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Faculty EFT in Public Service & Outreach: Criteria & Procedures

This concerns service in the sense of local/state/public outreach as described in the Office of the Vice President for Public Service and Outreach appointment and promotion guidelines (sections appended below). Service in the sense of committee work or service to one's academic discipline are included in either instruction or research EFTs.

Although Franklin faculty are not usually budgeted for outreach and public service activities, faculty may develop an interest in these over the course of their career. When is it appropriate for a Franklin Faculty to have an assigned Service EFT component?

1. Assistant professors are generally not eligible, except in unusual cases.
2. Associate or full professors are eligible if they have demonstrated a sustained interest in some type of outreach or service, constituting at least 5% of their time, and this outreach or service activity appears likely to continue in the future.
3. Service EFTs may be constructed by subtracting from existing Research or Administration EFT fractions, but not from Instructional EFT fractions. The permissible range will be 0.05 to 0.25 EFT.
4. Procedure – the faculty discusses the idea with their department head, who then discusses it with their Associate Dean. If all approve, the requested service EFT is implemented. Department Heads are expected to annually consider if the service EFT is still an appropriate, accurate, description of the faculty member's activities.
If a Department or other promotion and tenure unit anticipates having an associate professor with a service EFT, then that unit has to develop and incorporate appropriate criteria into its promotion and tenure criteria document.

From the OVPPSO Appointment and Promotion Guidelines:

The Public Service and Outreach Function

Public Service and Outreach is principally involved in the identification, development, and rendering of service to individuals, communities, organizations, and public agencies in support of their own purposes and functions. Public service and outreach activities deal 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 realworld 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, 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. Their activities provide an opportunity to collaborate with other university faculty, including service-learning activities, university community partnerships, academic credit instruction, or abstract 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.

General Categories of Public Service and Outreach Faculty Functions

All faculty positions in public service and outreach should involve 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.