2012 – 2013

UC ANR Academics
Advisor, Academic Coordinator, Academic Administrator
E-Book

Guidelines for Preparing the Thematic

PROGRAM REVIEW DOSSIER

DIVISION OF AGRICULTURE & NATURAL RESOURCES

University of California
Cooperative Extension

University *of* **California**
Agriculture and Natural Resources

UC
CE

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For 2012-2013, we are continuing with a single E-Book for all Cooperative Extension Advisors, Academic Coordinators and Academic Administrators.

If you have questions, please contact:

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PR Submission Timeline:

The deadline for uploading your PR and Streamlined Merits is 11:59 PM, February 1, 2013. There will be no extensions beyond the deadline.
- You will receive an e-mail from the Academic Personnel Office notifying you that you can access your online Program Review web page through your portal.
- The on-line performance review system is available 24/7 until the deadline.
- You may upload your documents and make corrections/revisions by uploading a different document/version until the deadline.
- Your PR will be archived and available to you after the program review cycle ends in June but only to view and/or print it.
- No print copies of the Program Review dossiers are accepted for official review.

Where to Find More Information:
- Refer to the Academic Personnel Manual (APM):
  http://www.ucop.edu/acadpersonnel/apm/
- Other supporting materials are also available on the ANR Academic Personnel website
  http://ucanr.edu/academicpersonnel

Purpose of the Program Review Process
- Evaluate the performance of academics in Agriculture and Natural Resources (ANR)
- Measure accomplishments and impacts
- Provide a record of professional history
- Assist in establishing goals and measuring outcomes and/or impacts
- Help establish a balanced program

Acronyms and Definitions

ANR: Agriculture and Natural Resources
PR: Program Review Dossier
AE: Annual Evaluation
AA: Affirmative Action
CASA: Contacts and Self-Assessment
CD: County Director
ED: Executive Director
SWP: Statewide Program (e.g., 4-H, IPM)
REC: Research and Extension Center
PRC: Peer Review Committee
APU: Academic Personnel Unit
AVP: Associate Vice President
SSP: Statewide Special Programs

UC ANR Organization:
- Structure(s) with respect to academic review process.
- Peer Review Committee – chaired by the ED of the Academic Personnel Unit and composed of 7 peers:
    - Current committee composition: Chris Greer, Janet Hartin, Rachael Long, Glenn McGourty, Lynn Schmitt-McQuitty, Dorothy Smith and Eta Takele.
    - Reviews ALL cases for all ANR academics; terms, merits, promotions, accelerations, and upper level merits as well as any special cases upon request (of the candidate or supervisor).

- Ad Hoc
    - An Ad hoc committee of peers will be established for all promotions including any/all accelerated promotions :
        - Assistant to Associate
        - Associate to Full Title
        - Full Title V to Full Title VI
        - All candidates in the third term will receive an Ad hoc review before receiving indefinite status

- Academic Personnel Unit ➡ AAC Personnel Committee
    - Academic Personnel will work with AAC Personnel Committee to recommend the membership of the Ad hoc Committee to the Associate Director of CE.

Program Review Process:

For Action	To	To	Decision Maker
Merit (& SM): Advisors	CD →	PRC →	Associate Director of CE
Promotion: Advisors	CD →	*Ad Hoc → PRC →	Associate Director of CE
Term Reviews: Advisors	CD →	PRC →	Associate Director of CE
Indefinite Term Review: Advisors	CD →	*Ad Hoc → PRC →	Associate Director of CE
Accelerations (Merit) Advisors:	CD →	PRC →	Associate Director of CE

***Ad hocs** to be developed for specific actions: Assistant to Assoc, Assoc to Full Title, and Full Title V to Full Title VI (and for Advisors seeking Indefinite Status)

- CD Review
  - CD's are reviewed by Associate Director of CE in the Merit and Promotion Process.
- For Advisors with CD Assignments:
  - Merit and Term Reviews: Supervisor → PRC → Associate Director of CE
  - Promotions (any/all) Supervisor → Ad hoc Committee → PRC → Associate Director of CE.
- For Academic Coordinators and Academic Administrators:
  - Merits/Accelerations: Academic Coordinator/Administrator → Supervisor(s) → PRC → Associate Director of CE.

Advisors with Statewide Program Affiliation
➢ IPM, MG, YFC (NFCS, 4-H)

- For candidates in SSPs, the SSP Director will provide an evaluation in addition to the CDs.
- UC ANR Leaders are committed to strengthening UCCE as a statewide program developed and delivered locally.
- Providing input from both the local supervisor and the Statewide Program Director supports this alignment.

- The input from the Statewide Program Director is to provide integration towards statewide outcomes/impacts and mentoring/coaching/support.
- The goal is to seek balance between local priorities and statewide goals.

❖ Associate Director of CE receives all recommendations in order to make informed decisions.
❖ All appeals go to VP Barbara Allen-Diaz.

Tips for Writing and Submitting an Effective Program Review Dossier

A. **BEGIN EARLY**! Review your portal's E-submission website (under "ANR Academic Program Review" on your portal) and begin to insert drafts of your PR sections. The website has a program that will convert your files into a PDF file (see Appendix A).

B. Write for the intended audience: County Director, Immediate Supervisor, Ad hoc, Peer Review Committee, and Senior Administrators. **Clearly describe your role(s) and make the impacts of your efforts obvious to the reader(s).**

C. Write a concise, readable, and comprehensive document that explains your program to supervisors and ad hoc committee members who may not be familiar with your program.

D. Prepare your PR dossier using Times New Roman Font, size 11 or 12, with single-spaced text and 1-inch margins on all sides of each page.

E. Use the most current edition of the American Psychological Association (APA) Publication Manual (5th Edition) or other current writing style handbook as a guide for all grammatical, punctuation, and bibliographic citations (see useful Websites). Your supervisor(s) and peers expect a PR dossier that is organized and formatted according to these instructions and will be better able to evaluate your accomplishments if you follow them carefully.

E. Where possible, avoid acronyms. However, if acronyms are used, be certain to define them in the text. Also, consider explaining them in an alphabetically sorted Appendix.

F. Use the first person and active voice wherever possible in describing your activities and accomplishments. Use of the word "I" is not only acceptable, it is preferable as it identifies what you contributed. For example, state "I presented" rather than "Information was presented."

G. Proofread carefully to minimize typographical errors and consider asking a colleague to review your dossier prior to submission.

H. Seek input from colleagues, peers and/or mentors throughout the process.

Tips for Collecting and Collating Information for Your Program Review Dossier

➢ Before beginning, compile pertinent information. Your County Director (CD) or immediate supervisor and colleagues may offer guidance to develop an organized system of tracking activities. This may include:

- A daily calendar for appointments, work performed on projects, committee service, extension activities, trainings, etc. Also record number of attendees and gender/ethnicity to use in the Contacts and Self-Assessment (CASA) of the Division of Agriculture and Natural Resources Information System (DANRIS-X). This will make the job of organizing the PR dossier much easier.
- An electronic folder for the current review period with subfolders for academic criteria for advancement make it quick and easy to insert information. For example, when returning to the office after giving a presentation at an educational meeting, file the meeting agenda (where you are listed as a speaker) in the section labeled "Extension" and indicate the number of attendees and your role in the meeting.
- An electronic folder for publications, abstracts, and other items.
- A properly formatted Bibliography appropriate to your discipline so new additions may be added easily.
- Setting up the format for Appendices, in your computer i.e., Extension Activities Table and Project Summary Table so additions can be made periodically.

➢ Obtain assistance and guidance from your County Director and /or colleagues in your office or discipline. It is very helpful to read a well-written PR of a colleague or mentor. Ask a colleague to review your initial drafts.

➢ Utilize the Academic Personnel website to view samples of all the sections in the PR, as well as to find other useful information.

➢ Most of all do not be afraid to ask questions of your colleagues and County Directors since they can offer valuable advice. Also please call Kim Rodrigues or Pam Tise directly with any questions or concerns at 530-754-8509.

Deferral of Advancement

a. After an Advisor has achieved indefinite status, and if eligible for a merit or promotion review, he or she may choose to defer the option to seek advancement. This is done by submitting a written notice to the immediate supervisor.

b. Advisors in Assistant, Associate and up to Full Title Step V may not defer more than two (2) deferrals at any step. The option to advance or defer occurs annually, once the Advisor becomes eligible. For example, an Associate Advisor at Step II who has been at that rank and step for two (2) years, may choose to defer upon first becoming eligible for advancement, and may choose to defer again the following year; but in the next year, he or she is required to seek advancement.

c. If advancement is denied, the normal time in step may be extended for one (1) cycle before the appointee is again required to seek advancement. For example, if an Associate Advisor at Step II seeks and is denied advancement and has already deferred twice at that rank and step, she/he is required to go forward for advancement two (2) years after the denial.

