

**UC ANR Academics  
Academic Coordinator Series  
2017-2018 E-Book**

Guidelines for Preparing the Thematic

**PROGRAM REVIEW DOSSIER**

University of California Cooperative Extension,  
Agriculture & Natural Resources

*Compiled and Edited by  
ANR Academic HR Office in collaboration with  
Academic Assembly Council Personnel Committee and Peer Review Committee*



**Edited September 2017**

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## **General Information**

**Beginning 2017-2018, we are providing separate E-Books for each Academic Title.**

If you have questions, please contact:

—Kim Ingram, Academic HR Business Partner  
[kcingram@ucanr.edu](mailto:kcingram@ucanr.edu) (530) 750-1282

—Chris Greer, Vice Provost of Cooperative Extension  
[cagreer@ucanr.edu](mailto:cagreer@ucanr.edu)

### **PR Submission Timeline:**

*The deadline for uploading your PR is 11:59 PM, February 1, 2018.*

*There will be no extensions beyond the deadline.*

- You will receive an e-mail from the Academic Human Resources Office, under the signature of the Vice Provost of Cooperative Extension, notifying you that you can access your online Program Review web page through your portal in late September.
- 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. **Please upload all documents as PDFs to retain formatting.**
- Your PR will be archived and available to you after the program review cycle ends in June but only to view and/or print.
- No print copies of the Program Review dossiers are accepted for official review.
- The review cycle for each year is from October 1<sup>st</sup> to September 30<sup>th</sup>.

### **Where to Find More Information:**

- Refer to the Academic Personnel Manual (APM): <http://www.ucop.edu/acadpersonnel/apm/>
- Other supporting materials, including examples of dossiers, are also available on the ANR Academic HR website <http://ucanr.edu/academicpersonnel>
  - Direct link:  
[http://ucanr.edu/sites/anrstaff/Personnel\\_Benefits/Academic\\_Personnel/PR\\_Dossier\\_Examples/](http://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/PR_Dossier_Examples/)

### **Purpose of the Program Review Process**

- Evaluate the performance of academics in the Division of Agriculture and Natural Resources (ANR)
- Document accomplishments, outcomes and impacts
- Provide a record of professional history
- Assist academics in program planning and developing goals
- Support establishing a balanced program

## **2017/2018 Changes to the Merit and Promotion Process \*\***

In a joint meeting of the Academic Assembly Council Personnel Committee and the Peer Review Committee (July 13, 2017), changes to the merit and promotion process were discussed and recommended. Subsequently, Vice Provost of Cooperative Extension, Chris Greer, approved the recommendations and the following changes made for 2017-2018:

### General Changes

- The comprehensive E-Book will be divided into separate E-Books specific to each of the following academic titles: CE Advisor and CE Specialist, Academic Coordinator, Academic Administrator, Other Academics (Project Scientist, Professional Researcher, and Research Specialist).
- All academics must submit an Annual Evaluation or a Merit/Promotion unless they have submitted a letter of intent to retire.
- Narratives are required to be organized by program themes.
- Clarification has been made on where to list workgroup participation. If an academic is a workgroup attendee or presenter, list under Professional Competence. If an academic is the workgroup chair, place under University Service.
- For those academics needing letters of evaluation, a minimum of three and a maximum of six names and contact information needs to be provided.
- Letters of evaluation are required for all Above Scale actions.
- Clarification has been made on the reporting of mentoring activities. If including mentoring of newer academics as evidence of university service in your dossier, include documentation of your role and efforts to help guide new academics as they take on the complex and demanding job of developing an extension program. Sustained contributions to the personal and professional growth of the academic, successes, and outcomes should be highlighted.
- The Independent Sector (<https://www.independentsector.org/resource/the-value-of-volunteer-time/>) should be used as a source for estimating volunteer or in-kind values.

### Reminders:

- Be succinct in your writing. For example, do not list items in multiple tables, and do not list out every phone call or blog post.
- Submission of a complete dossier is the responsibility of the academic. An incomplete dossier will lack documented evidence related to the academic's performance relative to the criteria and will pose challenges to the Peer Review Committee during the review process.
- There are no restrictions for submitting a dossier in the current review cycle if an academic received a negative review in the previous review cycle.
- Professional competence/professional activity includes participation in training activities to enhance professional development, such as administrative trainings, professional conferences, or workshops. Professional competence also includes activities that reflect professional standing within the programmatic area, such as presenting at conferences holding offices in professional societies, invited presentations, or reviewing/editing publications. State your role in professional competence activities.
- University service may occur at the local, division, state, national, or international level. Examples of potential University service activities include serving on a university committee or chair of a workgroup, providing leadership to program teams, or advocacy efforts.
- Public service should involve activities and events in which the academic uses their professional expertise to benefit groups or efforts outside the University. Examples may include serving on external boards or councils, participating in community events, and leadership of non-University collaborative groups.

