

**THE UNIVERSITY OF GEORGIA**

**PUBLIC SERVICE  
ACADEMIC RANK**

**GUIDELINES FOR  
APPOINTMENTS  
AND PROMOTION**

**REVISED: MAY 1989**

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**ACKNOWLEDGEMENTS**

In May 1988, Dr. S. E. Younts, Vice President for Services, appointed the ad-hoc committee to advise him on needed revisions in the Public Service Guidelines for Appointments and Promotion. This committee worked diligently and thoroughly to bring forth revisions which clarify the procedures and strengthen the requirements for candidates for promotion on the public service career ladder. The revisions included in the document are a result of the input from faculty of every public service unit and are based in large measure on the experiences of candidates for promotion since 1981, when the Guidelines were last revised. This committee would also like to acknowledge Mr. Claude Leonard Davis, Esquire, Director, Equal Opportunity Office, for his sound and dependable advice, and Dr. Sidney E. Brown, Associate Vice President for Academic Affairs, and his staff for their continual counsel. The committee also wishes to thank Ms. Ruth Carpenter for her editorial skills, Mrs. Nancy Phillips for her talent with computer formatting, and Mrs. Jeanette Stroer for her secretarial skills.

## **PART I**

### **CAREER LADDER PHILOSOPHY FOR PUBLIC SERVICE PROFESSIONALS**

#### **Introduction**

**The University of Georgia is a large and diverse Institution charged with the responsibility of developing and carrying out an educational program of outstanding quality for the people of the state. A crucial element of that responsibility is a public service 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 everchanging and increasingly complex society.**

**The fact that professional personnel pursue substantially lifetime careers in university public service is self-evident both on this campus and on the campuses of most institutions which vigorously pursue the public service function. On this campus and on many others, there are numerous professionals who have spent twenty or more years in public service careers. 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 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 professionals.**

## **Guidelines for Public Service Appointments and Promotion**

### **Alternative Approaches**

There are two alternatives for providing a career ladder for public service professionals. One is for public service professionals to use the traditional academic rank ladder with the criteria used for appointment and promotion of teaching, research, and public service faculty. Since there are many functions common to both academic faculty and public service professionals, the traditional academic rank career ladder, with some adaptations of criteria, may be appropriate to meet the needs of some public service professionals. 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.)

The other alternative is for public service professionals to use a separate career ladder that reflects the various types of public service functions. The definitions and criteria used would relate more directly to the professional services performed by public service 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 professionals, as full members of the academic community, should conform in the highest degree possible to the institution's pursuit of intellectual excellence. Furthermore, they should possess the same academic credentials and professional experience required by any outstanding institution of higher education.

### **The Public Service Function: An Alternative Career Ladder**

Public service 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 activities deal basically with the public-policy needs of society. Problem oriented, they rely heavily upon the integration of knowledge from many disciplines as well as

## **Guidelines for Public Service Appointments and Promotion**

the application of an experience-based understanding of real-world relationships and phenomena.

Public service professionals have continuing, direct contact with citizens and officials in their own environment 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 only an indirect relation to research in the pure sense and may or may not lend itself to publication in traditional academic journals.

Thus, public service professionals spend much more of their time in a broad range of activities that require effective communication skills and relevant field experiences. In some cases their activity provides neither the time nor the opportunity for participation in academic credit instruction or abstract research and publication. Because of the characteristics of the public service program and the unique functions performed by public service professionals, an alternate career ladder is an option for those whose public service assignment is not compatible with criteria for appointment and promotion within the traditional career system of academic professorial rank. Accordingly, the qualifications for appointment and promotion of public service professionals within the separate career ladder should not be measured from the more traditional research and teaching perspectives but rather from standards more directly related to the competencies required and the quality and success of the public services performed.

## **Guidelines for Public Service Appointments and Promotion**

### **General Definitions and Requirements of Public Service Rank**

The public service career ladder is composed of four steps in rank. From lowest to highest category, they are (1) Public Service Representative, (2) Public Service Assistant, (3) Public Service Associate, and (4) Senior Public Service Associate. The following statements about each category are intended to provide further definition and to explain the requirements.

#### **A. Public Service Representative**

1. This rank is one of two entry level ranks and is considered equivalent to that of instructor.
2. Competency should be supported through academic preparation appropriate to the duties and requirements of the position.
3. Candidates for Public Service Representative usually do not have the terminal degree in their field.
4. Experience appropriate to the duties of the position is required where the highest degree is lower than the master's.

#### **B. Public Service Assistant**

1. This rank is the primary entry level rank and is considered equivalent to that of assistant professor.
2. The terminal degree is required, except under unusual circumstances.
3. Ordinarily, a minimum of four years of productive and relevant experience is required.
4. Potential for growth and development must be demonstrated.

## **Guidelines for Public Service Appointments and Promotion**

### **C. Public Service Associate**

1. This rank is equivalent to that of associate professor.
2. Competency should be based on academic preparation in a field appropriate to the duties of the position.
3. The terminal degree is required, except under unusual circumstances.
4. Normally, four years of productive experience that corresponds to the duties of the position and whose quality has gained the candidate some regional and/or national recognition among colleagues and clientele are required.
5. Potential for growth and development must be demonstrated.