Types of Program Reviews

This section describes the 5 types of Program Review (PR) formats and the elements needed for each:

1. Term Review
2. Merit
3. Streamlined Merit
4. Promotion
5. Acceleration

1) **Term Review –Definite Term Appointments** *(Advisors only)*

Advisors with a definite appointment who are seeking reappointment are required to prepare a **Term Review Dossier**. Advisors in definite appointments who are eligible to request an indefinite appointment require three favorable term reviews. Use the table on page 12 to determine what to include in your dossiers (e.g., merit/term review follows merit guidelines):

TERM REVIEW #	CONCURRENT WITH	AD HOC COMMITTEE	GUIDELINES TO FOLLOW
1st to 2nd	Merit	ONLY - If negative review by CD or other reviewer or upon request of candidate and/or supervisor(s)	• merit guidelines • no ad hoc review • not eligible for an acceleration
1	Promotion	Yes	• promotion guidelines • cover entire period in rank • ad hoc review • letters of evaluation • not eligible for an acceleration
2nd to 3rd	Merit	PRC only or upon request of candidate and/or supervisor(s)	• merit guidelines • no ad hoc review
2	Promotion	Yes	• promotion guidelines • cover entire period in rank • letters of evaluation • ad hoc review
2	Acceleration	Yes	• acceleration guidelines • letters of evaluation • ad hoc review
*3rd to Indefinite	Merit	Yes	• merit guidelines • letters of evaluation • ad hoc review
3	Promotion	Yes	• promotion guidelines • cover entire period in rank • letters of evaluation • ad hoc review
3	Acceleration	Yes	• acceleration guidelines • letters of evaluation • ad hoc review

*3rd - Seeking indefinite status will receive an ad hoc

2) Streamlined Merit Package

Streamlined Merits are due February 1, 2013

A **Streamlined Merit** PR package is prepared by candidates in the following cases:
- Advisors who are seeking advancement in the Assistant, Associate or Full Title I-V rank eligible to submit a streamlined merit.
- Academic Coordinators and Administrators who are seeking a merit advancement.
- Participation in this process, if eligible, is optional.

Elements of the Streamlined Merit Package:

	NEEDED	COMMENTS
1	Position Description	Period under review
2	Program Summary Narrative	No more than 6 pages summarizing 2 or 3 year period of review (cycle)

3	Sections B & C of Annual Evaluations	Tables Section B & Goals Section C
		
		 2 Year Cycle
		    Year 1 AE
		    Year 2 Tables only
		
		 3 Year Cycle
		    Year 1 AE
		    Year 2 AE
		    Year 3 Tables only

4	Bibliography	Period under review (Entire career optional. If used, highlight any since last salary action is required)

Eligibility
- Participation in this streamlined process, if eligible, is optional.
- Advisors who are seeking advancement within the Assistant, Associate or Full Title I-V are eligible to submit a streamlined merit. Advancement to Full Title VI and above are considered promotions and Advisors need to submit a full Program Review Dossier.
- Advisors in definite term status may with the concurrence of the County Director use the streamlined merit process.
- Academic Coordinators and Administrators are also eligible to submit a streamlined merit.
- For candidates in the two year merit review advancement period, their direct supervisor must report to APU that the second review is anticipated to be positive. For candidates in the three year merit review advancement period, at least two of their reviews must be positive.
- If there was an unfavorable AE during the candidate's review cycle or the CD felt they needed more information from the candidate, a standard merit would be required.

3) PR Merit Review

A **Merit** PR dossier is prepared by candidates in the following cases:
- Advisors eligible for a term review only.
- Advisors seeking advancement within the ranks of Assistant, Associate, or Full Title <u>except</u> for Full Title VI which is treated as a promotion.
- Those who are not eligible for, or do not want to use the streamlined merit process.
- Advisors seeking advancement within the ranks of Full Title VII, VIII, and IX.
- Academic Coordinators seeking advancement within ranks of Academic Coordinator I, II and III who are not wishing to use the streamlined merit process, if eligible.
- Academic Administrators seeking advancement who are not wishing to use the streamlined merit process, if eligible.

MERIT PROGRAM REVIEWS		
WITHIN RANK	**REVIEW PERIOD**	**NEEDED**
Assistant Advisor	Period since most recent salary action	• position description(s) for period covered • 6 page maximum narrative which documents performance in 4 academic criteria and Affirmative Action • project summary table since last salary action • extension activities table since last salary action • AE Section C - Goals • bibliography since last salary action (entire career optional. If used, highlighting any since last salary action is required)
Associate Advisor	Period since most recent salary action	• position description(s) for period covered • 6 page maximum narrative which documents performance in 4 academic criteria and Affirmative Action • project summary table since last salary action • AE Section C - Goals • extension activities table since last salary action • bibliography since last salary action (entire career optional. If used, highlighting any since last salary action is required)
Full Title Advisor I-V	Period since most recent salary action	• position description(s) for period covered • 6 page maximum narrative which documents performance in 4 academic criteria and Affirmative Action • project summary table since last salary action • extension activities table since last salary action • AE Section C - Goals • bibliography since last salary action (entire career optional. If used, highlighting any since last salary action is required)

MERIT PROGRAM REVIEWS		
WITHIN RANK	**REVIEW PERIOD**	**NEEDED**
Full Title Advisor VII, VIII, IX	Period since most recent salary action	• position description(s) for period covered • 6 page maximum narrative which documents performance in 4 academic criteria and Affirmative Action • project summary table since last salary action • extension activities table since last salary action • AE Section C - Goals • bibliography for entire career required (highlight any since last salary action) • letters of evaluation • 3 sample publications
Academic Coordinator I, II, III	Period since most recent salary action	• position description(s) for period covered • 6 page maximum narrative which documents performance in 3 academic criteria and Affirmative Action-(program) • AE Section C - Goals • bibliography since last salary action (entire career optional. If used, highlighting any since last salary action is required) – (optional) • project summary table since last salary action (optional) • extension activities (optional)
Academic Administrator	Period since most recent salary action	• position description(s) for period covered • 6 page maximum narrative which documents performance in 3 academic criteria and Affirmative Action-(personnel) • AE Section C - Goals • bibliography since last salary action (entire career optional. If used, highlighting any since last salary action is required) – (optional) • project summary table since last salary action (optional) • extension activities (optional)

4) Promotion (*not available to Academic Coordinators or Administrators*)

A **Promotion** PR dossier is prepared by candidates in the following cases:
- Seeking advancement to the next rank
- Seeking advancement to Full Title VI

PROMOTION PROGRAM REVIEWS			
FROM	**TO**	**TIME COVERED**	**NEEDED**
Assistant Advisor	Associate Advisor	All years in Assistant rank	• position description(s) for period covered • 10 page maximum narrative which documents performance in 4 academic criteria and Affirmative Action • project summary table since last salary action • extension activities table since last salary action • AE Section C - Goals • bibliography for entire career (highlight those developed in Assistant Rank) • 3 sample publications • letters of evaluation
Associate Advisor	Full Title Advisor	All years in Associate rank	• position description(s) for period covered • 10 page maximum narrative which documents performance in 4 academic criteria and Affirmative Action • project summary table since last salary action • extension activities table since last salary action • AE Section C - Goals • bibliography for entire career (highlight those developed in Associate Rank) • 3 sample publications • letters of evaluation

PROMOTION PROGRAM REVIEWS (cont.)			
FROM	**TO**	**TIME COVERED**	**NEEDED**
Full Title Advisor V	Full Title Advisor VI	All years in Full Title rank	• position description(s) for period covered • no more than 10 page maximum narrative covering your career in Full Title which documents performance in 4 academic criteria and Affirmative Action • project summary table since last salary action • extension activities table since last salary action • AE Section C - Goals • bibliography for entire career (highlight years in Full Title rank; additionally, highlight all publications developed since your last salary action) • 3 sample publications • letters of evaluation

5) Accelerated Program Review

Only Advisors that have successfully completed their first term review are eligible to seek an acceleration.

Accelerated PR dossiers are prepared by candidates seeking an advancement that occur earlier than normal (see Appendix D for Normal Progression Chart). An acceleration represents a significant salary action intended to recognize exemplary efforts beyond what is typically accomplished. **The dossier must clearly demonstrate evidence of exceptional achievement in <u>at least one</u> of the academic criteria. Also, productivity and progress in *all four* academic criteria should be greater than would normally be expected for the individual's rank and step.** An acceleration may be a merit or a promotion.

Academic Coordinators and Academic Administrators may apply for an acceleration. Please refer to the table on page 19 for required documentation and contact the Academic Personnel office for any assistance or questions.

ACCELERATED PROGRAM REVIEWS		
TYPE OF ACTION	**TIME COVERED**	**NEEDED**
Accelerated Merit	Period since last salary action	• position description(s) • acceleration statement (1 page limit) covering period since last salary action • 6 page maximum narrative which documents performance in 4 academic criteria and Affirmative Action • project summary table since last salary action • extension activities table since last salary action • AE Section C - Goals • bibliography since last salary action (entire career optional. If used, highlighting any since last salary action is required) • 3 publication samples • letters of evaluation
Accelerated Merit ─ Academic Coordinator & Academic Administrator	Period since last salary action	• position description(s) • acceleration statement (1 page limit) covering period since last salary action • 6 page maximum narrative which documents performance in 3 academic criteria and Affirmative Action as applicable • AE Section C - Goals • project summary table since last salary action (optional) • extension activities table (optional) • bibliography (optional) • 3 publication samples (optional) • letters of evaluation

Accelerated Promotion	Period covering all years in present rank with specific emphasis on accomplishments since last salary action justifying the acceleration request	- position description(s) - acceleration statement (1 page limit) covering period since last salary action 10 page maximum narrative which documents performance in 4 academic criteria and Affirmative Action - project summary table since last salary action - extension activities table since last salary action - AE Section C - Goals - bibliography for entire career (highlight years in Full Title rank; additionally, highlight all publications developed since your last salary action) 3 publication samples - letters of evaluation

ELEMENTS OF THE PROGRAM REVIEW -THEMATIC FORMAT

The following instructions provide guidelines on how to prepare your Program Review using a format that focuses on program themes. In this section, a brief description is provided for each of the required elements.