- Peer-reviewed publications included in the Bibliography (*optional*) must be published in searchable, peer-reviewed journals or other peer-reviewed publications. You can include ‘In Press’ however you are only given credit once, either in the PR listed as ‘In Press’ or in the next PR when it is officially published. A letter of publication acceptance must be uploaded in the PR system for any ‘In Press’ manuscript included in the bibliography. Do not include manuscripts that are ‘in preparation’ in the bibliography.
- When reporting on Affirmative Action, do not simply give numbers. Make note of what efforts you have made to reach underrepresented groups not previously participating in your program. Affirmative Action is a separate category (also required) from the academic criteria you are required to report on. (Note that the various academic titles have different criteria for advancement).
- During an academic’s first term (for those in two-year terms), a minimum of 13 months (one full year plus one month toward the next review cycle) must be completed, along with supervisor approval, before an academic is permitted the opportunity to seek advancement or go forward with a salary action. For academics in three-year terms, 24 months of their first term must be completed, along with supervisor approval, before they are permitted the opportunity to seek advancement or go forward for their first salary action. (*see next page for more details*).
- For academics who have a less than 100% appointment, advancement depends on the quality and impact of performance at a level comparable to that of a full-time appointment. APM-220 policy suggests that expectations for advancement reflect the part-time nature of the appointment with the understanding that reviews may be delayed to allow for scholarly productivity commensurate with academic standards for advancement in the field. The inclusion of a work plan covering responsibilities and expectations in all criteria would be useful to reviewers.
- An academic with a part time appointment, who is considering going forward with the 13/24 month rule, should take into account if the quality and impact of their work is commensurate with those of the same rank and step with full time appointments. If the action is successful and based on funding, opportunity for a new end date extending the term two or three more years may be obtained. However, if unsuccessful in the early review (13 or 24 month), this means your term may not automatically be renewed and the original term end date may not be re-instated.

#### Changes and/or Reminders Related to Annual Evaluations Only

- Make sure to review AE information/guidelines on academic personnel website: [http://ucanr.edu/sites/anrstaff/Personnel\\_Benefits/Academic\\_Personnel/Annual\\_Evaluation\\_Process/](http://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/Annual_Evaluation_Process/)
- Annual Evaluation Sections A, B & C have been renamed, Section A is now referred to as Narrative; Section B is now referred to as Tables; and Section C is now referred to as Goals.
- The Abbreviated Annual Evaluation will no longer be used. Academics that begin their career after the review period end date of September 30<sup>th</sup> (i.e. having worked only 4 months or less), will only submit Goals. Academics whose start date is before the review period ending of September 30<sup>th</sup> will submit all three sections: Narrative, Tables and Goals.

#### What is the 13/24 Month Option?

- During an academic’s first term, a minimum of 13 months (one full year plus one month toward the next review cycle) must be completed, along with supervisor approval, before an academic is permitted to seek advancement or go forward with a salary action request. The 13-month option applies only to those in the two-year term process. For those who are in the three-year term process, 24 months must be completed, along with supervisor approval, before seeking advancement. Both options may involve a merit or promotion action concurrent with a term review, which will result in a new term end date if successful or the possibility of non-

reappointment if not successful. The 13/24 month option, if available, only applies to the academic's first salary action.

- The 13/24 month option differs from an acceleration because a term review process is involved and the academic makes the choice to not wait until their normal review cycle. This will change the end date of the appointment (i.e. original end date 6/30/19 changes to end date of 6/30/18). For academics titles without indefinite status, a successful action (depending on funding availability for the position) may result in reappointment to a new term with an extended end date. However, if unsuccessful in the early review (13 or 24 month), the academic's term may not be renewed and the original term end date may not be re-instated.

#### How does the 13/24 Month option differ from an Acceleration?

- With an acceleration, you most often are requesting a specific salary action one or two years earlier than dictated by normal progression, but if unsuccessful, you still retain your original term end date (if in the term process). Example: With this acceleration, you attempt to go up early for an action effective July 1, 2018, however your original term end date is June 30, 2019. Choosing to accelerate, you are not taking the chance of non-renewal of your term by attempting the action early. If your action is unsuccessful, you retain the June 30, 2019 term end date.
- Another difference in the acceleration versus the 13/24-month option is the criteria. Accelerations require exceptional achievement in at least one criteria, and above normal achievement in all others. The 13 or 24 month option does not require this. The expectation of a regular merit is that the academic is making progress toward a balanced program and can document that they are meeting the expectations of the given rank and step. The 13/24 month-option is considered a regular merit or promotion action.
- No academic can go forward with an acceleration until they have completed one full term.

## Acronyms and Definitions

**4-H YD:** 4-H Youth Development  
**AA:** Affirmative Action  
**AAC:** Academic Assembly Council  
**AE:** Annual Evaluation  
**ANR:** Agriculture and Natural Resources  
**AHR:** Academic Human Resources Office  
**AVP:** Associate Vice President  
**CASA:** Contacts and Self-Assessment  
**CD:** County Director  
**ED:** Executive Director  
**IGIS:** Informatics and Geographical Information Systems  
**IPM:** Integrated Pest Management  
**MG:** Master Gardeners  
**NFCS:** Nutrition, Family and Consumer Sciences  
**NPI:** Nutrition Policy Institute  
**PC:** Personnel Committee  
**PR:** Program Review Dossier  
**PRC:** Peer Review Committee  
**REC:** Research and Extension Center  
**SSP:** Statewide Special Programs  
**SWP:** Statewide Program (e.g., 4-H, IPM)  
**YFC:** Youth, Families, and Communities

## UC ANR Organization

Structure(s) with respect to academic review process:

- Peer Review Committee – Lead and chaired by Vice Provost of Cooperative Extension Chris Greer and composed of 10 peers:
  - Current committee composition: Kevin Day, A. James Downer, Ben Faber, Mark Hoddle, Gemma Miner, Fe Moncloa and Richard Smith. Three committee vacancies will be filled by December 2017. PRC reviews ALL cases for 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 Committees
  - An Ad hoc committee of peers will be established for the following actions:
    - Promotions (including accelerations) for all series
    - CE Advisors and CE Specialists in the third term will receive an Ad hoc review before receiving indefinite status
    - Advancement to “CE Advisor” or “CE Specialist” Full Title VI
    - Merit to “Professional Research” Step VI and 1<sup>st</sup> above scale (overall career reviews)
    - Merit to “Project Scientist” Step VI and 1<sup>st</sup> above scale (overall career reviews)
    - Merit to “Specialist” 1<sup>st</sup> above scale (overall career review)
- Academic HR Office → AAC Personnel Committee
  - Academic HR Office will work with the AAC Personnel Committee to recommend the membership of the Ad hoc Committees to the Associate Vice President and Vice Provost of Cooperative Extension.

- The Academic Assembly Council Personnel Committee will review negative recommendations from the Ad hoc committee and PRC on all actions. Their review checks for accuracy and mentoring language.

## Common Mistakes

- Summary paragraphs are important for each criterion. This includes Professional Competence, University Service, and Public Service as well as Affirmative Action. A good summary paragraph “summarizes” your accomplishments; it does not just say “See Table.”
- The three required Criteria for Academic Coordinators include: 1) Coordination of Academic Programs; 2) Professional Competence and Professional Activity; and 3) University and Public Service. (Affirmative Action is a required element but is not considered one of the three academic criteria).
- Not correctly categorizing ‘University Service’ and ‘Public Service’.
- Using the wrong form – if you are unsure, **ASK**. This includes County Directors and Supervisors not using the correct forms for Merits and Promotions – just reviewing Goals is not correct. There are supervisor review forms for specific actions (all found on the Academic HR website listed under the tab “Merit and Promotion Process and Trainings”) <http://ucanr.edu/academicpersonnel>. The Annual Evaluation form is **NOT** the correct form to use for a merit or promotion. (however appropriate to use supervisor AE form when Section C, Goals is utilized)
- In Project Summary Table (*optional*) – ‘Total Funding’ should be the total amount of the grant AND how much of that total you are responsible for.
- Do not list every individual ‘blog and tweet’ – summarize – ex. 6 UC Green Blog Stories; 25 Tweets.
- Articulate ‘Outcomes’ and ‘Impacts’ after each theme, or program/project within the theme in the narrative section, and do not use a list at the end of the section. This practice is confusing for the reviewer to match up which outcome and impacts goes with a specific project.
- Do not list individual presentations that you attended at a disciplinary society/professional association conference, but list overall conference attendance under disciplinary society/professional association activities. If you gave a presentation at a disciplinary society/professional association conference, list the presentation under evidence of profession competence.
- Power Points do NOT belong in your bibliography, unless they are developed as a teaching resource. In that instance, they may be listed in the non-peer reviewed section of your bibliography.

### Program Review Process for Academic Coordinators\*

For Action	To	To	Decision Maker
Merit	Supervisor →	PRC →	Associate Vice President
Acceleration	Supervisor →	PRC →	Associate Vice President

\*Academic Coordinators are not eligible for indefinite status.

### Academics with Statewide Program (SWP) Affiliation (IPM, MG, YFC, NFCS, 4-H YD, IGIS, CA Naturalist)

For candidates in SWPs, the SWP Director will provide a letter of evaluation in addition to the Supervisor.

- 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.

### Final Decisions

- Associate Vice President Wendy Powers receives all recommendations in order to make informed decisions.
- All appeals go to Vice President Glenda Humiston.

## 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. **You must convert your files to PDFs before uploading them in order to retain formatting.**
- B. Write for the intended audience: County/REC Director, Immediate Supervisor, Ad hoc Committee, 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, PRC, 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 (6th Edition) or other current writing style handbook, as appropriate for your discipline, 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.**
- F. Where possible, avoid acronyms. However, if acronyms are used, be certain to define them in the text and consider explaining them in an alphabetically sorted Appendix.
- G. 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."
- H. Proofread carefully to minimize typographical errors and consider asking a colleague to review your dossier prior to submission.
- I. Seek input from colleagues, peers and/or mentors throughout the process.
- J. Keep track of any changes you would recommend in either the process or the E-Book and send those recommendations to the Academic HR Office (*Kim Ingram*) and/or the AAC Personnel Committee Chairperson (*Tom Turini*).
- K. Make sure you highlight your activities that support UC ANR's visibility and effectiveness such as:
  - Successful collaborations (internal and external)
  - Mentoring of colleagues (formal and informal)
  - Efforts to strengthen the UC ANR network (also referred to as the "continuum")
  - Multi-county and/or multi-program assignments
  - Leadership roles
  - Advocacy efforts
  - Outreaching to clientele using new technologies such as social media, websites.

## Tips for Collecting and Collating Information for Your Program Review Dossier

- Before beginning, compile pertinent information. Your County Director, REC Director 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- *CE Advisors*). 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 (*optional*) appropriate to your discipline so new additions may be added easily.
  - Set up your tables (*if required*) (i.e. Extension Activities Table and Project Summary Table) in your computer early in your cycle and make additions over your program review cycle periodically.
  