### **D. Senior Public Service Associate**

1. This rank is equivalent to that of professor.
2. Competency should be supported by academic preparation in a field appropriate to the duties of the position.
3. The terminal degree is required.
4. Distinguished service in a chosen field at state and regional levels or national level is required.
5. Recognition among professional colleagues as a national leader or distinguished authority in his/her field of work is required.
6. A documented record of consistent productivity of superior quality over a five-year period is normally required.

## **Guidelines for Public Service Appointments and Promotion**

### **Public Service Administrators**

Public service directors will normally be selected from a pool of candidates who possess the terminal degree and who have achieved senior rank or are ready for promotion to that rank. For those nominated for promotion after serving in an administrative capacity, special criteria are required because the time demands on administrators often prevent them from engaging heavily in academic or scholarly activities. Administrators in the instructional function of the University are usually judged not by their administrative contributions but by their scholarly pursuits, in the main by the quality of their teaching and research accomplishments. In the same way, any public service administrator who is not of senior rank and wishes to pursue that rank must have maintained and documented a record of public service accomplishments of exemplary quality separate from and in addition to his/her administrative duties.

Examples of such activities would be:

1. publication in refereed journals of a regional or national scope since promotion to the rank of public service associate;
2. presentations before regional, national, or international professional associations or societies since last promotion;
3. documented contributions to the development and publication of public service educational material for a particular clientele since last promotion;
4. documented evidence of the development and implementation of innovative programs since last promotion;
5. documented authorship of successful proposals funded by public or private agencies.

## **Guidelines for Public Service Appointments and Promotion**

Effective administrators are able to create an environment which helps their faculty to be both successful and productive in public service endeavors. The success of the unit's projects is often much more easily documented than is the role of the administrator in achieving that success. Nevertheless, it is important that a genuine effort be made to determine and record the effectiveness of the role the administrator plays in the success of his/her unit over given periods of time. This is true for the individual administrator as well as for the administrator's supervisor. Such documentation should supplement the public service activities listed above.

### **Affirmative Action Criteria**

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.

## PART II

### PUBLIC SERVICE PROFESSIONAL FUNCTIONS

The purpose of this section is to present the factors to be considered and used in making initial appointments to public service academic rank and in making judgments about the promotion of public service faculty. It deals first with general considerations involved, followed by more specific criteria and guidelines, and concludes with procedural matters.

#### General Considerations

There are two types of academic rank within the University: the traditional rank designated as "professorial rank" and a second category of rank designated as "public service academic rank." Public service academic rank should be reserved for a professional position whose major duties are principally and directly involved in the public service function. As a corollary, such a position should be eligible for public service 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 academic instructional duties. They are called joint-staffed positions. In such cases, the individual may carry either the academic or public service rank. Those who qualify and elect to do so can be nominated for professorial rank in lieu of public service rank.

#### General Categories of Public Service Professional Functions

All professional positions in public service, other than administrative, involve one or a combination of three kinds of general functions that are described as follows:

#### Guidelines for Public Service Appointments and Promotion

- A. Instruction and Training. Defined as the range of activities which include educational needs assessment, program and project development and 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 institute or unit in which the professional 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 institute or 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.
- D. Special Conditions. It may be the case that the budgeted and assigned duties of public service personnel, as revealed in the job descriptions of their public service positions, do not specifically or neatly match these generalized categories of public service. (Examples of job descriptions of public service personnel are included as Appendix II.) 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 position should 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; 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 and achievement, and personal characteristics which demonstrate potential for quality performance of University duties in the position and at the rank recommended.

**Appointment Procedures for Public Service Faculty**

Recommendations for new appointments to the public service faculty originate within various University units. Deans or directors and 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 of the person needed to fill the position. A search committee should then be appointed, together with a designated chair. The search committee will be responsible for preparing and disseminating announcements of the vacancy in compliance with Affirmative Action guidelines and University procedures. The search committee will also be responsible for screening applicants and selecting the designated number of leading candidates for interview by the department head, dean or director, other members of the division, and, when deemed appropriate, other members of the central University administration. The dean or director and/or department head of the service division will consult with other division faculty, particularly within the division where the candidate will be located, before making a formal recommendation through appropriate channels to the Vice President for Services.

**Guidelines for Public Service Appointments and Promotion**

The dean or director then forwards to the Vice President for Services one copy of a dossier containing the following information:

**A. A covering letter which contains the following:**

1. The purpose of the appointment in relation to the service 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 the like.
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 makeup, actions, and recommendations of the search committee should be described.

**B. A vita sheet summarizing biographical, personal, and professional data on the candidate.**

**C. A detailed job description, specifying both short-term and long-term objectives of the position.**

**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**

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Information which reflects the candidate's professional achievements.

- G. Letters of evaluation and recommendation. For the senior public service associate, at least four letters should be provided. These letters should be obtained from unbiased individuals who know the candidate from a professional standpoint, not from the candidate's former major professor, close associates, or friends.

The Vice President for Services will make a careful review of the complete dossier and forward it with a recommendation to the Vice President for Academic Affairs, who then forwards it to the President's office or other office designated by the President.

Letters offering appointments to prospective faculty should include the sentence, "This offer is made subject to administrative approval and to approval by the Board of Regents."

