Outreach within seven days after notification of the negative recommendation.

The dean/director/department head's appeal request should include a detailed explanation of the relevant circumstances and/or reasons justifying the reconsideration. Reasons for appeal must be based on the original dossier materials and may reference evidence or content within the dossier packet that the dean/director/department head believes may have been overlooked or undervalued by the committee and/or perceived procedural irregularities that may have affected the dossier's review. **This letter of request is the only new information allowed in the appeals process.** It is not the purpose of the letter to introduce new information.

The appeal will be submitted to a separate committee composed of senior public service associates **It is not the responsibility of the appeals committee to conduct an additional comprehensive review of dossier contents. Instead, the committee is charged with,** ~~who will~~ critically analyzing the **letter of appeal** ~~promotion materials~~ relative to the university committee's vote to determine if there are stark and substantial grounds for disagreement with the original decision. The reappraisal will be submitted to the Vice President for Public Service and Outreach for final approval.

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

PART V

Forms and Guidelines

SAMPLE 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 _____.

Insert a short paragraph briefly describing the unit's mission, work program, reach, and the candidate's responsibilities.

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 evaluation 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 prepare your comments on letterhead, with an original signature, and mail or send by e-mail as a scanned attachment, your letter to me no later than _____.

With appreciation for your helpfulness in this matter.

Sincerely,

Dean/Director/Department Head

Summary Narrative
Since Last Promotion or Appointment
(This form cannot exceed one page)

1. Budgeted and assigned duties (including geographic work area):
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, proper packaging **and submission** of the dossier is expected.

Organizing Dossier Content

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.

COVER (see page 22)

TABLE OF CONTENTS (see page 14)

SECTION A: COVER LETTER (see page 14)

SECTION B: CURRICULUM VITAE (see pages 14-15)

SECTION C: JOB DESCRIPTION (3-page maximum—see page 15)

SECTION D: DOCUMENTATION OF ACHIEVEMENTS

(30-page maximum—see page 15)

D-1 Documentation of Achievements

D-2 Supporting Evidence

SECTION E: LETTERS OF EVALUATION (see pages 15-16)

E-1 References of Letters of Evaluation

E-2 Sample Letter for Use in Requesting Evaluation of Candidate
(see page 19)

E-3 Letters of Evaluation

SECTION F: RECOMMENDATION FOR PROMOTION FORM and
SUMMARY NARRATIVE (one-page maximum for each document—see pages 20
and 21)

Submitting the Dossier

The candidate must submit one hard copy and an electronic copy according to the directions below.

For the hard copy dossier, all ~~written~~ materials and summaries should be loose-leaf bound, including the cover letter from the official initiating the nomination. Please see page limits for Sections C, D, and F on pages 15 and 16.

Use a 1½" "clear view" binder—loose-leaf, 3-ring, 11" by 8½" ~~with capacity~~—**NO D-Rings**. Inside the clear **front cover of the binder**, there should be a white sheet with the following information:

Full Official Name of Candidate
College & Administrative Unit _____
Recommended for Promotion Rank of: _____
Current Rank: _____
Official Date of Last Promotion: _____

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

The dossier, including support material, **should be confined to the one 1½" 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.**

A. 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.

B. 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 unnecessary materials.

C. Identification tabs should be attached to a separate sheet at the beginning of each category (Example: A., B., etc.).

D. Plastic sleeves should be ~~not be used unless there are reserved for~~ sensitive/delicate materials.

E. ~~Format for the~~ An electronic copy of the dossier ~~will~~ **must** be submitted on ~~one~~ a USB flash drive in ~~two six~~ PDF files:

PDF File 1 includes the following sections:

- Section A (searchable PDF) should consist of Cover, Table of Contents, and Cover Letter
- Section B (searchable PDF) should consist of Curriculum Vitae
- Section C (searchable PDF) should consist Job Description

- Section D (searchable PDF narrative/non-searchable supporting materials) should consist of Documentation of Achievements
- Section E (non-searchable PDF) should consist of Letters of Evaluation

PDF File 2 includes the following section:

- Section F (non-searchable PDF) should consist of Recommendation for Promotion Form and Summary Narrative