I.   Position Description(s)

II.   Acceleration Statement (if applicable, 1 page maximum)

III.   Program Summary Narrative (6-10 page maximum depending on requested salary action)

IV.   Professional Competence: documenting lists and tables

V.   University and Public Service: documenting lists or tables

VI.   AE Section C: Goals for Upcoming Year

VII.   Bibliography (if applicable)

VIII.   Publication Examples and Summary (if applicable)

IX.   Letters of Evaluation (if applicable)

X.   Appendices
    i.   Project Summary: Table (if applicable)
    ii. Extension Activities: Table (if applicable)
    iii. Letters of Publication Acceptance (if applicable)
    iv. Sabbatical Leave Plan and/or Report (if applicable)

I. Position Description

- ▪ The Academic Position Description Template is available on the APU website at http://ucanr.edu/academicpersonnel.

- The Position Description (PD) and the performance expectations for academic ranks provide the basis for evaluating your PR.
- Review your PD to make sure it reflects your current assignment. Update if needed and have approved.
- Each PD must include the position title, nature and purpose of the position, major duties and responsibilities, internal and external relationships, and qualifications. If you hold a cross-county assignment, all the County Directors should sign the paper copy of the Position Description. Use an addendum to reflect special short-term assignments that do not warrant a revised PD, such as serving as Acting County Director or temporary cross-county assignment. All PDs require signature of Associate Director Frost, Cooperative Extension. Please coordinate these signatures through the Academic Personnel Unit.
- Position Descriptions should be electronically uploaded to your academic profile. You can check or uncheck which PD's should appear in your dossier.
- If you need assistance uploading your position description, please contact the Academic Personnel Unit.

II. Acceleration Statement (**if applicable, 1 page limit**)**:**

- There should clearly be documentation of exceptional achievement **in at least one** of the academic criteria. Clearly define the "driver" for your acceleration request.
- Productivity and progress in **all four criteria** for advancement should be greater than would normally be expected for the individual's rank and step.

III. Program Summary Narrative (merit 6 page maximum; promotion 10 page maximum)

STATEMENT OF ASSIGNMENT
(*You can retrieve this information from DANRIS-X)*

- Changes in responsibilities (if applicable)
- Programmatic Assignment of FTE (ANR knowledge area/FTE)

Extending Knowledge and Information/Applied Research and Creative Activity
Refer to your Project Summary and Extension Activities tables while writing this section. You should not duplicate the information that is included in these tables. Organize your descriptions by program themes (examples in Appendix H), and consider including the following components when describing activities under each theme.

ANR has not adopted a strict logic model approach but encourages a program planning approach that allows the development of clear outcomes and impacts over time. It is your responsibility to summarize your work to best communicate what you have accomplished and what outcomes, results and/or impact(s) your work has produced.

- Clientele: People or groups of people that a program aims to serve.
- Goals: The purpose toward which an effort is directed.

- Inputs: What we invest: Faculty, staff, students, infrastructure, federal, state, and private funds, time, knowledge, etc. This step is often assumed and is not always articulated and is not required in DANRIS-X.
- Methods (Activities/Outputs): Research/creative and extension activities to reach goals. Products created through such activities (meetings, trainings, extension programs, curricula, webinars, publications, etc.).
- Outcomes: Changed knowledge, attitudes, skills, behavior/practices resulting from the above efforts
- Impacts (long term outcomes): Social/health, economic, environmental/physical benefits to individuals, behavioral changes, organizations, populations, communities. (You may want/need to include anticipated impacts, as well as immediate, short term, mid-term and longer term impacts associated with your ongoing efforts).

Professional Competence and Professional Activity
- One to two paragraphs summarizing activities and evidence of professional competence.

University and Public Service
- One to two paragraphs highlighting your contributions and activities in this area.

Affirmative Action
- In one or two paragraphs, highlight specific efforts such as the following:
    - Accomplishments in personnel or programmatic affirmative action.
    - Document your leadership role in the county in affirmative action.
    - Summarize affirmative action outreach and accomplishments.

IV. Professional Competence –<u>Documenting lists</u> of activities.

1. <u>Professional Development and Training</u>
   a. Use this table for training activities. For example:
      - Organize first by themes, subject matter, or goals and then chronologically**. List activities** undertaken to increase your professional competence. **Where applicable, give the date of the activity or training.** Include any special leaves you have taken, such as a study leave that included professional development activities.
         - Sample of activities you may include in this section:
            o Workgroup and non-workgroup training activities.
            o Attendance at conferences, symposia and workshops
            o Administrative or technology trainings

Begin Date- End Date	Location		Name and/or Description of Activity

   b. Disciplinary Society/Professional Association – List disciplinary societies/professional associations

Disciplinary Society/Prof. Assoc Name	Membership/Meetings – Attended/Activities

2. <u>Evidence of Professional Competence</u>

   This table or bulleted list can be organized at the discretion of the advisor. For example:
      - Organize first by themes, subject manner, or goals.
      - List activities **that reflect your professional standing. Examples of activities you may include in this section:**
         - Conferences, meetings/trainings attended (including workgroups)
         - Professional society presentations and/or offices held
         - Books or journals edited, articles reviewed or refereed
         - Sabbatical/special leaves

Begin Date-End Date	Location	Name and/or Description of Award, Recognition, Professional Presentation, Office or Activity

V. University and Public Service–Documenting lists of activities.

1. University Service:
   - At the discretion of the advisor, this section can be in a table or bulleted list. See examples.
   - Organize and list in subsections of local/county, ANR, statewide, national and international if applicable. **Highlight your leadership efforts.**
   - Examples of activities you may include in this section:
     - Advocacy efforts
     - Committee service (which years)
     - Workgroup chair, treasurer, secretary, etc.
     - Leadership in strategic initiative activities and program teams

Begin Date-End Date	Activity	Org Level	Your Contribution and Leadership Role

2. Public Service (mostly involving non-clientele):
   - Organize and list in subsections of local, county, statewide, if applicable. Highlight your leadership efforts.
   - Examples you might include in this section:
     - Serving on external boards, commissions or councils
     - Participating in community events or fairs
     - Leadership of non-University collaborative groups, councils

Begin Date-End Date	Activity	Org Level	Your Contribution and Leadership Role

VI. AE Section C: GOALS FOR COMING YEAR: October 1, 2012 - September 30, 2013

   ☐ Projects you intend to accomplish in the coming year, anticipated collaborators and anticipated outcomes
   ☐ What needs to be accomplished to advance?

Suggested format to develop and measure goals, to be developed for specific goals in each criteria area

Specific Goals	Anticipated Collaborators	Anticipated Outcomes

VII. Bibliography – Required Elements:

- You do not have to rearrange your current bibliography other than having the required separate sections for peer reviewed and non-peer reviewed publications if you haven't already done this. Be certain it is clear and reflects your program professionally.

- Description of your organizational method (required at the beginning), including a Bibliography Summary that indicates the number of publications in each of your selected categories for this review period.

- Required elements of your bibliography should clearly describe peer reviewed efforts and non-peer reviewed efforts in separate sections in order to clearly assess academic growth.

- Examples of peer reviewed articles include scholarly journals; Cal Ag, ANR publications, UCIPM Pest Management Guidelines, curricula, and other peer-reviewed publications.

- Recommended format for non-peer reviewed Bibliography section to designate type of publication within this section:
    - A – Popular (articles, newsletters, stories, UC Delivers, etc.)
    - B – Technical (reports, curricula, and articles)
    - C – Abstracts, other outreach materials

- For citations added during the current review period, annotate each multi-author citation with a sentence identifying your activity/role.

- You must scan and upload a letter of acceptance for any publication listed as "in press."

- While authorship of peer-reviewed publications is not currently required until Full Title rank, it is expected that academic appointees will demonstrate academic growth and move towards balance in all criteria area over time, therefore peer reviewed publications remain increasingly important as you progress in rank and step. You need not be lead author but your academic role should be clarified, especially in collaborative efforts.

VIII. Publication Examples and Summary (if applicable)

- These publications may be articles, books, monographs, slide sets, digital media, videos, manuals, reports, information sheets, or others.
- Choose three items of which you are most proud and best represent your program and abilities. A brief description of each item should precede the three publication samples.
- Scanning or changing the format to upload publications is the responsibility of the candidate. General instructions are on the e-submission website.

IX. Letters of Evaluation (if applicable)

- It is your responsibility to enter the names and contact information of <u>up to six</u> individuals from **outside your home county office** who may be willing to a write letter of evaluation and who can truly evaluate your program.
- Academics are encouraged to include names from non-UCCE peers who are familiar with an important aspect of your program and that can provide a perspective on your program effectiveness for your rank and step. These could include external clientele, agency personnel, or advisors, specialists and faculty from California or other states. For higher Full Title cases, letters showing collaboration with out-of-state researchers or industry contacts demonstrate growth and influence of your program and beyond California. It is helpful if those who are solicited for letters understand the evaluation criteria.
- Academics are responsible for providing PR or other materials to evaluators.
- Academics can provide supervisor with the names of individuals who you **do not** want to be solicited for evaluation letters. **This information should be communicated to your supervisor early in the process.**
- Your supervisor will solicit the letters, stating your current rank and step, and the rank and step you are being considered for, from individuals who you recommended. In addition, your supervisor may solicit additional letters from other individuals who are not on your list but are knowledgeable of your program. If CD/supervisor adds names, it is their responsibility to share the candidates PR or other materials for review with the requested evaluator. All letters submitted will be included in your review process, though you will not see these as a candidate.
- The online Program Review website will generate electronic letters to solicit an evaluation of a candidate. Supervisors or CD's may choose to write their own letters following the example on the online PR website.
- The CD/Supervisor writes their letter of evaluation after letters from other evaluators are received.