The President, if he approves an appointment, will submit the papers with his recommendation to the Chancellor's office. No appointment is final until it has been approved by the Board of Regents. A disapproved nomination will be returned to the Vice President for Services for disposition.

## **PART IV**

### **THE PROMOTION PROCESS**

#### **Introduction**

Each candidate for promotion will be judged primarily on the basis of his/her performance of assigned and budgeted duties. Thus, each nomination must be accompanied by a complete job description that outlines the general duties involved in this budgeted position. (See Appendix II for samples of some job descriptions for positions held by public service professionals.) It may prove helpful in establishing the position's public service function to refer to pages 8-9, which describe categories of public service.

The service unit director making the recommendation must present a complete and careful description of the position in the service 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 primarily on the superior accomplishment of budgeted and assigned duties, each candidate may also be judged by performance in duties that go beyond the job description. The candidate will also 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 all 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

## **Guidelines for Public Service Appointments and Promotion**

**in such activities should be given due consideration by promotion committees.**

### **Minimum Years in Rank**

**The accomplishments of a public service 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 for a public service representative or a public service assistant is four years; for a public service associate, five years. This guideline does not prohibit the earlier promotion of a candidate of outstanding merit, but it does suggest that only especially meritorious candidates should be recommended for promotion within shorter periods.**

### **Public Service Academic Rank**

**The requirements for academic rank of a public service representative, public service assistant, public service associate, and senior public service associate are outlined on pages 4-5.**

### **Additional Criteria**

**Promotion to any public service rank requires great care and consideration for the future career ladder potential of the candidate. Consequently, recommendation of promotion to the rank of public service assistant or public service associate should be made with the view that the candidate offers convincing evidence that he/she possesses the potential for achieving the stature required for the next step in rank as well. Critical signs of this potential are a demonstration of a sense of direction, consistency and growth in the candidate's work, evidence of the productive use of creativity and innovation in the candidate's area of specialization, and an**

## **Guidelines for Public Service Appointments and Promotion**

**Indication of Increasing Involvement in significant professional activities.**

### **Promotion to Public Service Assistant**

**Once a public service faculty member at the public service representative rank has received the terminal degree, the unit director will make a recommendation for promotion, accompanied by the Recommendation for Promotion--Summary Information form, and forward it to the Vice President for Services office within the normal time frame for consideration at the April meeting of the Board of Regents. (See Appendix III.) No dossier is required in this instance. After the customary administrative review within the University (not through the regular promotion process), the recommendation will be forwarded to the Board of Regents for approval.**

### **Promotion Procedures for Public Service Faculty**

**Promotion recommendations originate in the public service administrative unit to which the candidate is assigned. The dean, director, or 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 University unit director's or dean'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.**

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**\*Senior in rank to the candidate under consideration.**

## Guidelines for Public Service Appointments and Promotion

### The Dossier for Promotion

The dean or director of the University unit shall forward to the Vice President for Services six copies of a dossier containing as much of the following information as appropriate:\*\*

- A. A covering letter which contains the following information, referring to dossier documentation as applicable:
  1. The scope and quality of the candidate's job performance in 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 p. 18 and pp. 20-21.)
  2. The candidate's contributions to his profession. In particular, as the individual advances to the senior levels, the unit director must evaluate critically the candidate in relation to 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 to the community where he/she resides.
  4. An assessment of the candidate's future potential, both in performance and potential for the next step in rank. (See p. 14.)

\*\*Note: In the case of candidates who were nominated but not promoted the previous year, appropriate documentation may be re-used; but new material, including additional letters, is expected.

## Guidelines for Public Service Appointments and Promotion

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

- B. A complete vita sheet summarizing biographical, personal, and professional data on the candidate.
  1. This vita should include a complete list of publications of the candidate, including articles, books, monographs, bulletins, and other publications. Representative samples should be attached as addenda to the dossier.
  2. In addition, the vita should include a list of honors, awards, invited lectures, exhibitions, displays, prizes, grants and contracts, consultantships, and any other information which reflects the candidate's professional achievements. (Unsolicited letters should not be included here. Such material is more appropriately placed with the documentation to which it refers.)
- C. A thorough documentation of the superior achievement of the candidate in his/her job assignment. This section must contain, as the first document, the job description of the candidate's position. Solicited and unsolicited letters may be used as documentation in this section. Care must be taken that such letters document the particular achievements of the candidate.
- D. Letters of recommendation. The nomination of a candidate should be supported by letters of recommendation from at least three off-campus authorities who can provide a critical and detailed evaluation of the candidate. The request for such letters should be made by the unit director. A suggested form is attached (Appendix I). 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.

#### Guidelines for Public Service Appointments and Promotion

- E. The names and addresses of three additional outside specialists in the candidate's field and/or clientele with whom the candidate has worked extensively. These references should be persons from whom letters were not requested.
- F. The completed Recommendation for Promotion--Summary Information form required by the Chancellor's office. The years of rank and years at the institution should include the current academic year. Appendix III specifies the documentation to be summarized and suggests a format to be used. This form should not exceed two pages in total length.

