

**UC ANR Academics
Academic Administrator Series
2018-2019 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*



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General Information

If you have questions, please contact:

—Kim Ingram, Academic HR Business Partner
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- Mark Lagrimini, PRC Committee Co-Chair
mlagrimini@ucanr.edu (530) 750-1369

—Chris Greer, PRC Committee Co-Chair
cagreer@ucanr.edu

PR Submission Timeline:

The deadline for uploading your PR is 11:59 PM, February 1, 2019.

There will be no extensions beyond the deadline.

- You will receive an e-mail from Interfolio (the new academic review system) indicating a case has been prepared for you and is ready for you to begin uploading documents for review. You can access Interfolio through your portal in October.
- 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.
- The review cycle for each year is from October 1st to September 30th.
- All academics must submit an Annual Evaluation or a Merit/Promotion unless they have submitted a letter of intent to retire.

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/

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

2018/2019 Changes to the Merit and Promotion Process **

In a joint meeting of the Academic Assembly Council Personnel Committee and the Peer Review Committee (July 20, 2018), changes to the merit and promotion process were discussed and recommended. Subsequently, the following changes made for 2018-2019:

General Changes

For the benefit of those with non-traditional responsibilities and planning to seek a merit or promotion in 2019, the following is advised for those who feel the current E-book guidelines do not fit the expectations of them:

- Provide a statement of responsibilities and effort, as a percent of FTE, that has been devoted to those responsibilities, on average, over the course of the review period
 - Responsibility categories should include: Extension, research, professional competency, service (both university and public), administrative leadership, other (must be defined)
 - Document agreement by your direct supervisor and their supervisor (2 signatures required)
 - Include this statement as an additional, standalone page in your dossier
-
- Utilizing Project Board to populate dossier templates for annual evaluations, merits, and promotions is a highly encouraged practice. For the FFY2017-2018 cycle, dossiers can be exported from Project Board for further editing; however, all details should be entered into Project Board to assist with ANR organizational reporting, Civil Rights Compliance, and advocacy efforts.
 - **Bibliography changes: Please see the Bibliography section for 2018 changes.**
 - Narratives are required to be organized by program themes.
 - For all promotion actions, tables should now cover all years at current rank. Highlight those activities since the last salary action.
 - It is suggested that extension tables (*if required*) be organized by program themes for ease of review.
 - When recording the number of attendees on your Extension Table in Project Board, please note if the attendees are internal to ANR or external to ANR. If internal, you will only be required to enter the total number of participants. If external, you will be required to enter the total number of participants by demographic groups. If there is a mix of internal and external participants, please choose one category that makes the most sense for the situation and your reporting requirements.
 - To avoid confusion on what constitutes University and Public Service and to ensure all academics are fulfilling this criterion for advancement, supervisors should meet with those they supervise and discuss what would be considered appropriate service opportunities.
 - For academics with appointments less than 100%, please provide clarification in your Program Summary Narrative specifying your percent appointment and the responsibilities/expectations in all criteria during the period of review.
 - Clarification has been made on the performance expectations for Full Title Advisors seeking advancement to Above Scale. There must be demonstration of additional merit and distinction beyond the performance on which advancement to Step IX was based. Demonstrate leadership roles and distinctive impacts in activities and service that support ANR, UC, other academic entities, and/or the public.
 - For Full Title Above Scale, except in rare and compelling cases, advancement will not occur after less than 4 years at Step IX.
 - Clarification has been made for the evaluation of County Directors and REC Directors (including Interims). 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. Please refer to the Ebook section: ‘Performance Expectations for ANR Academics with Administrative Responsibilities’ for more information.

- Clarification has been made on how to report mentoring. 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.