X. **Appendices**

i. Project Summary Table (since your last salary action)

- Use your themes/goals to subdivide the Project Summary table. List all projects, including the ones that do not have grants/financial support.
- Include the following: Title of project and duration, your role, first initial and last name of collaborator(s) and organizational affiliation, *support and duration.
.

Project Title or Creative Activity/Duration	Role (PI, Co-PI, etc.)	Collaborators (w/affiliation)	*Support Amount/Duration (if applicable)	Support Source

*Support: Amounts listed are the funds directed to your program and do not include funds allocated to co-investigators and other research team members. Include in-kind, and/or service value (volunteer time)

ii. Extension Activities Table (since your last salary action)

- List extension activities in support of your program area that were conducted since the last salary action in chronological order using a table format.

- For each activity, list the meeting date, name, topic, location and number of attendees.

- If you hold large numbers of meetings of similar purpose in which your role remains constant (e.g. you are teaching the same content, facilitating the agenda, etc.) you may consolidate them using a collective time frame, title, description, role, general location (usually your county), and an estimated average attendance.

- List only those extension activities that are directly related to your program clientele.

- List educational or outreach activities for non-clientele groups such as students, foreign visitors and scientific colleagues in the Professional Competence or University and Public Service sections as appropriate.

- Divide the table of activities using the following subheadings:

Meetings organized (classes/short courses/demonstrations/field days/other)

Begin Date-End Date	Meeting Name	Topic/no. of repetitions	Role	Location(s)

Educational presentations at meetings (including oral presentations and posters)

Begin Date-End Date	Meeting Name/Event	Presentation Topic/ no. of repetitions	Location(s)	No. of Attendees

Other (including websites, social marketing, blogs, collaborations with other agencies or organizations, etc.)

Begin Date-End Date	Description	No. of Instances

(including TV and/or radio interviews/programs, newspaper/trade magazine interviews, etc.)

Begin Date-End Date	Interviewed/Written by (optional)	Topic	Media/Publication

iii. Letters of Publication Acceptance (if applicable)

- These are required for publications in the current review period that are listed as "in press" in the bibliography. Do **not** list publications that have been submitted but not yet accepted.   These should be saved for upcoming reviews. If not in electronic format, scan and upload into the appropriate section.

iv. Sabbatical Leave Plan/Report (if applicable)

- Plans and reports on sabbatical leaves that have been completed during the review period should be uploaded.

Performance Expectations for CE Advisor Ranks

The Program Review dossier must provide evidence of the activities, accomplishments, impacts, and professional stature commensurate with the specific academic rank.

The following criteria serve as a guideline to evaluate the performance of Cooperative Extension Advisors. These guidelines recognize that there are program differences and that activities should be tailored to local clientele needs and to an academic's position description.

A candidate for appointment, promotion, or merit increase in these title series shall be evaluated by four academic criteria and the performance expectations within each rank. There are three ranks for Advisors: Assistant, Associate, and Full Title.

Promotion shall be justified by demonstrated achievement in the academic criteria and, in addition, demonstrated professional growth and accomplishment and/or the assumption of increased responsibility. As an Advisor is promoted to higher ranks, the types of problems/issues increase in complexity. The Advisor plays a central role in problem solving and is able to document impacts beyond the region.

The following are the academic criteria as stated in the UC Academic Personnel Manual APM 335 – Appointment and Promotion.

1. Performance in Extending Knowledge and Information
2. Performance in Applied Research and Creative Activity
3. Professional Competence and Professional Activity
4. University and Public Service
5. Affirmative Action

In the CE Advisor series, the first two academic criteria are combined into one titled "Extending Knowledge and Information/ Research and Creative Activity." Both of these criteria have similar expectations for career progression and both need to be developed.

Significant outreach/diversity efforts are an integral part of an Advisor's responsibilities in both program and personnel areas. Under each rank a description of expected affirmative action effort is included. In each academic criterion, examples are provided to better illustrate the performance criteria.

Performance expectations for Advisors with administrative responsibilities of programs are included at the end of this section.

The following are definitions of the academic criteria and Affirmative Action:

1. Performance in Extending Knowledge and Information
   - An effective extension program being addressed, resulting in new knowledge or understanding changed attitudes, new skills or practices.
2. Performance in Applied Research and Creative Activity
   - An effective research program is characterized by quality and quantity research effort, validation of results and quality and quantity of research publications and/or reports. An effective program is characterized by the creative adaptation of scientific knowledge or research information to solve specific problems.

3. Professional Competence and Professional Activity
   - Competence in the subject matter appropriate to the discipline is fundamental to individual success, and to the success and progress of UC ANR.
4. University and Public Service
   - Services to the University, ANR, and CE are a critical part of an academic appointee's responsibilities. Contributions to community and beyond are also expectations of the academic appointment, representing UC and the academic discipline.
5. Affirmative Action
   - Outreach/diversity efforts are an integral part of an advisor's responsibilities in both program and personnel areas. Within each rank, a description of expected affirmative action efforts is included. In each criterion, examples are provided to better illustrate performance.

A. **Assistant Rank**

Assistant rank is the entry level for academic appointees. Normal periods of service at rank and step are shown in the published salary scale at:
http://ucop.edu/academic-personnel/_files/1112/table28.pdf

At the assistant level, all four academic criteria for advancement need not be equally developed. For advancement in this rank, emphasis must be on the areas of Extension, Research and Creative Activity. Academics are expected to explore innovative ideas and methodology, and demonstrate the ability to interact well with colleagues and clientele.

Extending Knowledge and Information/Applied Research and Creative Activity
- Demonstrate ability to assess program needs and priorities.
- Evaluate, and/or develop appropriate, innovative methodologies that enhance clientele's knowledge in the program area to the extent possible.
- Develop foundation of high quality educational programs (e.g. plan and deliver workshops, seminars, field days for clientele; or collaborate in delivering workshops).
- Develop research and/or creative activity in a collaborative and team-oriented atmosphere. Work with other UC academic colleagues to develop (write or edit) relevant publications for local clientele and related industries as appropriate (e.g., newsletter for growers/clientele; news articles, web page for the program, or other innovative methodologies).

Professional Competence and Professional Activity
- Enhance skills and knowledge in assigned program area(s) and acquire additional skills as needed. (e.g., join a professional society and attend a meeting; complete a short-course; work with mentors).
- Build credibility with clientele. Seek opportunities to attend and participate in clientele/industry/community sponsored functions and establish clientele network.
- Develop professional relationships that may produce long term and meaningful University contributions.

University and Public Service
- Seek opportunities and serve in activities that support ANR. (e.g. volunteer to assist with UC conferences, meetings, and workgroups).
- Participate in UC ANR Workgroups and UC ANR Strategic Initiatives.
- Serve in activities that support the local unit (e.g., county committees).
- Serve in public activities (e.g., judge a science fair, serve on committees).

Affirmative Action
- Demonstrate understanding and dedication to the Division's Affirmative Action program http://ucanr.edu/affirmaction including identifying and defining clientele (establishing appropriate baselines) and developing methods to serve them.

B. **Associate Rank**

The Associate rank is intended for academic appointees who demonstrate significant potential for a productive career within Cooperative Extension. Normal periods of service at rank and step are shown in the published salary scale at:
http://ucop.edu/academic-personnel/_files/1112/table28.pdf

Advisors in this rank must demonstrate an ability to effectively set program priorities, make long-range program planning decisions, interact well with colleagues and clientele, and demonstrate impacts from extending knowledge and/or conducting Research and Creative Activity. The academic program should clearly demonstrate that it is moving toward balance among the four academic criteria for advancement.

Extending Knowledge and Information/ Applied Research and Creative Activity
- Demonstrate initiative and leadership by delivering high quality programs that address clientele needs and/or community issues.
- Demonstrate the ability to develop a focused research/education program based on evolving clientele needs and the ANR strategic plan (http://ucanr.org/vision/).
- Develop an area of expertise within your program area that is relevant to clientele needs.
- Collaborate with colleagues and community partners in program development, implementation and evaluation.
- Serve as an author in a variety of publications (e.g. newsletters, articles for popular press, web-based applications, UC Delivers, and/or contribute to peer-reviewed publications).

Professional Competence and Professional Activity
- Demonstrate growth by improving skills and knowledge.
- Participate in professional conferences.

University and Public Service
- Serve in activities that support and/or represent ANR, the broader UC-community, or other academic entities. (e.g., academic search committees, Academic Assembly Council committees, Statewide program advisory committees/councils, ANR workgroup committees, conference planning committees, industry and government related committees that serve local needs).
- Participate in UC ANR workgroups and UC ANR Strategic Initiatives.
- Serve in activities and/or committees that support the local unit.
- Participate in activities that serve the public (e.g., serving on committees and boards of directors).

Affirmative Action
- Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele.