#### Suggested Evidence to Be Used for Documentation

Suggested evidences for documentation in Section C of the dossier must contain an evaluation of the candidate relative to the duties of his/her job position. This documentation must be complete and must clearly demonstrate an outstanding contribution to the unit by including quality, quantity, creativity, and evaluation. This documentation may be organized according to the three general categories of public service functions, identified in the guidelines on pages 8-9. (See Appendix IV for additional suggestions regarding organization.)

The evidence should emphasize the impact, results, and outcome 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. 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 joint professional efforts are involved, the nature and level of the candidate's contribution should be specified.

#### Guidelines for Public Service Appointments and Promotion

The Vice President for Services, in consultation with one or more advisory committees, reviews the complete dossier and, if he approves, forwards it with his recommendation to the Vice President for Academic Affairs, who after approval forwards it to the President's office or such other office as the President may designate. The President transmits the nominations to the Chancellor's office. No promotion is final until it has been approved by the Board of Regents. In the case of disapproval, the candidate may appeal the decision. (See pp. 21-22.)

#### Advisory Committee

The Vice President for Services, at his discretion, may appoint one or more public service advisory committees to review promotion nominations and advise him about promotion recommendations. Deans and/or directors will be requested by the Vice President for Services to furnish his office with 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 chair may be appointed by the Vice President for Services. 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. Their major purpose is instead to assess the strength of the substantive evaluation of the candidate that has been made by the candidate's public service 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 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 Public Service Appointments and Promotion

An individual member of the advisory committee is free at any time to reveal his membership on the committee. After promotion evaluations are completed, the membership of the committee will be published.

## Guidelines for Deliberations

Making judgments about the achievement, performance, and potential for future performance of individuals nominated for appointment or promotion rests ultimately on the values 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, by their nature, are in many ways subjective because of the non-quantifiable nature of many elements of quality performance and because of the differences in the values and priorities of the diverse people making judgments about the nominee's 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. In general, a candidate's performance and accomplishments should weigh more heavily than his/her professional reputation.
- B. Lack of a terminal degree. 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

## Guidelines for Public Service Appointments and Promotion

absolute "must." However, for public service rank to be meaningful and worthy of recognition, consistently high standards for promotion must be maintained. When a candidate lacks the 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 regional and national recognition by professional colleagues.

- 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 (training and instruction; policy, legal and 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.

## Appeal Procedure

Unsuccessful nominations for promotion may be appealed in exceptional circumstances. Requests for reconsideration should be submitted in writing by the director of the nominating administrative unit to the Vice President for Services within seven days after notification by letter of the candidate's disapproval.

The dean or director's request should include:

- A. Any pertinent information not already in the promotion dossier of the candidate.
- B. A detailed explanation of relevant circumstances and reasons justifying reconsideration.

## Guidelines for Public Service Appointments and Promotion

If the recommendation for denial was made by a public service advisory committee, the appeal will be submitted to that committee, which will then make a reappraisal of the candidate's record and carefully weigh the new information contained in the appeal. Appeals should be made only in cases where the administrative unit head feels that the additional evidence will justify the reversal of the original recommendation of the public service advisory committee.

In those cases where no advisory committee was involved in the initial denial, a special review committee composed of senior public service faculty may be appointed by the Vice President for Services.

## APPENDIX I

### SUGGESTED FORM OF LETTER FOR USE IN REQUESTING EVALUATION OF CANDIDATE

Dear \_\_\_\_\_:

The University of Georgia is considering the appointment (promotion) of \_\_\_\_\_ to the rank of \_\_\_\_\_.

On such appointments (promotions), we seek expert advice from outside our faculty as well as within it. You have been recommended to us as one particularly able to evaluate \_\_\_\_\_'s qualifications for this position.

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. We are especially interested in the following:

1. The candidate's professional competency.
2. The quality and significance of (his/her) professional public service activities.
3. (His/her) national reputation and relative standing in (his/her) field.
4. Your professional and personal evaluation.  
If your own institution had a position available in the candidate's area of competence, would (he/she) be given favorable consideration for such a position? Would your response to (him/her) be negative, lukewarm, generally favorable, or enthusiastic?
5. (His/her) general desirability as a faculty member.
6. (His/her) ability to work with people.

Your reply will be kept in confidence. If you feel that you are unable to comply with this request, we would welcome any suggestions from you as to whom we should contact.

Thank you for your assistance in this matter.

Sincerely yours,

\*Senior in rank to the candidate for promotion.

APPENDIX II

JOB DESCRIPTIONS OF PUBLIC  
SERVICE POSITIONS

JOB DESCRIPTION  
HUMAN SERVICES ASSOCIATE

Academic Preparation and Experience

Ph.D. or equivalent in public administration, human resource management, or industrial/organizational psychology. Candidate must be able to function effectively in an interdisciplinary environment. Advanced knowledge of one or more substantive areas of government required. Must be able to work productively alone, as a member of a team, or as a project director. Extensive consulting experience with a change-agent orientation required. Must be highly proficient in written and oral communication.

Responsibilities

This position is basically an applied research and technical assistance and consultation position with the following duties and responsibilities:

Provide assistance to Georgia units of government on human resource management programs and issues.

Participate in classification and compensation studies.

Conduct job analysis studies.

Prepare entry-level and promotional tests.

Conduct test validation and reliability studies.