- Obtain assistance and guidance from your County Director, REC Director, supervisor 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 HR website (<http://ucanr.edu/academicpersonnel>) 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 or supervisor since they can offer valuable advice.
  
- Please call/email Kim Ingram (530-750-1282) [kcingram@ucanr.edu](mailto:kcingram@ucanr.edu) or Chris Greer [cagreer@ucanr.edu](mailto:cagreer@ucanr.edu) directly with any questions or concerns.

## **Deferrals and Term Appointment**

A term appointment is an appointment for a specific period, which ends on a specified date. Academic Coordinators have term appointments with end dates specified and are not eligible for indefinite status.

Academics that have definite term appointments are not eligible to defer a merit advancement that coincides with a term review; unless there are extenuating circumstances, which shall be reviewed on a case by case basis.

Academics that have term appointments with their Academic Coordinator appointment; but with an underlying 0% indefinite CE Advisor or CE Specialist appointment may have the option to defer; with the approval of their direct supervisor only.

## **Types of Program Reviews**

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

1. Merit
2. Acceleration

## 1) PR Merit Review

A **Merit** PR dossier is prepared by candidates in the following cases:

- Academics in the first term (all titles) of a two-year term process, must complete, along with supervisor approval, a minimum of 13 months (one full year plus one month toward the next review cycle) before seeking advancement or going forward with an action. For those who are in the three-year term process, 24 months must be completed, along with supervisor approval before seeking advancement.
- Academic Coordinators seeking advancement within ranks of Academic Coordinator I, II and III.

MERIT PROGRAM REVIEWS		
WITHIN RANK	REVIEW PERIOD	NEEDED
Academic Coordinator	Period since your last successful salary action	<ul style="list-style-type: none"> <li>• position description(s) for period covered</li> <li>• 6-page maximum narrative which documents performance in 3 academic criteria <b>and</b> Affirmative Action</li> <li>• professional competence table since last successful salary action</li> <li>• university and public service table since last successful salary action</li> <li>• AE Goals</li> <li>• <b>Optional:</b> bibliography</li> <li>• letters of evaluation required every 6 years</li> <li>• project summary table since last successful salary action (optional)</li> <li>• extension activities since last successful salary action (optional)</li> </ul>

## 2) Accelerated Program Review

**Reminder:** *The acceleration request is limited to one page and the timeframe is from your last successful salary action*

An acceleration is an **extraordinary request** and it is up to the candidate to justify such request. An acceleration request is based upon the productivity and accomplishments of the candidate since the last salary action. It is not simply based upon a justification that the candidate is conducting activities that are normally expected of academics at a higher rank and/or step. The candidate should carefully consider if they can justify that the accomplishments during the period since last salary action are beyond what would normally be expected of an academic at the rank and step for the normal, full time period. Please consult with the Vice Provost of CE for guidance with acceleration requests.

Accelerated PR dossiers are prepared by candidates seeking an advancement that occurs earlier than normal. An acceleration represents exemplary efforts beyond what is typically accomplished. **The acceleration statement and dossier must clearly demonstrate evidence of exceptional achievement in at least one of the academic criteria and greater than normally expected for all other criteria.**

- Academic Coordinators
  - 1) *Coordination of Academic Programs*
  - 2) *Professional Competence and Professional Activity*
  - 3) *University and Public Service*

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

Example of scenario for those academics in the 2 year **term review process** seeking an acceleration:

- Acceleration right after a merit the previous year (in term process)
- Period of review (same for AE) – October 1, 2016 – September 30, 2017
- Action will be effective July 1, 2018
- Clearly identify your driver for this requested action in your acceleration statement; you may want to consider did you accomplish two years of work in one year?

If you are not successful in your acceleration, you will not be terminated. Your term end date stays the same and you will be eligible to submit your dossier during your regular advancement schedule.

All academics may apply for an acceleration once they have completed one full successful term. Please refer to the table below for required documentation and contact the Academic HR office for assistance or questions.

ACCELERATED PROGRAM REVIEWS - <i>Merit</i>		
TYPE OF ACTION	REVIEW PERIOD	NEEDED
Accelerated Merit – Academic Coordinator	Period since your last salary action with specific emphasis on accomplishments justifying the acceleration request	merit guidelines in previous appropriate merit section with these additional documents: <ul style="list-style-type: none"> <li>• acceleration statement (1 page limit) covering period since last successful salary action - must clearly demonstrate evidence of exceptional achievement in <u>at least one</u> of the academic criteria and greater than normally expected for all other criteria</li> <li>• bibliography (optional)</li> <li>• 3 publication samples (optional)</li> <li>• Summary of the 3 publication samples (optional)</li> <li>• letters of evaluation – <b>Minimum of 3, Maximum of 6</b></li> </ul>

## **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. Table of Contents (optional)
- II. Acceleration Statement (if applicable, 1 page maximum; since last successful salary action)
- III. Program Summary Narrative (6 page maximum)
- IV. Professional Competence: documenting lists and tables
- V. University and Public Service: documenting lists or tables
- VI. Bibliography (if applicable)
- VII. Summary of Publication Examples (if applicable)
- VIII. Project Summary Table (if applicable)
- IX. Extension Activities Table (if applicable)
- X. AE Goals
- XI. Publication Examples (if applicable)
- XII. Position Descriptions
- XIII. Letters of Publication Acceptance (if applicable)