C. **Full Title Rank**

This section is divided into three categories, Steps I-V, Step VI and Steps VII-IX. Normal periods of service at rank and step are shown in the published salary scale at:
http://ucop.edu/academic-personnel/_files/1112/table28.pdf

Full Title Rank is reserved for academic appointees who are successfully making positive contributions to their discipline and whose program shows evidence of growth, depth, clientele and colleague respect, professional improvement, and outreach/diversity efforts and accomplishments.

Candidates considered for promotion from the Associate to Full Title rank must demonstrate continued professional growth and leadership in their program area. Advisors must have an excellent program, incorporating the four advancement criteria including affirmative action efforts.

1. **Full Title, Steps I-V**

Extending Knowledge and Information/Applied Research and Creative Activity
- Demonstrate excellence in developing educational programs that are effective in teaching and/or advising program clientele which contribute to the discipline.
- Participate in applied research and/or scholarly activity as evidenced by their presentation and publication record.
- Focus program on the research extension continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research based information).
- Serve as an author in a variety of publications (e.g. UC Delivers, articles for popular press, newsletters, peer-reviewed publications).
- Collaborate in acquiring internal and/or external funding for research, extension and/or creative activity.

Professional Competence and Professional Activity
- Demonstrate sustained professional growth and contribute to subject area.
- Demonstrate sustained growth in skills and knowledge (e.g., present at a professional society).
- Be recognized for leadership and expertise at local, regional and/or statewide levels.
- Serve as principal investigator and/or co-principal investigator in applied research and/or extension projects.

University and Public Service
- Serve in activities that provide leadership and support to further ANR, UC goals and objectives (e.g., UC, governmental, and other pertinent academic entities, leadership in workgroup activities).
- Leadership in UC ANR workgroups or UC ANR Strategic Initiatives.
- Serve in activities that provide leadership and support to the local unit.
- Provide leadership and support for activities that serve the public.

Affirmative Action
- Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele.

2. Full Title, Step VI

Advancement may be granted when the Program Review dossier presents evidence of a balanced and outstanding program, and shows significant contributions and continuous professional growth in the four academic criteria for advancement over the individual's entire career in the Full Title Rank. At least three years of service in the preceding step are expected before advancement to Full Title, Step VI. Advancement to Step VI is considered a promotion.

Extending Knowledge and Information/Applied Research and Creative Activity
- Demonstrate sustained excellence in program delivery and contribute to discipline at the local, state and national level.
- Provide leadership for collaborative research and/or creative activities (e.g. Principal Investigator for research project).
- Demonstrate effective extension of knowledge and dissemination of research findings using appropriate communication media (e.g., presentations, workshops, popular publications, web sites, etc.).
- Clearly demonstrate evidence that extension and research is part of the continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research-based information).
- Serve as an author in non-peer reviewed and peer-reviewed publications that have significance beyond the local level. Co-authorship is essential.

Professional Competence and Professional Activity
- Demonstrate expertise in at least one aspect of program area.
- Demonstrate significant participation in activities that serve the public beyond the local and/or regional level.
- Intellectual leadership as demonstrated by recognition for expertise among peers and clientele at state and multi-state level (e.g. speaker at national and/or international conference).

University and Public Service
- Provide sustained leadership for activities that support ANR, UC and/or other academic entities.
- Demonstrate increased leadership to local unit.
- Provide increased leadership for activities that serve the public.

Affirmative Action
- Continued evidence of integration of Affirmative Action into academic criteria.
- Demonstrate efforts that reflect a positive and sustained commitment to Affirmative Action.

3. Full Title, Steps VII, VIII, and IX

Full Title, Steps VII, VIII and IX are for persons who have made exceptional contributions in their program area or discipline, resulting in significant benefits to the state of California, the nation, and contributing favorably to the prestige of the University of California.

Candidates must demonstrate continuing superior performance and professional stature in their field as evidenced by the candidates' recognition and significant contributions to the field or profession. They must also demonstrate peer leadership, originality and ability to effectively collaborate with others. At least three years of service in the preceding step are expected before advancement to the next Full Title step.

Advancement to Step IX is reserved for persons of the highest distinction whose work has been nationally recognized and acclaimed. Individuals must show strong evidence of a well-balanced program with outstanding performance in **all four of the academic criteria for advancement**.

Demonstrate efforts that reflect a positive and sustained commitment to Affirmative Action. Individuals must show evidence of recognition from peers and clientele not only at a local and state level, but also at the national and/or international level.

Extending Knowledge and Information/Applied Research and Creative Activity
- Demonstrate excellence in program delivery (e.g., program consistently contributes at local, statewide, and/or national level).
- Provide leadership in research and creative activity that is relevant to local needs and is statewide or national in scope.
- Extend research findings using appropriate communication media (e.g., UC publications, journal articles, workshops, presentations, etc.).
- Participate and collaborate in activities that generate new knowledge in the discipline.
- Make substantial contributions including serving as an author in a variety of publications that are peer reviewed, scholarly, and reach clientele beyond the local level.

Professional Competence and Professional Activity
- Demonstrate outstanding performance in all areas of their program as evidenced by sustained superior performance and professional stature in their field.
- Intellectual leadership as evidenced by recognition for their expertise among peers and clientele at local, statewide, multi-state, national and/or international levels (e.g. speaker, serve on editorial board of journal, reviewer of peer reviewed publications, national committees, professional society boards, etc.).

University and Public Service
- Serve in leadership roles in activities that support ANR, UC and/or other academic entities.
- Provide leadership to local unit.
- Demonstrate leadership for activities that serve the public (e.g. member of state or national board).
- It is essential that the advisor provides mentoring and leadership to newer advisors and demonstrates support for working on critical needs/projects that best serve the University and clientele (e.g., special UC or industry related committees, cross county assignments, Acting CD, etc.).

<u>Affirmative Action</u>
- Demonstrate a sustained positive commitment integrating Affirmative Action into all academic criteria and demonstrate significant leadership in programs that benefit defined clientele (e.g., share your expertise on best practices with colleagues including strategies to integrate your defined clientele and/or underserved clientele into all aspects of program development).

Performance Expectations for ANR Advisors Specifically with Administrative Responsibilities

Criteria for Evaluation*:*

● *Accountability and Governance*. Demonstrates execution of goals and objectives which provide opportunities for growth of the individual and supports the overall success of the strategic objectives of the organization, both locally and statewide. Adheres to University principles of transparency and openness in working with all constituents. Acts as an advocate for ANR programs and consistently represents a positive image of UCCE to the community.

● *Collaboration and Communication*. Demonstrates a proactive approach to establishing effective relationships with key internal (local and statewide) and external constituencies; understands the diverse needs and agendas of various stakeholder groups; creates and fosters an environment that ensures collegiality and information sharing, while recognizing the need for timely decision making. Effectively communicates with line managers, academic staff and clientele. Maintains effective working relationships with Boards of Supervisors, County Administrative Officers and other support groups. Cultivates political and/or industry support for ANR. Maintains familiarity with academic programs in his/her administrative unit. Effectively communicates information on opportunities (e.g., grants, in-service training) to individuals in the unit.

● *People Leadership*. Provides an environment of individual growth and career development, recognizing and utilizing skills of others through clear, specific and timely performance feedback; develops and retains talented staff; provides coaching and mentoring. Delegates effectively and recognizes superior performance. Administers policies fairly and consistently. Develops and maintains teamwork among academic and support staff. Takes appropriate disciplinary actions, when required. Assists individuals in the unit with interpretation and implementation of UC, ANR and County policies.

● *Inspiring Innovation and Leading Change*. Inspire and develop opportunities for new and innovative approaches and greater contributions to research and dissemination of knowledge developed at the University. Drives organizational and/or programmatic change initiatives by helping members of his/her unit define measurable outcomes; energizes others at all levels and ensures continued commitment when facing new challenges; and collaborates with various stakeholders. Develops program priorities and direction in conjunction with members of the unit. Effectively motivates members of the unit to explore new or innovative ideas and approaches.

● *Resource Management and Financial Budget*. Develops financial strategic goals and objectives to achieve accountability and stewardship of University, County and program resources (operational, financial and human), in a manner consistent with ANR's objectives and initiatives. Adheres to established budget and resource allocations, ensuring optimal and efficient use of all resources. Provides support to staff within resource constraints. Effectively secures, manages, equitably allocates and monitors extramural support budgets.

● *Diversity*. Demonstrates an active and engaged commitment to diversity. Works to establish a climate that welcomes, celebrates and promotes respect for diversity of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran. Ensures equal opportunity in search and recruitment processes by ensuring diverse representation on committees. Promotes equity in advancements by describing review process for new members of the unit, and encouraging participation in career advising or mentoring programs. Provide training opportunities and timely feedback to academics and/or staff for

affirmative action efforts. Demonstrates an understanding of ANR Affirmative Action policies and complies with reporting requirements.

● *Client Service*. Understands that UC ANR is a large, complex organization with many internal and external clients. Carries out UC ANR's organizational philosophy to provide the best possible customer service in support of its mission: extension, applied research and information dissemination. Is accessible to clients. Solicits and actively uses clientele input. Recognizes clientele needs and the impacts of current and potential ANR programs.

● *Health and Safety*. Understands that safety and environmental issues are essential elements of ensuring the continued success of UC ANR and its employees. Maintains a safe, healthy and environmentally sound workplace. Provides periodic safety training, as appropriate.