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.
- Clarification has been made on where to list workgroup participation. If an academic is a workgroup member, attendee or presenter, list under Professional Competence. If an academic is the workgroup chair or plays some significant role in organizing and/or leading the workgroup then place under University Service.
- It is suggested that extension tables be organized by program themes for ease of review.
- Letters of evaluation are required for all Above Scale actions.
- Peer-reviewed publications included in the Bibliography 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.
- The role of County Director, including Interim, is not considered ‘University Service’. It should be emphasized up front in a separate ‘Administrative’ section of the Program Summary Narrative. Serving intermittently as “Acting Director” is considered University Service but you should document the extent of this activity so that reviewers have a sense of the commitment.
- 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).
- 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. A work plan covering responsibilities and expectations in all criteria should be included.
- Academic administrators, who have research and extension as a component of their position must include a bibliography when submitting their dossier for review.
- 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.

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/
- 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 30th (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 30th will submit all three sections: Narrative, Tables and Goals.
- For academics with less than 1 FTE, include a brief statement in your narrative describing how you will cover the responsibilities and expectations in all advancement criteria for your title.
- When an academic receives a negative AE review from their supervisor, a Work Plan must be implemented. This plan is to be developed between the academic and their supervisor and outlines areas in need of improvement, actions to be taken, and milestones identified to track progress. Work Plans should be included with applicable annual evaluations and academic advancements. Information on Work Plan Guidelines and a template can be found on the Academic HR website at: http://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/Academic_resources/

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 13/24month option, if available, only applies to the academic's first 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 CE Advisors and CE Specialists, if the action is successful and their next term review is also favorable, this would allow them to seek indefinite status up to eleven months earlier than normal. For academic 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.
- 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, a new end date extending the term two or three more years may be approved. 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.

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

- With an acceleration, you are often requesting a specific salary action one or two years earlier than

dictated by normal progression. 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, 2019, however your original term end date is June 30, 2020. 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 still retain the June 30, 2020 term end date.

- Another difference in the acceleration versus the 13/24-month option, is the criteria. Accelerations require exceptional achievement in one criteria, 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 working toward or has achieved a balanced program. 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 co-chaired by Vice Provost of Research and Extension Mark Lagrimini and UC IPM Advisor Chris Greer and the composition of 10 peers:
 - Current committee composition: A. James Downer, Ben Faber, Mark Hoddle, Gemma Miner, Fe Moncloa, Mary Blackburn, Katherine Soule, David Lewis, and Josh Davy. Two or three committee vacancies will be filled by December 2018. PRC reviews ALL cases for ANR Academic; 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:
 - Assistant to Associate
 - Associate to Full Title
 - Full Title V to Full Title VI
 - 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
 - Merit to “Research” Step VI and 1st above scale (overall career reviews)
 - Merit to “Project” Step VI and 1st above scale (overall career reviews)
 - Merit to “Specialist” 1st 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 four required Criteria for CE Advisors and CE Specialists include: 1) Extending Knowledge and Information; 2) Applied Research and Creative Activity; 3) Professional Competence and Professional Activity; and 4) University and Public Service. (Affirmative Action is a required element but is not considered one of the four academic criteria). Please refer to the appropriate section of the Academic Policy Manual for specific academic criteria required for other title series.
- 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 – only 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)
- County Directors and Interim County Directors not writing up their Administrative accomplishments.
- In Project Summary Table – ‘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 ‘Methods,’ ‘Outcomes’ and ‘Impacts’ for each theme in your narrative section. If preferred, you can create program/project sub-headings. Try to articulate the particular method to which an outcome/impact relates, otherwise it can be confusing for reviewers to match up outcomes/impacts with methods.
- Do not list individual presentations you attended at a disciplinary society/professional association conference, but Do 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.

Program Review Process for Academic Administrators*:

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

* Academic Administrators 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. The best and most efficient way of doing this is to enter activities on a regular ongoing basis in Project Board and to enter publications on a regular ongoing basis in the ANR Online Bibliography. If not entering information on a regular basis, you will need to develop a system of keeping track of these activities for later entry. 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 Project Board. 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.
 - Set up your tables (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, Mark Lagrimini at mlagrimini@ucanr.edu or Chris Greer at cagreer@ucanr.edu directly with any questions or concerns.