## I. Table of Contents (optional)

## 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 criteria** (*as applicable for your series*) for advancement should be greater than would normally be expected for the individual’s rank and step.
- Acceleration statement should cover only the period since the last action

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

**STATEMENT OF ASSIGNMENT: The Program Summary Narrative highlights your major accomplishments and notable achievements since your last salary action. Each academic tile is evaluated on certain criteria. Please review the performance expectations for your title to identify which criteria you are required to address and the maximum page lengths.**

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

### Coordination of Academic Programs

- For Academic Coordinators, this criteria will often make up the bulk of the program summary narrative. Highlight your major accomplishments and notable achievements since your last salary action and provide evidence of outcomes and/or impacts related to your academic program coordination efforts since your last salary action. Organize your accomplishments by themes where possible (examples in Appendix G), and consider including components such as documenting clientele/target audience, goals, inputs, methods (activities/outputs), and outcomes/impacts.

### Professional Competence and Professional Activity

- One to two paragraphs summarizing activities and evidence of professional competence since your last salary action.

### University and Public Service

- One to two paragraphs highlighting your contributions and activities in this area since your last salary action.
- Note that an administrative appointment such as serving in the role of County Director or Interim Director is not considered ‘University Service’. It should be emphasized in the narrative in a separate ‘Administrative’ section.
- ‘Public Service’ should be related to your professional expertise or position.
- Mentoring and/or leadership to newer advisors that demonstrates support for working on critical needs/projects that best serve the University and clientele, is an example of University Service.

### 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.

- When reporting on Affirmative Action, do not simply give numbers. Make note of what efforts you have made to underrepresented groups not previously in your program.

**Conclusion (optional)**

**IV. Professional Competence –Documenting lists or tables of activities since last successful salary action.**

a. Professional Development and Training

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:
  - Workgroup and non-workgroup training activities
  - Attendance at conferences, symposia and workshops
  - 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

c. Evidence of Professional Competence

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 that you organized for professionals or colleagues (including workgroups)
  - Professional society presentations and/or offices held
  - Presentations you were invited to give due to your professional competence
  - Books or journals edited, articles reviewed or refereed
  - Webinars developed for statewide and/or nationwide peers
  - 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 since last successful salary action.

### a. University Service:

- At the discretion of the academic, this section can be in a table or bulleted list. See examples.
- Organize and list in subsections based on the area of service such as 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

### b. Public Service (benefit groups or efforts outside the University):

- 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. Bibliography (optional)

- Highly recommended practice for bibliographies:
  - Enter citations into ANR’s Online Bibliography software (part of the directory profile) at <https://ucanr.edu/portal/modules/dirbibliography.cfm> by either a) manually entering each citation OR by b) using the EndNote XML import process. Recorded webinar training can be found here: <http://ucanr.edu/sites/bibliographyproject/>
  - Use the “Bibliography retrieval” link to download your citations into a Microsoft Word document for ANR Annual Evaluation or Program Review Dossier. It will already be sorted by publication type and in chronological order.
  - Format the retrieval as needed (i.e., delete publications that are not applicable).
- Update your bibliography listings annually for reporting purposes.

## Required Elements

- *Peer Reviewed and Non-Peer Reviewed Sections:* Your bibliography should clearly describe peer reviewed efforts and non-peer reviewed efforts in separate sections in order to clearly assess academic growth. 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.
- *Organizational Method:* 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.
- *Peer Reviewed:* Examples of peer reviewed publications may include scholarly journals (e.g. professional society journals, Cal Ag, Journal of Extension, etc.), UC ANR publications, UC IPM Pest Management Guidelines, books, curricula, professional society meeting abstracts (where peer reviewed and published), and other peer reviewed publications. For the purposes of your PR, "peer reviewed" is defined as documents that are reviewed anonymously (aka "blind review") with the possibility of being rejected. Peer reviewed journal articles included must be those published in searchable, peer reviewed journals. Examples of peer reviewed include scholarly journals; Cal Ag, ANR publications UC IPM Pest Management Guidelines, curricula, Journal of Extension, and other peer-reviewed publications. (For the purposes of your PR, peer reviewed is defined as documents that are reviewed anonymously with the possibility of being rejected.
- *Non-Peer Reviewed:* Recommended format for non-peer reviewed Bibliography section is to designate type of publication within this section:
  - A – Popular (articles, newsletters, stories, UC Delivers, social media sites, extensive/substantial blog post similar in complexity to a newsletter article, etc.)
  - B – Technical (reports, curricula, and articles)
  - C – Abstracts, other outreach materials
- *Your Role:* For citations added during the current review period, describe each multi-author citation identifying your activity/role.
- *In Press:* You must scan and upload a letter of acceptance for any publication listed as "in press". 'In Press' gives credit only once, either in the PR listed as 'In Press' or in the next PR when it is officially published.
- *Authorship:* 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.

## VII. Summary of Publication Examples (one page maximum) (optional)

This section is where you would cite your publication examples with a brief description of each publication cited. Choose three items of which you are most proud and best represent your program and abilities.

- These publications may be articles, books, monographs, slide sets, digital media, videos, manuals, reports, information sheets, or others.