● *Principles of Community*. Fosters a positive working and learning environment by maintaining a climate of collaboration, fairness, cooperation and professionalism. Practices and integrates these basic principles in all interactions.

● *Professionalism*. Maintains an effective educational and applied research program in non-administrative discipline. Keeps current in subject matter. Participates in professional societies and associations (local, state and national, as appropriate). Provides a positive image to unit members and clientele.

Performance Expectations for Academic Coordinator Levels

Because the review dossier must provide evidence of the activities, accomplishments, impacts, and professional stature commensurate with the specific academic level, the performance expectations from the UC Academic Personnel Manual, APM 375 (Appointment and Promotion, Academic Coordinator Titles) are provided below for reference:

APM 375-10.b(1) Academic Coordinator I

This level is intended for individuals with responsibility for programs of minimal to moderate complexity. Such programs can be administered with a small staff, or they may consist primarily of local University-related activities with limited breadth or narrow focus. The administration of the program at this level will normally involve outside agencies or industries only when necessitated by the targeted needs of a University-based clientele. The Academic Coordinator I will typically receive general supervision by a department chair, a faculty member, or other academic or professional staff member. The duties of an appointee may include limited involvement in the generation and/or coordination of funds.

APM 375-10.B(2) Academic Coordinator II

This level is reserved for individuals with responsibility for programs of moderate complexity. The duties of an appointee may include the independent coordination of a program with a moderately-sized staff or, in a small organization, a scope that encompasses several departments, schools, or colleges of the campus, or a series of affiliated academic, governmental, or private institutions. The Academic Coordinator II is expected to manage the program with a great amount of independence and may receive general guidance from a faculty member, a department chair, an assistant/associate dean, or equivalent positions. Duties may include moderate involvement in the generation and/or coordination of funds from difference sources.

APM-10.b.(3) Academic Coordinator III

This level is reserved for appointees who have primary responsibility for the administration, management, and coordination of large programs with broad and substantial complexity and who fulfill their responsibilities independently. These appointees might be unit heads who report directly to deans or vice chancellors. Their responsibilities may include the direction and supervision of a large staff and/or administration of a program with a broad, interdisciplinary scope that encompasses several colleges or schools within the campus, other UC campuses, or public and private agencies outside of the University. The duties of an appointee at this level may include extensive involvement in the generation and/or coordination of funds. Appointment to this level will require demonstrated superior professional ability, outstanding accomplishment in job-related activities, and the assumption of greater responsibility than typically delegated to Academic Coordinators at other levels. Appointment to this level may require demonstrated scholarly ability and attainment, depending on the duties of the position.

The criteria for assessing performance is based on:

Criteria for assessing performance:
- Administrative experience
- Professional Competence and Activity
- University and Public Service
- Affirmative Action (program)

- In addition, every appointee in this series is responsible for applying and furthering the affirmative action goals and objective of the University and of the Division of Agriculture and Natural Resources.

See Appendix I – APM 375 – Academic Coordinators for more information

Performance Expectations for Academic Administrators

Academic Administrators are eligible for a merit review every two years. The criteria for assessing performance is based on:

Criteria for assessing performance:
- Administrative experience
- Professional Competence and Activity
- University and Public Service
- Affirmative Action (personnel)
  - In addition, every appointee in this series is responsible for applying and furthering the affirmative action goals and objective of the University and of the Division of Agriculture and Natural Resources.

Merit increases are based on the submitted dossier which should provide a comprehensive assessment of the candidate's qualifications and performance. A position description must be provided, along with an explanation of the candidate's role in the program and within a larger unit, if appropriate.

Follow similar format and process as outlined for ANR Advisors with the exception of research requirements.

See Appendix I – APM 370 – Academic Administrators for more information

Appendices

A. Instructions for Uploading your Program Review
B. Instructions for Uploading your Position Description
C. Checklist for the Completed Program Review Dossier
D. Merit and Promotion Normal Progression Chart
E. 2012-13 Schedule: Merits, Promotions and Annual Evaluations
F. Useful Websites
G. Examples of Impact Statements
H. Samples of Outlines Using Thematic PR Format
I. Comparison Chart: Academic Administrators and Academic Coordinators
J. Timeline/Important Dates

Appendix A: Instructions for Uploading Your Program Review

Most sections are required and will be identified as 'required' in red. Your dossier is not complete unless all required files have been uploaded.

To upload one of the files:

- Click on the section name from the main page, e.g. Affirmative Action
- Click on the 'Browse' button next
- Find the file on your computer. Your file must be one of the following types:
  - Portable Document Format (Acrobat)-- **.pdf**
  - Microsoft Word-- **.doc**
  - Word Perfect-- **.wpd**
  - Rich Text Format-- **.rtf**
  - PowerPoint-- **.ppt**

- When you have found and selected the file, click **Save Your File**. Depending upon the file size, and your connection speed, it may take a few minutes to save the file.
- The file will be converted into PDF format and once it is uploaded, the next screen in your computer will show the status as "uploaded." The date and time of the upload will be displayed. If your file will not upload, converting it to PDF prior to upload will remedy most problems.
- If you want to make a change to your document or submit an updated version, you may do so until the submission deadline (see instructions to Review/Change file). Only the most recent version will be on the website. Older versions are not displayed.
  .

Review/Change File

You can review, or change the files you have in the system at any time prior to the system being closed (Feb 01-2013 at 11:59 p.m.).

To review a file:

- Click on the file name from the main menu
- Under the blue header will be a grey section. That section will have a link to review your current document.
- To change the file you have in the system, follow the same steps used when first adding a document. Click the 'browse' button and upload the file.

Documents Allowing Multiple Entries

Some documents will allow multiple files to be uploaded. You may have different versions of the file that you need to include. These are listed on the main page under the grey bar.

To upload a NEW version of a file:

- Click on the section name from the main page
- Provide a 'Version Name' for the file ex.: 'Sabbatical Leave – Mexico'. Each version of the file will have its own name.
- Click on the 'Browse' button next
- Find the file on your computer. Your file must be one of the following types:

- o Portable Document Format (Acrobat)-- **.pdf**
  - o Microsoft Word-- **.doc**
  - o Word Perfect-- **.wpd**
  - o Rich Text Format-- **.rtf**
  - o PowerPoint-- **.ppt**
- When you have found and selected the file, click on 'Save Information.' Depending upon the file size, and your connection speed, it may take a few minutes to save the file.
  - ▪ To edit a file that allows multiple versions, or to review the file, you will need to click on the version name. Follow review/change instructions for single files.

Deleting Files

If you need to delete any files:

- Click on the file name from the main menu.
- Scroll to the bottom of the page, and click on 'Delete This File' link.
- Verify deletion.

Appendix B: Instructions for Uploading Your Position Description

- The Performance Review/Annual Evaluation System offers the ability to maintain a library of position descriptions from throughout your ANR employment history. The signed hard copy, however, should be maintained in Academic Personnel.
- You may electronically store as many Position Descriptions as you would like. All of your PD's will be available in the coming years. This is encouraged to retain a complete record in your academic profile and may, ultimately replace the paper file.

To Upload Position Descriptions:

- From the PR/AE system, click on 'Position Descriptions' from the list of files.
- Click on 'Upload a new PD.
  Enter the start date for the PD (08/10/2008 format) and the end date if applicable. The PD can also be given a descriptive name, for instance: "Interim County Director – 2006."
- If you have any cross-county assignments covered by this PD, select one from the drop-down list. After saving you will be brought back to the same screen where you can add as many cross-county assignments as appropriate.
- Selecting a cross-county assignment will give the cross-county CDs the ability to view your dossier. Only the primary County Director will be submitting a review. Other cross-county County Directors will have read-only access.
  Click 'Browse/Choose File' and locate the file on your computer. Files must be Microsoft Word, or Adobe Acrobat (PDF).
- Click 'Upload File.'
- The new file will be added to the list of Position Descriptions, and it will automatically be activated for the current action. Un-check the 'Use PD this period' box if this PD is not appropriate for this review period.

To edit a Position Description in the system:

- Click on 'Position Descriptions' from the main menu
- From the PD menu, click on the date or name of the PD
- Modify text or upload a new document
- Click 'update file'
- **Once a PD has been approved, you will not be able to edit or replace the file.**

To delete a Position Description:

- From the PD menu, click on the date or name of the PD
- Click 'Delete PD'
- Click 'ok' in the verification box

Appendix C: Checklist for the Completed Program Review Dossier
Sequence of Organization

_____ a. Online Review Information page --ensure rank and step are listed correctly. If you need to change it, contact Pam Tise @ 530-754-8509 or pdtise@ucanr.edu

_____ b. Position Description(s), all within period of review

_____ c. Acceleration Statement (if applicable)

_____ d. Program Summary Narrative

      _____ Performance in Extending Knowledge and Information/Applied Research and Creative Activity (Advisors)

      _____ Professional Competence and Professional Activity

      _____ University and Public Service

      _____ Affirmative Action

_____ f. Professional Competence; documenting lists

_____ g. University and Public Service; documenting lists

_____ h. Section C from AE: Goals for the Coming Year (October 1, 2012 to September 30, 2013)

_____ i. Bibliography (if applicable)

_____ j. Publication Examples and Summary-scanned and uploaded (all promotions, accelerations, and upper level merits VII to IX)

_____ k. Letters of Evaluation (all indefinite status, promotions, accelerations and upper levels merits VII to IX)

_____ l. Appendices:

      _____ Project Summary Table (if applicable)

      _____ Extension Activities Table (if applicable)

      _____ Letters of Publication Acceptance (if applicable)

      _____ Sabbatical Leave Plan and/or Report (if applicable)

Appendix D: Merit and Promotion Normal Progression Chart

ADVISORS

Assistant				Associate				Full		
		Years at				**Years at**				**Years at**
Step	**Salary**	**Step**		**Step**	**Salary**	**Step**		**Step**	**Salary**	**Step**
I	48,200	2		**I**	**59,700**	**2**		**I**	**71,100**	**3**
II	50,600	2		II	63,000	2		II	76,200	3
III	53,000	2		III	65,800	2		III	82,700	3
IV	56,400	2		**IV**	**71,000**	**3**		IV	89,500	3
V	**59,600**	**2**		V	76,100	3		V	95,800	--
VI	62,900	2						VI	103,800	--	*promotion*
								VII	113,400	--
shaded = overlapping steps								VIII	124,800	--
								IX	135,800	--

-- at least 3 yrs

For example:
An Advisor at Assistant IV has the option to **promote** to Associate I or opt to wait and advance to Assistant V.