Term Appointments

Term Appointment:

A term appointment is an appointment for a specific period which ends on a specified date. Academic Coordinators, Academic Administrators, Project Scientists, Professional Researchers and Specialists (not CE) have term appointments with end dates specified and are not eligible for indefinite status. CE Specialists and CE Advisors shall typically complete three two-year term appointments before being eligible for appointment to 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 Administrator or 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 Administrators seeking advancement.

MERIT PROGRAM REVIEWS		
WITHIN RANK	REVIEW PERIOD	NEEDED
Academic Administrator	Period since last successful salary action	<ul style="list-style-type: none"> • position description(s) for period covered • 6-page maximum narrative which documents performance in 3 academic criteria and Affirmative Action as well as research and extension if included in position description • professional competence table since last successful salary action • university and public service table since last successful salary action • AE Goals • Bibliography (if research and extension required per position description) • letters of evaluation required every 6 years. • project summary table since last successful salary action (if research and extension required per position description) • extension activities since last successful salary action (if research and extension required per position description)

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 full period. Please consult with the Vice Provost of Research & Extension 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 Administrators
 - 1) *Administrative Performance*
 - 2) *Professional Competence and Professional Activity*
 - 3) *University and Public Service*
 - 4) *Extending Knowledge and Information (If included in position description)*
 - 5) *Applied Research and Creative Activity (If included in position description)*

An acceleration can occur with a merit. 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 or promotion the previous year (in term process)
- Period of review (same for AE) – October 1, 2017 – September 30, 2018
- Action will be effective July 1, 2019
- 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 - Merit

TYPE OF ACTION	REVIEW PERIOD	NEEDED
Accelerated Merit – Academic Administrator	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"> • 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 • bibliography (if research & extension are required in position description) • 3 publication samples (if research & extension are required in position description) • Summary of the 3 publication samples (if required) • letters of evaluation – Minimum of 3, Maximum of 6

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 or 10 page maximum depending on requested last salary action)
- IV. Professional Competence: documenting lists and tables (if applicable)
- V. University and Public Service: documenting lists or tables (if applicable)
- VI. Bibliography (if applicable)
- VII. Summary of Publication Examples (if applicable)
- VIII. Project Summary Table (if applicable)
- IX. Extension Activities Table (if applicable)
- X. Goals
- XI. Publication Examples (if applicable)
- XII. Letters of Publication Acceptance (if applicable)
- XIII. Position Descriptions
- XIV. Sabbatical Leave Plan and/or Report (if applicable)
- XV. Work Plan (if applicable)
- XVI. Statement of Special Circumstances for those with a Non-traditional Appointment (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 remaining 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). Please note if your appointment is less than 1 FTE.

Administrative Experience

- For Academic Administrators without a research and extension assignment, this criteria will often make up the bulk of the program summary narrative. Highlight your major administrative accomplishments and notable achievements since your last salary action and provide evidence of outcomes and/or impacts related to your administrative efforts since your last salary action. Organize your administrative accomplishments by themes where possible (examples in Appendix G), and consider including components similar to what is listed in the following Extending Knowledge and Information and/or Applied Research and Creative Activity section when describing activities under each theme. It is helpful to document 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.
- University and Public Service activities should NOT be listed in Professional Competence.
- Note that the role of County Director or Interim Director is not considered ‘University Service’. It must be emphasized in the narrative in a separate ‘Administrative’ section.
- ‘Public Service’ must be related to your professional expertise or position.
- Workgroup or program teamwork may be categorized as either Professional Competence OR University and Public Service, but do not list in both.
- 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.

Extending Knowledge and Information and/or Applied Research and Creative Activity (if required)

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.

Organizing your narrative description by program themes is required (examples in Appendix G), and consider including the following components when describing activities under each theme.

- *Clientele*: People or groups of people that a program aims to serve identified through needs assessment efforts.
- *Goals*: The purpose toward which an effort is directed. You may describe how your needs assessment informed your goals here
- *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.
- *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/Impacts*:
 - *Change in learning (knowledge, attitude, or skills)*
 - *Change in action (behavior or practice)*
 - *Change in policy or decision-making (science-based information applied to decision-making or results from policy engagement)*
 - *Change in condition (social/health, economic, environmental, or physical)*
- See Appendix F.