**VIII. Project Summary Table (optional, since your last successful 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.
- The Independent Sector (<https://www.independentsector.org/resource/the-value-of-volunteer-time/>) should be used as a source on estimating volunteer or in-kind values.
- 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: List the total project funding and specify the amount you are directly responsible for. Include in-kind, and/or service value (volunteer time).

**IX. Extension Activities Table (optional, since your last successful salary action)**

- List extension activities in support of your program area that were conducted since your last salary action in chronological order using a table format.
- Organize extension activities by the themes where possible as outlined in your narrative. In cases where extension activities do not fit under a theme, place these in an “Other” category.
- For each activity, list the meeting date, name, topic, location and number of attendees.
- If you are including educational presentations related to your academic program that you did not directly present yourself but that were delivered by your staff or others, please include these as a separate table from those you delivered personally. Also include your role in these presentations that your staff or others delivered.
- 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 a total number in 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.
- Repetition is defined as the same meeting with the same information but held on different dates and/or locations.
- Social media clarification: When referencing Facebook, include only the time that it is active during your review period. Statistics from social media should be included in the description field.
- Divide the table of activities using the following subheadings:

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

Begin Date-End Date	Meeting Name and Type	Topic/no. of repetitions	Role	Location(s)	Total No. of Attendees

**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 media, blogs, collaborations with other agencies, organizations, policy engagement)**

- No. of Instances example - the number of blog posts

Begin Date-End Date	Description	No. of Instances

**Other (including TV and/or radio interviews/programs, newspaper/trade magazine interviews)**

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

**X. AE Goals: October 1, 2017- September 30, 2018**

(use applicable Goals form found on Academic HR Website: <http://ucanr.edu/academicpersonnel> - (go to menu link on left- merit and promotion process and you will find form under AE Goals once inside this page)

- Projects you intend to accomplish in the coming year, anticipated collaborators and anticipated outcomes.
- What needs to be accomplished to advance?
- Barriers/Obstacles in accomplishing your goals. Provide a brief description.

You may want to organize your goals according to the themes you are going to use in your program review. Suggested format is to develop specific S.M.A.R.T. goals in all four academic criteria and affirmative action.

**S.M.A.R.T.**

**Specific: Targeted and understandable**

**Measurable: Quantifiable indicators**

**Achievable: Given current skills and resources**

**Resonant and Relevant: Important to you and ANR**

**Time-bound: Clear “due” target**

<i>Specific Goals</i>	<i>Anticipated Collaborators</i>	<i>Anticipated Outcomes</i>

**Check your Goals:**

Should be...	Because they...	Assess...
<b>Specific</b>	Describe a particular desired accomplishment	Is the goal specific? Does it state specific actions and results to be accomplished?
<b>Measurable</b>	Produce quantifiable benefits	Can performance be measured in terms of quality, quantity, cost, etc.?
<b>Achievable and realistic</b>	Are possible to accomplish	Can the objective be achieved given other priorities and existing resources?
<b>Relevant</b>	Serve a higher purpose	Is it aligned with other objectives?
<b>Time-Bounded</b>	Have a time target for completion	Have you specified a completion date?

**XI. Publication Examples (optional)**

This section is where you would upload three publications of which you are most proud and best represent your program and abilities. The examples may be from any time period during your current rank for a promotion request or since the last salary action for a merit request.

- These publications may be articles, books, monographs, slide sets, digital media, videos, manuals, reports, information sheets, social media sites, or others.
- It is recommended that if you do use a web link, please ensure it is up to date and works properly for the reviewer.
- Scanning or changing the format to upload publications is the responsibility of the candidate.
- General instructions are on the e-submission website.

**XII. Letters of Evaluation (if applicable)**

It is your responsibility as the academic to enter the names and contact information **for a minimum of three individuals, and no more than six**, who may be willing to write a letter of evaluation and who can truly evaluate your program. You may choose to enter a few academic names from your local headquarter county who know your program. Let your supervisor know the names have been entered, as it is up to the supervisor to send the automated letters.

- 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 can solicit letters of evaluation from academics within their “home” county.
- **Academics are responsible for providing PR or other materials to evaluators if necessary.**
- 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, (the online system sends out a standard letter which states 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 candidate’s PR or other materials for review with the requested evaluator.
- 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.
- All letters submitted will be included in your review process. You will not see these as a candidate.
- The CD/Supervisor writes their review after letters from other evaluators are received.

### **XIII. Position Description**

- Your Position Description (PD) must include: your name, position title, purpose and clientele, academic program major responsibilities, program leadership/administrative responsibilities (if applicable), affirmative action, relationships and qualifications and effective date.
- It is the academics responsibility to update their PD whenever there is a change in responsibilities and/or reporting relationships.
- The Academic Position Description Template is available on the Academic HR website at <http://ucanr.edu/academicpersonnel>. This is a template that is meant to be adapted to reflect your specific position. **The first few paragraphs should contain position specific information as reflected in the position vacancy announcement you were hired under.**
- PD must be signed and dated by you and your supervisor. For county based academics, the designated primary County Director and/or supervisor will have the responsibility to complete and sign the position description for an academic assigned to his/her county. All other cross-County Director’s and/or supervisors should be given an opportunity to review the position description for completeness before it is forwarded for final review by the Academic HR Office (AHR). Once reviewed, the position description may be signed by Chris Greer, Vice Provost of Cooperative Extension and/or Wendy Powers, Associate Vice President (for Statewide Programs) and could also include additional signatures by Statewide Program Directors. The AHR will return the signed PD to you for uploading into the PR system.
- The Performance Review System has the capacity to maintain a library of position descriptions from throughout your ANR employment history. You can check or uncheck which PD’s should appear in your dossier. Check all that reflect your activities for this review period.
- 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.