In two years if at Assistant V, the option is to **promote** to Associate II or advance to Assistant VI. After the next
 two year cycle, the Advisor must go forward with a promotion to Associate III or defer.

An Advisor at Associate III has the option to **promote** to Full Title I or advance to Associate IV. In three years,
 if at Associate IV, the Advisor may promote to Full Title II or advance to Associate V.

Appendix E: 2012-13 Schedule: Merits, Promotions and Annual Evaluations

2012-2013 Schedule Merits, Promotions & Annual Evaluations

DATE	ACTION	PROGRAM
August 31	Academic Personnel notifies immediate supervisors of eligibility for merits, streamlined merits, promotions and annual evaluations	**PR, AE, SM (ALL)**
September 21	DANRIS X Training (Led by Katherine Webb-Martinez)	
Sept. 21	**DEADLINE** for immediate supervisor to notify APU of names going forward for PR (including approval for streamlined merits) or deferral actions (assume all others are annual evaluation)	**PR, AE, SM (ALL)**
September 26- & Oct 1	Annual Evaluation Training via Adobe Connect	**AE**
October 1	Online system **OPEN** for PR's, SM and AE's	**PR, AE SM (ALL)**
October 22	DANRIS X FY 2012 (Annual Report & CASA) closes (Midnight)	
October 24-25	PR Training for merits and promotions via Adobe Connect	**PR**
November 8	DANRIS X Retrieval	**(All)**
November 19	County Director CASA Reports Due	
December 12	PR Training (Promotion) Step VI via Adobe Connect	**PR**
December 14	PR Training (Upper Level Merit) Step VII+ via Adobe Connect	**PR**

DATE	ACTION	PROGRAM
January 21	Names for Confidential Letters of Evaluation due from candidate. APU notifies supervisors to seek confidential letters of evaluation – Send requests out.	PR
February 1	**DEADLINE** for all actions: Annual Evaluations, Merits, Streamlined Merits, Promotions, Accelerations, Term Reviews, AE Goals-Section C (as part of PR or stand alone). **System closes at 11:59 PM**	PR, AE, SM (ALL)
February 2	Online system open for Ad Hoc Committee's to review PR's and write reports and for Supervisors to prepare comments. Also open for immediate supervisors review of all actions. PRC has access to files.	PR
March 1	Confidential Letters of Evaluation Due	PR, AE, SM (ALL)
March 15	**DEADLINE** for immediate supervisor for review of PR's, streamlined merits (including AE Goals) and all Annual Evaluations; prepare comments, recommendations; plan to meet with academic	(All)
March 29	Ad Hoc Committee Reports due	
April	------	
May 1-2	PRC meets and reviews all dossiers – discusses and makes recommendations to AVP	PR
Mid **June**	AVP makes final decisions on all actions	PR
	Academic Personnel office emails decision letters from AVP to academics and supervisors	
	Online system re-opened for all academic personnel once all letters have been sent (approximately the next day)	

PR = Program Review: Merit, Streamlined Merit, Promotion, Acceleration, Term Review

AE = Annual Evaluation

SM = Streamlined Merit

PRC = Peer Review Committee: Standing group of Peer(s) appointed by Associate Director of CE to prepare recommendation(s) regarding salary decision(s)

Appendix F: Useful Websites

Academic Personnel Manual	http://www.ucop.edu/acadpersonnel/apm/

ANR Academic Personnel	http://ucanr.edu/academicpersonnel

In this site you will find:
- E-submission (Guidelines for Preparing your Program Review Dossier)
- Program Dossier Examples, and the PR Training slides.
- Forms
- Policy Guidelines

ANR Training	http://ucanr.edu/sites/anrtraining

American Psychological Association (APA)	http://www.apastyle.apa.org/

This link provides helpful information on "editorial style" which lends ideas for preparing a Dossier. It consists of rules or guidelines to ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as
- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- as well as many other elements that are a part of every manuscript

Dictionary.com	http://dictionary2.classic.reference.com/writing/

Help with style, punctuation, spelling, etc.

Appendix G: Examples of Impact Statements

Impacts in *Social or Health Conditions*:

- 10% decrease in incidence of food-borne illness
- Reduction of 50% in cases of back injury
- 20% increase in voluntary compliance with regulations
- 19% increased consumer confidence in safety of processed foods

Impacts in *Economic Conditions*:

- Annual savings of $300,000 in costs for hand weeding
- Average reduction of 20% in monthly spending on food
- 1,000 fewer worker-days/year lost due to illness
- 500 new jobs created

Impacts in *Environmental or Physical Conditions*:

- 25% reduction in average shallow groundwater nitrate concentration
- 8,000 acres of agricultural land protected in land trusts
- 50% reduction in incidence on no-persistent, aphid-borne viruses
- Restoration of riparian habitats
- Improved health of ecosystem and native species
- Reduction of acres of rangelands lost to Yellow star thistle.

Briefly explain what impacts your program had on your clientele, community, or environment. To help you with determining impacts, ask yourself the following questions:

- Who will apply the new knowledge and recommended practices or be affected by them?
- What social or economic benefits were derived?
- How did clientele attitudes or practices change?
- How did your efforts enable the public or clientele groups to make more informed decisions?
- How has your work been adapted or extended by others to benefit people beyond your clientele?
- What impact did publications or other extension products you produced have on the public or your clientele?
- What are the affirmative action implications of your work?

For projects that are in progress or long term in nature, state what difference you anticipate making. For example, "We expect that 70% of growers will use our information to comply with state standards."

Appendix H: Samples of Outlines Using Thematic PR Format

Theme: Subject matter around which the program is organized and for which goals are created. What are the ANR issues being addressed (to use DANRIS-X language)? In previous years this would have been described as "the problem".

Goals: The purpose toward which effort is directed.

<u>Examples of Themes and Goals:</u>

4H Youth Development / CD

Healthy Families and Communities
- Life skills
- Adolescent Development
- Volunteer Development
- Extension Education
- Science, Engineering and Technology
- Administrative Leadership

Ag Productivity – Farm Advisor

Sustainability and Viability of Agriculture
- Sustainable Food Systems
- Science and Agriculture Literacy
- Organic Crop Production
- Ag Productivity, Efficiency and sustainability
- Waste Management

Natural Resources

Sustainable Use of Natural Resources
- Sustainable Natural Ecosystems
- Sustainable Natural Resources
- Water Quality, Quantity and Security
- Water conservation and Irrigation Quality

Nutrition Family Consumer Science
Healthy Individuals, Families and Communities

- Prevention of Childhood Obesity
- Health Promotion
- Consumer Food Safety
- Food Security
- Administrative Leadership

Example of a more narrowly focused Natural Resources Theme and goals
Landscape Management

- Wildland Urban Interface
- Wildfire Education

Inputs: Research or creative activity that supports the products we create. It can be called research or creative activity - the important concept to get across is that these inputs are the building blocks for the remainder of our extension work.

Outputs: Products or information we create and the extension methods used to change knowledge

Outcomes: Changed knowledge, attitudes, skills, behavior/practices.

Impacts: Social/health, economic, environmental/physical benefits to individuals, organizations, populations, communities.

The following descriptions further define and explain part of the Program Summary section.

Examples of strong impact statements are below:

- Natural Resources: This research will help managers and policy makers make sound decisions regarding watershed management and policy as it relates to stream temperature. Data should be applicable throughout northern California, the Sierras, as well as the intermountain west.

- Nutrition, Family and Consumer Sciences: Based on results from a comparison of pre-and post Food Behavior Checklist responses from workshop participants who completed four or more hours of lessons in 2004-05, improvements were documented in the following areas: Food Resource Management: (plan meals, economical shopping and does not run out of food)--72% and Food Safety Practices: (thawing food and food stored properly)—66%.

Goal
Developing a canopy shaded area measurement method - The goal of this work was to develop a practical method for estimating irrigation crop coefficients.

My role:
I conceived of this novel method, and developed it fully into a practical device.

Research methods or Creative activity (inputs):
I developed a device consisting of a lightweight solar panel which is used like a large light meter.

Delivery of Outputs (Extension methods):
I presented information about the solar panel in a poster and published an abstract on the method, and have given field demonstrations.

Outcomes:
This method has proven itself to be very efficient, accurate, and above all practical for growers. This work has enabled growers to gain site-specific data to improve irrigation management decisions.