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.

Conclusion (optional)

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

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.

a. Professional Development and Training

Use this table for training activities. For example:

- **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:

- 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)
 - Workgroup memberships
 - 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:** 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.

- 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 related to your appointment or expertise (which years)
 - Workgroup chair, treasurer, secretary, etc.
 - Leadership in strategic initiative activities and program teams
 - Mentoring of other ANR or UC academics and/or staff (provide activity details and benefits)

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

b. Public Service (benefit groups or efforts outside the University): Public service should involve activities and events in which the CE advisor 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. Public service that benefits the community outside of the academic program area should NOT be included (coaching Little League, serving as an usher at a performance center, etc.)

- Organize and list in subsections of local, county, statewide, if applicable. **Highlight your leadership efforts.**
- Public Service should be related to your professional expertise or position
- Examples you might include in this section:
 - Serving on external boards, commissions or councils
 - Contributing to development, implementation or evaluation of community events
 - Leadership of non-University collaborative groups, councils
 - Mentoring activity for non-UC individuals (provide activity details and benefits)

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

VI. Bibliography (if required)

- 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 **NEW**

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.

- A - Popular press articles. Definition: Articles targeted to clientele and/or layperson.

Examples include: Newsletter articles, newspaper articles, UC Delivers, trade journals, magazines, web-based articles and extensive/substantial blog post similar in complexity to a newsletter article, non-peer reviewed curricula for primary clientele, etc.

- B - Peer-reviewed scholarly journal publications. Definition: For the purposes of your PR, "peer reviewed" is defined as documents that are reviewed anonymously (aka "blind review") by subject matter experts or scientific panel with the possibility of being rejected. Peer reviewed scholarly journal articles included must be those published in searchable, peer reviewed journals, which are a type of periodical that contains articles written by researchers and experts in a specific discipline aimed at other researchers in a particular field.

Examples include: Professional society journals, California Agriculture research articles, Journal of Extension Feature or Research in Brief articles.

- C - Other peer-reviewed publications. Definition: A peer-review involves a blind review of your work and a refereed editorial process (with possibility of rejection) leading to publication.

Examples include: UC ANR Publications, UC Integrated Pest Management Publications, UC IPM Pest Management Guidelines, peer review curricula, books and monograph chapters

- D - Technical reports and other non-reviewed articles. Definition: Articles targeted to funding agencies, commodity groups, academics, etc. (i.e., not the layperson).

Examples: Reports to funding agencies or commodity groups; article in conference proceedings, workshop/training materials, California Agriculture news and opinion articles, non-peer review curricula for a technical audience.

- E - Published abstracts. Definition: Abstracts published in a journal or conference proceedings. They must be published in order to include in your bibliography. They are limited in terms of the number of words and do not normally include footnotes or a bibliography.
 - *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.

- *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.

What does NOT belong in your bibliography

Posters do not belong in a bibliography: If a poster is presented at a clientele meeting, then it would be appropriate to list it under ‘other extension activities’. If a poster is presented at a professional society meeting and not for clientele, it is appropriate to list it under ‘professional competence’.

PowerPoint slide presentations do not belong in a bibliography. The presentation would be listed under extension presentations. If presented at a professional society meeting and not clientele, it should be listed under ‘professional competence’.

VII. Summary of Publication Examples (one page maximum) (if applicable)

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 (if required, 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 (if required, 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 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.
- 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.
- 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 Internal or External

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 Internal or External

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. Goals: October 1, 2018- September 30, 2019

(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...
Specific	Describe a particular desired accomplishment	Is the goal specific? Does it state specific actions and results to be accomplished?
Measurable	Produce quantifiable benefits	Can performance be measured in terms of quality, quantity, cost, etc.?

Achievable and realistic	Are possible to accomplish	Can the objective be achieved given other priorities and existing resources?
Relevant	Serve a higher purpose	Is it aligned with other objectives?
Time-Bounded	Have a time target for completion	Have you specified a completion date?

XI. Publication Examples (if applicable)

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 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.