Prepare assessment center materials, conduct candidate orientations, train assessors, direct all assessment center activities, prepare candidate reports, and perform other related duties.

Assist in structuring/restructuring promotional systems and career paths.

Meet with potential clients, determine readiness of system for intervention, and negotiate contract, if appropriate, subject to approval of division administrator.

Guidelines for Public Service Appointments and Promotion

As delegated by division administrator, serve as project director for grant and contract funded projects, direct efforts of graduate assistants, secretarial staff, and faculty assigned to projects.

Provide assistance to the Georgia General Assembly upon request.

Participate in studies being conducted by other Vinson Institute of Government divisions as may be required.

Maintain currency in substantive and human resource fields in which specialized.

Supervise Interns as delegated by division administrator.



## Guidelines for Public Service Appointments and Promotion

### JOB DESCRIPTION PUBLIC SERVICE FACULTY GOVERNMENTAL RESEARCH AND SERVICES DIVISION

#### Academic Preparation and Experience

D.P.A. or Ph.D. degree in public administration, economics, public policy or related management field. Experience in local government management, especially in the areas of budgeting and financial management, is preferred. Candidates should also have experience working with legislative bodies at both the local and state level.

#### Responsibilities

Conduct policy research at the request of governmental clients, including the Georgia General Assembly and other local and state government organizations.

Perform technical assistance at the request of local and state officials in specific areas, including program evaluation, budgeting, and financial management.

Develop a program of policy research on issues of interest to local and state policy makers.

Establish and maintain effective working relationships with local and state government clients.

Establish a national reputation for expertise in chosen field through participation in professional conferences and publication in professional journals and magazines.

Perform advisory and administrative tasks necessary to plan, organize, implement, and evaluate research and technical assistance projects.

Establish and maintain relationships with University faculty who could serve as consultants on institute projects.

Review draft reports written by colleagues focusing on methodology, substantive content, and style.

Serve as project coordinator for specific research assignments, often interdisciplinary, supervising and managing the research and writing contributions of other staff.

Present completed research projects or reports to local and state clients.

Keep informed of current research methods and literature related to area of specialty.

## Guidelines for Public Service Appointments and Promotion

### Skills and Attributes

Ability to apply both quantitative and qualitative research methods.

Ability to communicate to groups and to work with people at all levels.

Ability to adapt and apply abstract concepts to the practical needs of clients.

Commitment to the team approach and a willingness to work in close cooperation with colleagues in the Institute.

Willingness to take initiative and work independently.

## Guidelines for Public Service Appointments and Promotion

### JOB DESCRIPTION PUBLIC RESEARCH FACULTY GOVERNMENTAL RESEARCH AND SERVICES DIVISION

#### Academic Preparation and Experience

J.D., Ph.D., or equivalent degree in law, economics, political science, or public administration. Experience with local government law is preferred. Candidates should also have experience in working with local and state legislative bodies and officials.

#### Responsibilities

Conduct applied and policy research at the request of governmental clients, including the Georgia General Assembly and other local and state government organizations.

Perform technical assistance at the request of local and state officials and others in specific areas related to federal and state law.

Assist other colleagues in the provision of technical assistance and in the completion of interdisciplinary technical assistance projects.

Develop a program of policy research on issues of interest to local and state policy makers.

Establish and maintain effective working relationships with local and state government clients.

Perform advisory and administrative tasks necessary to plan, organize, implement, and evaluate research and technical assistance projects.

Establish and maintain relationships with University faculty who could serve as consultants on Institute projects.

Review draft reports written by colleagues focusing on methodology, substantive content, and style.

Serve as project coordinator for specific research assignments, often interdisciplinary, supervising and managing the research and writing contributions of other staff.

Present completed research projects or reports to local and state clients.

Keep informed of current research methods and literature related to area of specialty.

## Guidelines for Public Service Appointments and Promotion

#### Skills and Attributes

Ability to communicate to groups and individuals and to work with people at all levels of education and experience, particularly state and local government officers and employees.

Ability to adapt and apply abstract concepts to the practical needs of clients.

Commitment to the team approach and a willingness to provide assistance to and work in close cooperation with colleagues in the Institute.

Willingness to take initiative and work independently.

**APPENDIX III**  
**RECOMMENDATION FOR PROMOTION**  
**SUMMARY INFORMATION**

Name \_\_\_\_\_ Social Security # \_\_\_\_\_  
 Highest degree earned \_\_\_\_\_ Age \_\_\_\_\_  
 Present rank and title \_\_\_\_\_  
 No. of years in present rank (including current year) \_\_\_\_\_  
 No. of years at institution (including current year) \_\_\_\_\_  
 Rank and title recommended \_\_\_\_\_  
 Total number of years of professional experience \_\_\_\_\_  
 Total number of years as full-time faculty member \_\_\_\_\_  
 Type of Tenure Track: (circle one)  
 1. Tenured                      2. Nontenured-on tenure track  
 3. Not on tenure track      4. Nontenured position

**DOCUMENTATION (where applicable)**

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):

	Vote		
	YES	NO	ABSTAIN

Division Review \_\_\_\_\_

Unit Review \_\_\_\_\_

Institution University of Georgia

Date \_\_\_\_\_ President \_\_\_\_\_

**APPENDIX IV**  
**SUGGESTIONS FOR DOCUMENTATION**

While each nominee and his recommending supervisor are free to handle the form of documentation in the most suitable way, these suggestions may be helpful.