Impacts:
Having accurate crop coefficients will increase the efficiency of irrigation water use, ensuring economically and environmentally sustainable use of limited ground water supplies.

Goal
Deficit irrigation trial - The goal of this project was to determine the effects of various levels of irrigation deficits.

My role:
I designed the local experiments and I have conducted every aspect of the field work.

Research methods or Creative activity (inputs):
I established an irrigation trial at a commercial vineyard and took detailed measurements for 5 years.

Delivery of Outputs (Extension methods):
I presented the results of this study at four extension meetings and presented at an international conference.

Outcomes:
By the fourth and fifth seasons there were significantly lower yields in the drier treatments. This project has demonstrated that optimum production requires that growers change their irrigation practices to supply sufficient water.

Impacts:
This information increases the economic sustainability of production by optimizing irrigation water use from limited ground water supplies.

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<u>Outline Format</u>

Thematic Format – Same information written in paragraph form

Major theme – Improving water use efficiency in agricultural systems

       Water supplies are under increasing pressure in many parts of California; in particular the groundwater basins supplying many coastal grape production areas are facing increasing withdrawals. For the production of irrigated crops to be sustainable in such areas, irrigation water needs to be used as efficiently as possible. Growers will require improved tools to help them manage irrigation more efficiently, and better knowledge of the optimum irrigation requirements for their crops.

       To fulfill the need to improve water use efficiency, I have been working on projects designed to improve the information available for making irrigation decisions. In one project I have developed a novel method for measuring the canopy shaded area of winegrapes; this is used to calculate the irrigation crop coefficient specific to a vineyard. My lightweight solar panel acts like a large light meter, and offers very quick, inexpensive, and practical measurements of this important parameter, and is in the early stages of adoption by the major winegrape companies in the state. I have given numerous field demonstrations of the method, have presented posters and abstracts, and have constructed six devices for use by industry cooperators. This method is impacting the industry by allowing growers to have site-specific crop coefficients to improve irrigation decisions and thus increase water use efficiency.

       In another project, I have been evaluating the effects that various levels of deficit irrigation have on the production and quality of winegrapes. In collaboration with Dave Goldhamer, UCCE Water Management Specialist, I established irrigation trials to evaluate four different levels of deficit irrigation over five seasons. Only minimal differences were noted in the first three seasons, but by the fourth season the yields of the two drier treatments showed significant yield declines. This information was presented at an international winegrape conference, and has also been presented in local extension meetings. This work demonstrates that sustainable production requires that growers change their irrigation practices to supply a certain minimum amount of irrigation water. These projects will ensure that winegrape production is economically and environmentally sustainable by optimizing irrigation water use efficiency.

For Academic Coordinators

Theme: Develop Program Evaluation Tools and Evaluate Program Needs for Master Gardener Programs. (compilation of 3 projects)

      a. Clientele are Master Gardener (MG) Coordinators and MG volunteers
      b. Goals: To Create and Train Coordinators and Volunteers on Program Evaluation Tools and Evaluate Program Needs for Master Gardener Programs

Project 1.   Volunteer Management System 2.0
Background and Description: The Volunteer Management System 2.0, (VMS 2.0), which we instituted this year after a major rebuild in 2007 is a system that allows the volunteer to manage their profiles, hours and contact reporting. This system facilitates the collection of statistical data for the Master Gardener Program both within the county and statewide. The rebuild of this system was a significant project.

Inputs: I developed a focus group of 14 Master Gardeners and coordinators throughout the state to provide input on what a reporting system should look like. From their formal input and from that informal input from various other stakeholders, we worked with ANR Communication Services to design what is now an excellent reporting system. Prior to our system launch, we had to write all of the "help" documentation, provide intensive training to all of the programs using personal one-on-one training, Adobe Connect training, and train-the-trainer workshops. Once this was done, we realized that we could also use this system to conduct on-line recertification for Master Gardeners, which we launched in January 2009.

Outputs: Launched VMS 2.0, created an on-line recertification application, coordinated help documentation, provided training statewide to coordinators and volunteers, and created appropriate policy to support the role of VMS 2.0 such as acceptance of on-line signatures.

Impact:
While we had a number of technical and policy issues to overcome, we now have a robust, but simple on-line recertification process that saves between $30,000 and $40,000 a year in typical estimated recertification costs (postage, paper, secretary, coordinator and volunteer time etc.). We were also able to increase our documented volunteer hours by 32% in one year due to increased use of the system.

Project 2. County Visits to Master Gardener Programs
Background and Description: Another evaluation tool of the Master Gardener Programs in the counties, are my visits to county programs. I use focus group and personal interview questions to evaluate program need and impact.

I also visit with county programs to provide content oriented presentations such as turfgrass management, plant propagation, fruit tree care, and other topics as requested. This also provides an opportunity to interact with Master Gardener volunteers and gain understanding regarding their feelings about the local program and concerns they might have.

Impact:
During this review cycle I visited with 21 county programs (48% of the active county programs). About 6 of them were programs that also included content related presentations. Counties that receive personal visits from the statewide coordinator tend to feel a greater sense of connection to the University and are those that call me more frequently for advice, guidance, and feedback.

Project 3: Collect statewide statistical data as an evaluation tool of program effectiveness. Background and Description: One of the successes that relates to our Volunteer Management System (VMS$_{2.0}$) is that it facilitates a clear picture of the Master Gardener Program at any moment. As well, it engages the Master Gardeners to be better at reporting their hours and contacts. My role is to facilitate adoption by training, trouble shooting, and enhancing the system and then using this system to create meaningful statewide reports.

Results:
For example, between 1980-2006, prior to my accepting this position, we were able to document about 1,948,149 volunteer hours. This averaged to 50,671 volunteer hours per year. In 2007, we documented 206,547 volunteer hours. In 2008, we documented 303,284 volunteer hours which was a 32% increase in one year.

Impact:
To put those data into perspective about what it means to the University, 303,284 hours is equal to 171 full time employees ($19.51 per hour) for 1 year, valued at almost $5.91 million annually to UC ANR. The increase in the number of hours is primarily due to a better tool for data collection but also due to some increase in numbers. *http://www.independentsector.org/programs/research/volunteer_time.html

Similarly, we are better able to document how many Master Gardeners there really are in California. In 2007 we had 3,202 certified Master Gardeners. As of Dec. 2008, we have over 4,477 certified Master Gardeners in California, averaging 125 volunteers per county. This is a 28% increase in one year. We think the increase in numbers is partly due to more programs in the state (43 counties now being served whereas in 2006 we had 37 counties being served) and just being better able to document our volunteer efforts through VMS 2.0.

Academic Administrators
(APM 370)

This series is used principally in organized activities, other than organized research units, for programs that provide service to academic departments or the general public in either research or educational in nature.

Duties are largely administrative, but the administration could include participation in overseeing programs involving teaching, research, and academically-based public service.

Must have professional and academic qualifications similar to those of other academic personnel in the organized activity to be administered.

Should typically have terminal or highest degree in that particular field (e.g. Ph.D., M.P.H., etc.) and/or the highest degree which is commonly expected for appointment in the activity.

If appointee holds split appointment, Academic Administrator position will be according to salary scale rate; are typically without stipend payment.

Eligible for merit increase on a biennial basis.

A performance review, in the absence of a merit or promotion is required, at least every four years.

Criteria for assessing performance:
- Administrative experience
- Professional Competence and Professional Activity
- University and Public Service
- Affirmative Action (personnel)

Appointments may be renewed with or without a limit on the number of renewals. Each appointment with a fixed end date shall automatically end on such date unless appointment is renewed.
- Appointees that have served at least 50% time for eight or more consecutive years in the same title series must receive notice of non-reappointment (reference APM 137)

Fiscal-year title.

Academic Coordinators
(APM 375)

This series is used for appointees who administer academic programs related to teaching or research. This service may be provided to academic departments, students, or academically-based public service programs in outreach.

Duties are primarily administrative; but may conduct occasional non-credit seminars or workshops without a faculty title.

Individuals who are assigned research or course instructional duties are required to hold a dual title.

Must have academic credentials and/or professional experience appropriate to the position.

Normally, a Master's degree or equivalent is a minimum requirement.

Academic Coordinator position will be according to salary scale rate; are typically without stipend payments.

Eligible for merit increase every second year for level I and II; every third year for level III.

A performance review, in the absence of a reappointment, merit or promotion, every two years for level I and II, and every three years for level III.

Criteria for assessing performance:
- Administrative performance
- Professional Competence and Professional Activity
- University and Public Service
- Affirmative Action (program)

Appointments may be renewed with or without a limit on the number of renewals. Each appointment with a fixed end date shall automatically end on such date unless appointment is renewed.
- Appointees that have served at least 50% time for eight or more consecutive years in the same title series must receive notice of non-reappointment (reference APM 137)

Positions with this title may be established for relatively short periods of time.

Academic-year (9 months) or fiscal-year (12 months) title.

Appendix J: Timeline/Important Dates

Topic	Date Due	Action
Deadline for Academics to submit names so supervisor may request Confidential Letters of Evaluation	1/21/2013	CDs send out requests for Letters of Evaluation for Academics
PR Dossiers Due (this includes Section C of the AE – Goals)	2/1/2013	Academic upload by 11:59 PM
Confidential Letters	3/1/2013	Deadline for submission
Review by supervisor for all actions – Upload into online system	3/15/2013	Supervisor uploads review and meets with academic first