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 Mark Bell, Vice Provost of Statewide Programs and Initiatives and/or

Wendy Powers, Associate Vice President and could also include additional signatures by Statewide Program Directors. 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. Sabbatical Leave Plan/Report (if applicable)

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

XV. Work Plan (if applicable)

- Recommended for all academics with less than 1 FTE. Used to describe % time and how the academic will meet the advancement criteria of their title.
- When an academic receive a negative AE review from their supervisor, a Work Plan must be implemented. This plan is to be developed between the academic and their supervisor and outlines areas in need of improvement, actions to be taken, and milestones identified to track progress. Work Plans should be included with applicable annual evaluations and academic advancements.
- Information on Work Plan Guidelines and a template can be found on the Academic HR website at: http://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/Academic_resources/

XVI. Statement of Special Circumstance (if applicable)

For the benefit of those with non-traditional responsibilities and planning to seek a merit or promotion in 2019, the following is advised for those who feel the current E-book guidelines do not fit the expectations of them:

- Provide a statement of responsibilities and effort, as a percent of FTE, that has been devoted to those responsibilities, on average, over the course of the review period
- Responsibility categories should include: Extension, research, professional competency, service (both university and public), administrative leadership, other (must be defined) as appropriate per the specific position title and assignment
- Document agreement by your direct supervisor and their supervisor (2 signatures required)

Include this statement as an additional, standalone page in your dossier

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 Administrators

APM 370

The Academic Administrator series is used principally in organized activities, other than organized research units, for programs that provide service to academic departments or the 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. Appointment to the Academic Administrator series may be at any one of seven titles, i.e., Academic Administrator I through VII.

- 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.
- 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.
- Neither tenure nor security of employment is acquired by appointment to this series.
- Appointees to this series are not eligible for sabbatical leave, nor shall they accrue sabbatical leave credit through this appointment.
- Academic Administrators are eligible for a merit review every two years. 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.
- A performance review, in the absence of a merit review, shall take place at least every four years.
- Although the function of an Academic Administrator may include the overseeing of a program involving research, responsibility for engaging in research, while desirable, is not implied by appointment to this series. However, if research and extension is a component of the Academic Administrator's position, then a bibliography and PR components related to research and extension are required when submitting a dossier for review.

Salary scale for Academic Administrators: <https://ucanr.edu/sites/anrstaff/files/285844.pdf>

Academic Criteria

The criteria for assessing performance is based on:

- Administrative Experience
- Professional Competence and Activity
- University and Public Service
- Research and Extension (if applicable)
- 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.

Professional Competence: All UC ANR CE academic administrators are required to demonstrate professional competence in their administrative and/or programmatic areas. Professional competence 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 administrative and/or programmatic area, such as presenting at conferences or workshops, holding offices in professional societies, invited presentations, or reviewing/editing publications.

University and Public Service: All UC ANR academic administrators are required to actively serve the University, as well as the public. University service may occur at the division, state, regional, national, or international level. Examples of potential University service activities include serving on division or university committees, serving on Western Region or National Cooperative Extension committees, or advocacy efforts. Public service involves activities and events in which the incumbent 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.

Appendices

- A. Instructions for Uploading your Program Review
- B. Checklist for the Completed Program Review Dossier
- C. 2018-19 Schedule: Merits, Promotions and Annual Evaluations
- D. Useful Websites
- E. Impact Statements
- F. Using Thematic PR Format
- G. Timeline/Important Dates for County Directors/ REC Directors/Supervisors
- H. Project Board
- I. Clarification Civil Rights Compliance in Extension Activities
- J. Associate Vice President Communique: Committee to Review Merit & Promotion Process
- K. Letters of Evaluation Information

Appendix A: Instructions for Uploading your Program Review

1. You will be notified that your case is ready via an email from Interfolio.
2. Following Interfolio's instructions, when you select "View Case" in this email you will be prompted to create a password that generates the Interfolio account you will use to collect and submit materials for your packet. Enter a password and accept the Terms of Service and click to activate your account
If you already have an Interfolio account, the "View Case" button will take you to your account dashboard.
3. Click the link to "Your Packets" from the institutional page's navigation bar, or use the link on your homepage in the To-Do's. Select the relevant packet. You will see an "Overview" page listing the required materials and forms you will need to add to your packet.