1. All written materials and summaries should be loose leaf bound, including transmittal letter from the official initiating the nomination.
  - a. Use catalog No. 020150, binder - loose leaf, 3-ring, 11" x 8 1/2", 3" capacity, from Central Office Supply. On the front of the binder there should be a sticker using the following format:

Name of Faculty Member \_\_\_\_\_  
 Administrative Unit \_\_\_\_\_  
 Recommended for Promotion to \_\_\_\_\_  
 Vol. 1 (if more than one folder)

- b. The materials should be organized and clearly labelled according to the categories used for documentation.
  - c. Identification tabs should be attached to a separate sheet at the beginning of each category. (A., B., etc.)
  - d. The first page of the dossier should indicate the name of the faculty member, followed by a detailed table of contents with page numbers so that readers can locate items easily. Page numbers should be written in pencil so that last minute items can be added easily.
  - e. Reprints (such as books and bulky reports) which cannot be bound into the dossier should be identified in the reprints section by title, author, and source. A separate sheet should be provided for each such publication with the statement that it may be found under separate cover.
2. All professional staff members are well advised to keep a running summary of their activities by each category in a form which lends itself to summarizing for each year. Each administrative unit in public service may wish to develop a common form for each type of activity conducted by its unit.
  3. It will be well for each administrative unit to develop rating forms or scales for each type of activity engaged in by its staff. Plans should be made to systematically obtain ratings from clients, peers, and other suitable appraisers at appropriate times. These will be useful in documenting judgments.

Special professorships at The University of Georgia are intended to recognize outstanding service and professional accomplishments. In addition to the recognition of past achievement, these professorships provide faculty with further resources for the continuation of their professional development and success.

#### **Regents' Professorships**

Regents' Professorships are awarded by the Board of Regents to outstanding faculty to honor truly outstanding scholarship. The Professorship is granted for an initial period of three years, and may be renewed for a second three-year term by the Board upon the recommendation of the President, the Chancellor, and the Committee on Education of the Board of Regents. Awardees will receive a permanent increase in salary of \$10,000 added to the merit raise in the year of initial appointment. In addition, they will receive a yearly fund of \$5,000 in support of their scholarship.

#### **University Professorships**

University Professorships are awarded to recognize faculty who have had a significant impact on the University. Honored are faculty who have served the University well, in addition to fulfilling their normal academic responsibilities. This might involve an extraordinary role in policy development and change, curricular change, new programs, introduction of instructional technology, or other academic leadership roles. In effect, University Professorships recognize individuals whose actions as change-agents have improved the quality with which the University serves its missions. University Professors receive a permanent increase of \$10,000 in salary and will receive annually, as long as she or he holds the position, a yearly academic support fund of \$5,000. Appointment to the position of University Professor ordinarily will be continuous until retirement or resignation from the professorial rank.

#### **Research Professorships**

The appointment of Research Professors at The University of Georgia is intended to recognize outstanding research and other creative, scholarly accomplishments and to provide the impetus for continuing high achievement. The title of Research Professor is awarded for a five-year period to those who are academicians recognized for creative and original contributions to knowledge and whose work promises to continue to foster significant new concepts and understanding. Each Research Professor receives a permanent salary increase of \$7,000 and receives annually, during the five-year appointment, a \$10,000 fund to support scholarship.

The University must apply these Guidelines with fairness. Fairness means that the procedures for recommending a candidate's appointment, promotion, and tenure must have adequate safeguards against error. The faculty member and the University both gain from these safeguards. To this end, these Guidelines codify the steps to provide advice and guidance, to make recommendations, and to review candidates for appointment, promotion, and tenure, as well as the steps that candidates must follow to appeal decisions in the process.

In cases of conflict between the written policies of a promotion/tenure unit and these Guidelines, the policies set forth in these Guidelines will control.

#### EQUAL PROTECTION ASSURANCE

The University of Georgia has an Affirmative Action Compliance Program and a policy on sexual orientation. In any recommendation or decision regarding appointment, promotion, or tenure, the University will not discriminate against anyone on the basis of race, color, sex, national origin, religious belief, age, presence of a handicap, or sexual orientation. Voting faculty, heads of promotion/tenure units, Deans, and committees should evaluate a candidate's qualifications in relation to the criteria listed in these Guidelines and the specific criteria developed at the appointment, promotion, and tenure unit level, and follow the procedures specified.

#### APPOINTMENT, PROMOTION, AND TENURE

Criteria for appointment, promotion, and tenure at the University level follow from the University's mission, to teach, to inquire into the nature of things, and to serve society. University of Georgia faculty must meet the following primary responsibilities: teaching, research or other creative activities, and service. University governance and activities within one's discipline are supplemental responsibilities. Academic appointment, promotion, and tenure are based upon a candidate's performance in teaching, research and other creative activities, and service.

The University of Georgia is a complex social organization. Satisfying its mission effectively requires the collegial and conscientious participation of the faculty in many ways: scholarship in teaching, research and other creative activities, and service; departmental and institutional governance; professional society contributions and governance; and academic policy and procedure development. This participation can and should be recognized in a variety of ways, including departmental, institutional, and disciplinary honors; merit pay; designated professorships; assignments; career development options; and other means.