#### **XIV. Letters of Publication Acceptance (if applicable)**

- Letters of publication acceptance 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.

## **Performance Expectations for ANR Academics Specifically with Administrative Responsibilities**

Based on APM 245: Department Chairs, “*County Directors and REC Directors (including Interim Director appointments) serve as the administrative head of a County CE Unit or REC. Criteria for evaluation includes: Distinguished leadership and effective discharge of administrative duties such as accountability and governance; collaboration and communication; resource management; commitment to diversity; health and safety; and principles of community.*”

### 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 Coordinators

### APM 375

Academic Coordinator titles are for appointees who administer academic programs that provide service closely related to the mission of the University.

PRs are based on Performance in Coordination of Academic Programs, Professional Competence, University and Public Service, and commitment to Affirmative Action. Professional Accomplishment and/or Scholarly Achievement should also be considered if required by the position.

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

Academic Coordinators are eligible for merit increase every two years for level I and II; every three years for level III.

Salary Scale for Academic Coordinators: <http://ucanr.edu/sites/anrstaff/files/244303.pdf>

### Academic Criteria

The criteria for assessing performance is based on:

1. Coordination of Academic Programs
  - a. Academic program planning and development.
  - b. Assessment of program and constituency needs.
  - c. Evaluation of academic program activities and functions.
  - d. Development of proposals for extramural funding of campus programs and identification of support resources.
  - e. Liaison representation with other agencies and institutions in the public and private sectors.
  - f. Supervision and leadership of other academic appointees or staff.
2. Professional Competence and Professional Activity
  - a. Competence in the subject matter appropriate to the discipline is fundamental to individual success, and to the success and progress of UC ANR.
  - b. Academic Coordinators will provide intellectual leadership and scholarship to their programs.
3. University and Public Service
  - a. Services to the University, ANR, CE, and Community are a critical part of an academic appointee's responsibilities.
4. Affirmative Action
  - o 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. 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.

Please note: you cannot claim PI status on any grant unless you are granted 'exceptional status' from the Associate Vice-President.

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. The Academic Coordinator I will typically receive general supervision. 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 Academic Coordinator II is expected to manage the program with a great amount of independence and may receive general guidance. Duties may include moderate involvement in the generation and/or coordination of funds from difference sources.

*APM 375 – 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. 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.

## **Appendices**

- A. Instructions for Uploading your Program Review
- B. Instructions for Uploading your Position Description
- C. Checklist for the Completed Program Review Dossier
- D. 2017-18 Schedule: Merits, Promotions and Annual Evaluations
- E. Useful Websites
- F. Impact Statements
- G. Using Thematic PR Format
- H. Timeline/Important Dates for County Directors/ REC Directors/Supervisors

## 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.

- **All files shall be loaded as PDF'S so no formatting changes occur. The system is not familiar with some of the newer versions of Word as an example, and/or some uploads performed through Mac Computers.**
- Click on the section name from the main page, e.g. Program Summary Narrative
- Click on the 'Browse' button next
- Find the file on your computer. 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.
- 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, 2018 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 saved as a **PDF**. 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 System offers the ability to maintain a library of position descriptions from throughout your ANR employment history. A copy of your position description, if available, is maintained in the electronic personnel file system in the Academic HR Office.
- You may electronically store as many Position Descriptions as you would like online. All of your PD's will be available in the coming years. This is encouraged so as to retain a complete record in your academic profile.

### **To Upload Position Descriptions:**

- From the PR system, click on 'Position Descriptions' from the list of files.
- Click on 'Upload a new PD.'
- Enter the start date for the PD (08/10/2013 format) and the end date if applicable.
- Name the position description. The PD can also be given a descriptive name, for instance: "Interim County Director – 2013."
- Click 'Browse/Choose File' and locate the file on your computer. Files must be in Adobe Acrobat (PDF) format.
- 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 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**

- **Online Review Information page** --ensure rank and step are listed correctly. If you need to change it, contact Kim Ingram @ 530-750-1282 or [kcingram@ucanr.edu](mailto:kcingram@ucanr.edu)
- **Program Review Dossier Checklist** (*as applicable to your academic series*)
  - Table of Contents (optional)
  - Acceleration Statement (if applicable, 1 page maximum)
  - Program Summary Narrative (6 page maximum)
    - Coordination of Academic Programs
    - Professional Competence and Professional Activity
    - University and Public Service
    - Affirmative Action
  - Professional Competence (documenting lists or tables)
  - University and Public Service (documenting lists or tables)
  - Bibliography (if applicable)
  - Summary of Publication Examples (if applicable)
  - Project Summary Table (if applicable)
  - Extension Activities Table (if applicable)
  - AE Goals
  - Publication Examples (if applicable)
  - Position Descriptions
  - Letters of Publication Acceptance (if applicable)