*You can view past packets in the section below the Active Packets

4. Click "Instructions" in the upper right corner of the page to view any instructions provided by your institution for assembling your packet.
5. Your packet will be divided into sections, each with a list of materials you will need to upload in order to complete each section. If a due date has been set, you will also see the due date for each section. Each section of the packet can be submitted once all requirements for the section have been met.

*Note that individual packet sections can have unique due dates.

6. Click "Work on Packet" This will open a page where you can upload pdf files to satisfy packet requirements.
7. Click "Add File" to upload materials to your packet. When uploading files, make sure you give the materials in your packet a meaningful title because reviewers will see the titles you provide as bookmarks to the left of the page when reviewing your documents. By default, the name that will appear to reviewers is the name of the file as you upload it, but you can also edit the title of a file after adding it to your packet.

You can upload multiple files at one time. You can also add files from packets you have previously submitted through Interfolio.

8. When a requirement is satisfied it appears with a green check mark. Likewise, completed sections are marked "Complete."
9. If you need to edit or replace a document, click the edit pencil. You can edit the title of the file, or click "Replace" to choose a new file to replace it.
10. Click "Preview Packet" when you are ready to submit completed sections. Select which sections of your packet you want to submit. Only sections with completed requirements will appear in the list.
11. Click "Submit Packet" when you are ready

Viewing and uploading additional files

Depending on your advancement action and requirements, there may be files for you to review. Interfolio will allow you to respond to the shared files in writing, and will set a date when the response is due.

1. You will get an email prompting you to log in and view/respond to the shared files.
2. Once logged in, and within the relevant case, click the "Committee Files" link. You will see a list of files shared with you. Click the title of the file, or "View" to open the file.
3. If you are allowed to respond to the content of the file, you will see a link labeled "Respond," and a due date for when your response is due. Click "Respond" and upload a file with your response. Click "Send"

Please Note: This is a hard deadline, and you cannot respond to the shared files after the due date. You can review, or change the files you have in the system at any time prior to the system being closed **(Feb 01, 2019 at 11:59 p.m.)**.

Appendix B: 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
- **Program Review Dossier Checklist** (*as applicable to your academic series*)
 - Table of Contents (optional)
 - Acceleration Statement (if applicable, 1 page maximum)
 - Program Summary Narrative (6-10 page maximum depending on requested last salary action)
 - Performance in Extending Knowledge and Information
 - Applied Research and Creative Activity (CE Advisor & CE Specialist)
 - 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)
 - Goals
 - Publication Examples (if applicable)
 - Letters of Publication Acceptance (if applicable)
 - Position Descriptions
 - Sabbatical Leave Plan and/or Report (if applicable)
 - Work Plan (if applicable)
 - Statement of Special Circumstance (if applicable)

Appendix C: 2018-19 Schedule: Merits, Promotions and Annual Evaluations

Date	Action	Program
August 13 & 14 Chris Greer, AAC PC	Annual Evaluation Training - Zoom August 13 1:30 pm - 3:00 pm August 14 9:00 am -10:30 am	AE
September 7 & 14 Chris Greer, Katherine Webb- Martinez	Needs Assessment Training Sept 7 : ANR Davis, San Joaquin Valley Conference Room, 10:00am – 3:00pm Sept 14: Kearney Ag Research & Extension Center, 10:00am – 3:00pm	AE, PR
October 8 & 9 Chris Greer, AAC PC	PR Training for Merits and Promotions – Zoom October 8 1:00-2:30pm October 9 9:00-10:30am	PR
October 15 Chris Greer, Katherine Webb- Martinez	Measuring Outcomes Training UCCE San Diego, 10:00am – 3:00pm	PR
October 16 Chris Greer, Katherine Webb- Martinez	Impact Writing Workshop UCCE San Diego, 10:00am – 3:00pm	PR
October 17 Chris Greer	Supervisor Training: Developing Performance Goals — Zoom, 9:00am - 11:00pm	PR, AE
October 25 Chris Greer, Katherine Webb- Martinez	Measuring Outcomes Training ANR Davis, San Joaquin Valley Conference Room, 10:00am – 3:00 pm	PR
October 26 Chris Greer, Katherine Webb- Martinez	Impact Writing Workshop ANR Davis, San Joaquin Valley Conference Room, 10:00am – 3:00pm	PR
October TBD	UC ANR Programmatic Orientation for Early Career ANR Academics	PR, AE (ALL)
October 29 Chris Greer, AAC PC	PR Training (Promotion to Step VI) Webinar Zoom, 9:00am to 10:30am	PR
November 5 Chris Greer, AAC PC	PR Training (Upper Level Merit) Step VII+ Webinar Zoom, 1:00pm – 2:30pm	PR