While this broad participation may also contribute to an evaluation, the key criteria for appointment, promotion, and tenure follow from the University's explicit mission to teach, inquire into the nature of things, and to serve society. Every candidate with significant responsibilities in an area -- whether teaching, research or other creative activities, or service -- must demonstrate competence. Each candidate must show a high quality of scholarship and performance in two of these three responsibility areas. Evidence of scholarship includes publications or other creative works.

Faculty are sometimes assigned entirely to one responsibility area: teaching, research and other creative activities, or service. The University must judge such faculty for promotion and tenure on their quality of performance and scholarship in the area assigned. The promotion/tenure unit head documents, the Dean approves, and the appropriate vice-president verifies such cases.

If there exists a significant conflict of interest, faculty may not participate in appointment, promotion, and tenure recommendations; advisement of the candidate; and preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Conflicts of interest include personal and professional interactions and relationships that would preclude highly objective and unbiased recommendations and correct, complete, and unbiased assistance in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the candidate are explicitly prohibited from participation.

## Contributions to Service

### Service Standard

Service is the integrated application of knowledge through research, teaching, and technical assistance to solve problems confronting an ever-changing and increasingly complex society. It is principally involved in the identification, development, and rendering of educational and technical service to individuals, communities, organizations, and public agencies. Service activities are basically oriented to the life-related and public-policy needs of society. Problem-centered, rather than subject-centered, service activities rely heavily on integrating subject matter from many disciplines with experiences in the world of work, adult life, and youth development.

Providers of service not only have continuing, direct contact with citizens and organizations in their own environment, but also are deeply involved with local, state, national, and international leaders by providing for educational needs assessment, program development, training, consultation, and technical assistance. Through instruction, faculty assist leaders and groups with objective research results and other resource information in decision-making. They design and conduct feasibility studies, field-test basic and applied knowledge, develop procedural and technical manuals, and provide group instruction on and off campus. All of this activity requires a high level of scholarship, development of creative and focused methodologies, strong information organization and media use, and written and oral presentations exhibiting clarity and directness of expression. Many service activities have only an indirect relation to research in the pure sense, but may lend themselves to publication in applied journals or other suitable research/creative publications.

The University of Georgia is a premier land grant and sea grant institution charged with the responsibility of developing and carrying out a high quality educational program. A crucial element of that responsibility is a service program responsive to the larger society that sustains the University. Faculty whose work assignments are in public service must be effective in delivering that service. The University distinguishes between routine performance and service that draws upon the breadth and depth of scholarship. Faculty responsibilities in service must deliver it at a quality level reflecting that scholarship.

### Documentation

Evidence of the effectiveness of public service contributions includes, but is not limited to, the sources listed below. In joint endeavors, the degree each person contributes should be identified.

Honors, awards, and special recognition for service activities.

2. Program and project development, and other creative activities.
  - a. Quality of programs and projects developed as documented by client and peer evaluation.
  - b. Impacts or outcomes of programs and projects as reported by statements of clients, evidence of successful changes and improvement, and contributions to knowledge and understanding, including any significant writing in terms of program outlines, prospectuses, proposals, project reports, and the like.
  - c. Publication of program or project results in applied journals or other suitable research/creative publications and presentations at professional and trade associations.
  - d. Assessment of quality by recognized leaders in the discipline.
3. Effective instruction.
  - a. Quality of educational presentations and instructional materials as measured by clientele and peer evaluation.
  - b. Evidence of knowledge transfer and behavior modification of clientele.
4. Consultation and technical assistance.
  - a. Quality of work as evaluated by the clientele and peer groups. Concise needs assessments, demographic data, and educational methodology should support quality assessments.
  - b. Impact or outcomes of the consultation or technical assistance work, including development or use of written materials, integrated knowledge bases, tests, techniques, and solutions.
5. Applied research.
  - a. Quality and impact of written documents produced, including knowledge integration, creative solutions, or other outcomes of applied research as evaluated by clientele and peers.
  - b. Scholarly publication in professional or applied journals or other suitable publications and associated presentations.

6. Other service activities.
  - a. Selection for special service activities outside of the state or nation.
  - b. Program and project coordination activities.
  - c. Receipt of grants and contracts to finance development and delivery of service innovations, when such grants and contracts are competitive and subject to rigorous peer review and approval.
  - d. Individuals from outside the state or nation seeking to study the service provider's work and innovations.
  - e. Development of patents for instruments and processes useful in solving persistent problems.
  - f. Performance of clinical activities in the veterinary hospitals, psychology clinics, reading clinics, clinical pharmacy sites, special education clinics, and other clinical settings.
7. Election to offices, committee activities and important service to professional associations and learned societies, including editorial work and peer reviewing as related to service.
8. Departmental and institutional governance and academic policy and procedure development as related to service.

## REQUIREMENTS FOR RANKS

Each rank has distinct requirements in terms of terminal degree, years in rank levels for the criteria. Terminal degree refers to the highest degree awarded in a discipline; the doctorate is the terminal degree for most disciplines within the University except in a few areas such as the studio arts and the performing arts.