## Appendix D: 2017-18 Schedule: Merits, Promotions and Annual Evaluations

Date	Action	Program
<b>August 14 &amp; 23</b> Chris Greer, AAC PC	Annual Evaluation Training - Zoom August 14 1:30 pm - 3:00 pm August 23 9:00 am -10:30 am	<b>AE</b>
August 17 Kit Alviz	Bibliography Project/Endnote Training Webinar & Retrieval – Zoom, 2:30 – 3:30pm	<b>PR, AE</b>
<b>September 11 &amp; 27</b> Chris Greer, Katherine Webb- Martinez	Impact Writing Workshop Sept. 11 – ANR Davis, San Joaquin Valley Conference Room, 10:00am – 3:30pm Sept 27 – KARE, 10:00am – 3:30pm	<b>PR, AE</b>
<b>September 26 &amp; October 2</b> Chris Greer, Katherine Webb- Martinez	Needs Assessment Training September 26: KARE, 10:00am – 3:00pm October 2: ANR Davis, San Joaquin Valley Conference Room, 10:00am – 3:00pm	<b>AE</b>
October 9 & 10 Chris Greer, AAC PC	PR Training for Merits and Promotions – Zoom October 9 1:00-2:30pm October 10 9:00-10:30am	<b>PR</b>
October 13 Chris Greer	Supervisor Training – Developing performance goals that work for you and ANR —Zoom, 10:00am - 12:00pm	<b>PR, AE</b>
October 17 – 19	UC ANR Programmatic Orientation for Early Career ANR Academics	<b>PR, AE (ALL)</b>
October 25 Chris Greer, AAC PC	PR Training (Promotion to Step VI) Webinar Zoom, 9:00am to 10:30am	<b>PR</b>
<b>September 29</b>	<b>Online system open for PR's and            AE's</b>	
<b>November 2</b> David White	CASA Training Webinar Zoom, 1:00pm – 2:00pm	<b>PR</b>
November 3	DANRIS-X Annual Evaluation Retrieval Available –CD CASA Report Available	<b>PR, AE (ALL)</b>

Date	Action	Program
November 9 Chris Greer, AAC PC	PR Training (Upper Level Merit) Step VII+ Webinar Zoom, 1pm – 2:30pm	PR
November 14	Administrative Orientation for New Employees UC ANR – Davis, 10:00am – 3:00pm	
January 16	Names for Confidential Letters of Evaluation due from candidate. AHR notifies supervisors to seek confidential letters of evaluation by sending the requests out via the online system.	
January TBD Chris Greer	PRC Committee Training Webinar, time TBD	PR
February 1	Deadline to submit PR's & AE's.	PR, AE
February 2	Online system open for Ad Hoc Committee's to review PR's and write reports, PRC access to all cases and for Supervisors to review all action and submit comments.	PR
February 5	Deadline to update ANR Profile bibliography for federal reporting. Bibliography retrievals can be used for PR/AE.	
March 10	Confidential Letters of Evaluation due into online system by requested reviewers.	PR
TBD Kit Alviz	Project Board Training Webinars, Spring 2018 - time and date TBD	
March 21	<b>DEADLINE</b> for immediate supervisor to upload review of PR's, merits (including AE Goals) and all AEs; prepare comments, recommendations; Supervisors are encouraged to meet with all academics <b>before</b> reviews are uploaded.	PR
March 30	Ad Hoc Committee Reports due	PR

Mid June – Late June	<p data-bbox="618 149 1084 212">AVP makes final decisions on all actions</p> <p data-bbox="618 254 1122 348">Academic HR office emails decision letters from AVP to academics and supervisors</p> <p data-bbox="618 390 1068 485">Online system re-opened for all academics once all letters have been sent</p>	<b>ALL</b>
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**PR = Program Review:** Merit, Promotion, Acceleration, and Term Review  
**AE = Annual Evaluation**  
**PRC = Peer Review Committee:** Standing group of Peer(s) appointed by AVP to prepare recommendation(s) regarding salary decision(s)

## Appendix E: Useful Websites

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

ANR Academic HR <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.apa.org>  
(go to Quick Links and choose APA Style)

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 F: Impact Statements

It is strongly suggested that you briefly explain what impacts your program had on your clientele, community, or environment. Your impact statements will be included in your Program Narrative. 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.”

### 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.

## Appendix G: 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.

### **Examples of Themes and Goals Outlines:**

#### **4H Youth Development / CD**

##### Healthy Families and Communities

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

#### **Ag Productivity**

##### 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 for Landscape Management**

- Wildland Urban Interface
- Wildfire Education

#### **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%.

**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.

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.

## **Outline Format**

### **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 wine grapes; 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 wine grapes. 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 wine grape 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 wine grape 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 (VMS2.0) 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](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.

## Appendix H: Timeline/Important Dates for County Directors/REC Directors/Supervisors

Topic	Date Due	Action
Deadline for academics to enter names online in their PR so supervisor may request Confidential Letters of Evaluation	<b>1/16/18</b>	Supervisors send out requests for Letters of Evaluation for academics
PR Dossiers Due (this includes Section C of the AE – Goals)	<b>2/1/2018</b>	Academic upload by 11:59 PM
Confidential Letters	<b>3/10/2018</b>	Deadline for submission by evaluators
Review by supervisor for all actions – Upload into online system	<b>3/21/2018</b>	Supervisor uploads review and meets with academic first