Extremely strong justification should be provided in support of any recommendation for promotion to the rank of associate professor or professor for candidates who have earned the appropriate terminal degree in their respective disciplines. Extremely strong justification is also required in providing support of any recommendation for promotions. A promotion is considered early if the candidate will have completed more than the following number of years in rank at the current institution: 3 years as instructor being recommended to assistant professor; 4 years as assistant professor being recommended to associate professor; 5 years as associate professor being recommended to professor.

Prior service as faculty at other colleges/universities or prior service in appropriate professional activities may qualify for consideration in meeting the requirements for years in rank.

### Instructor

The instructorship is an entry-level position for the University. Requirements include the following:

**Degree:** Candidates usually do not have the terminal degrees appropriate for their disciplines.

**Years in Rank:** Candidates do not need a minimum number of years in a lower rank.

**Levels for the Criteria:** Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

### Assistant Professor

The assistant professorship is the primary entry-level position for the University. Several requirements follow.

**Degree:** Candidates must have the terminal degrees appropriate for their disciplines.

**Years in Rank:** Candidates do not need a minimum number of years in a lower rank unless the initial appointment was at the instructor level at the University of Georgia.

**Levels for the Criteria:** Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.



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# The University of Georgia

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Office of the Vice President for Services

June 4, 1992

Dr. Nevin C. Brown  
Director  
Conference on School/College Collaboration  
American Association for Higher Education  
One Dupont Circle, Suite 360  
Washington, DC 20036

Dear Nevin:

Since seeing an article in the March 25, 1992, edition of The Chronicle of Higher Education, I have intended to write you about the issue of rewards to faculty for participating in service activities. As you can understand, after 21 years of being a vice president for services, I might have much to say on this subject.

At The University of Georgia, we have moved slowly but surely to develop a reward system that respects and recognizes the importance of service. This is the case for people on the professorial career ladder as well as those on the public service career ladder. Enclosed are a couple of publications attesting to the fact.

This past year we implemented a campus-wide monetary award system for faculty in service. Each year we will recognize five faculty members for distinguished work, and the award includes a \$2000 permanent increase in salary. As far as I know, no other university in American recognizes service work in this special way.

Please understand that I am available to work with you on your project. I will be in Washington in July to attend international activities associated with NASULGC. If it is possible for us to get together at that time, I would like to do so.

Sincerely,



The Walter Barnard Hill Awards for Distinguished  
Achievement in University Public Service

Purpose

The Walter Barnard Hill Awards are established to recognize distinguished achievement in the public service program of the University of Georgia. Chancellor Hill, who led the University from 1899 until 1905, first articulated the institution's modern public service mission.

The awards

There will be a maximum of five such awards each year. Each awardee will receive a permanent salary increase of \$2,000 beyond the raise provided through the normal allocation process.

In addition, each will automatically be considered for appointment as a Walter B. Hill Distinguished Public Service Fellow for a three-year renewable term. The Walter B. Hill Distinguished Public Service Fellow will receive a permanent salary increase of \$3,000 and an annual discretionary fund of \$2,000 for use in the advancement of her/his program of work. The designation as Walter B. Hill Distinguished Public Service Fellow is considered comparable to a distinguished professorship and will be conferred sparingly and only upon those faculty members who have made extraordinary contributions to University service programs.

Eligibility

for Continuing Education, the Vinson Institute of Government, the Institute for Community and Area Development, the Marine Extension Service, the Institute of Higher Education, the Small Business Development Center, the State Botanical Garden of Georgia, the Office of International Development, the Museum of Natural History, and the J. W. Fanning Community Leadership Development Center.

2. Those faculty members in the colleges and schools whose assignments and workloads have for the last five years been preponderantly (at least 50 percent budgeted or assigned time annually) in service.

3. Those faculty members in other institutional units whose assignments and workloads for the last five years have been preponderantly (at least 50 percent budgeted or assigned time annually) in service.

#### Process

Each of the major service units may submit one nomination with the exceptions that the Cooperative Extension Service may submit five; the Georgia Center for Continuing Education, three; the Institute of Government, two; and the Institute of Community and Area Development, two. Unit administrators are eligible and may be nominated by any five faculty members within or outside the unit.

Each of the colleges and schools may submit one nomination. Other institutional units may submit one nomination each.

selected will be determined by the respective director or dean in consultation with the faculty.

For the first year of the awards, selection of the awardees will be made by a committee appointed by the vice president for services. In subsequent years, the committee will include previous awardees.

#### Criteria

The awards will be presented to recognize distinguished achievement in university public service which will be interpreted to mean that the awardee has made contributions to the improvement of the quality of life in Georgia or elsewhere of an order that exceeds greatly the normal accomplishments of a productive faculty member. Achievements in program and project development; program and project management; extension and public service instruction; technical assistance or consultation; applied research and studies; and instructional or media materials development are some of the areas in which achievements of nominees may be submitted for the award. The committee will consider those achievements both of long-term and special impact.

#### The dossier

The dossier should be no longer than five pages. It should be prepared by the pertinent department head, director, or dean. A supporting dossier of no more than five pages may include other essential documentation. Units submitting nominations should stand ready to provide more documentation should the committee