Date	Action	Program
<p>November 7 David White</p>	<p>Civil Rights Compliance/CASA Training Webinar Zoom, 1:00pm – 2:00pm</p>	<p>PR</p>
<p>November 14</p>	<p>Administrative Orientation for New Employees UC ANR – Davis, 10:00am – 3:00pm</p>	
<p>November 8 Kit Alviz</p>	<p>Bibliography Project/Endnote Training Webinar & Retrieval – Zoom, 2:00pm – 3:30pm</p>	<p>PR, AE</p>
<p>December 14</p>	<p>Deadline to update ANR Profile bibliography for federal reporting. Bibliography retrievals can be used for PR/AE.</p>	
<p>January 18</p>	<p>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.</p>	<p>PR</p>
<p>January 21 Chris Greer</p>	<p>PRC Committee Training Webinar, time TBD</p>	<p>PR</p>
<p>February 1</p>	<p>Deadline to submit PR's & AE's, Civil Rights Compliance, and annual ANR Organizational reporting</p>	<p>PR, AE</p>
<p>February 2</p>	<p>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.</p>	<p>PR</p>
<p>March 8</p>	<p>Confidential Letters of Evaluation due into online system by requested reviewers.</p>	<p>PR</p>
<p>March 22</p>	<p>DEADLINE 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 before reviews are uploaded.</p>	<p>PR, AE</p>

March 31

Ad Hoc Committee Reports due

PR

Mid June – Late June

AVP makes final decisions on all actions

ALL

Academic HR office emails decision letters from AVP to academics and supervisors

Online system re-opened after results letters have been sent, for all academics who submitted an Annual Evaluation, Merit or Promotion.

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 D: 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.

Program Planning and Evaluation

https://ucanr.edu/sites/anrstaff/Divisionwide_Planning/Program_Planning_and_Evaluation/

- Provides analytical expertise and support for division-wide program planning activities
- Leads division-wide program accountability and reporting activities
- Serves as a liaison to UC ANR’s federal partners
- Project Board assistance

Appendix E: 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 F: 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 fieldwork.

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.

Appendix G: 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	1/18/19	Supervisors send out requests for Letters of Evaluation for academics
PR Dossiers Due (this includes Goals)	2/1/2019	Academic upload by 11:59 PM
Confidential Letters	3/8/2019	Deadline for submission by evaluators
Review by supervisor for all actions – Upload into online system	3/22/2019	Supervisor uploads review and meets with academic first

Appendix H: Project Board

Project Board is a new system that aims to reduce duplicative data entry efforts and make data accessible for multiple purposes. It replaces DANRIS-X, CASA, and Academic Online Program Review and is designed to manage information for the following purposes:

- Academic Merit and Promotion – data fields are designed to capture information that is reported in academic advancement packages and are informed by the E-Book. Dossiers are easily downloaded as a word document, including formatted tables, and are editable.
- Accountability – includes information for federal reporting, UC accountability & budget reports, county reports to BOS, and ad hoc reports.
- Advocacy Efforts – Information is used for talking points and marketing materials for ANR leaders when talking to legislators, partners, and others. The “What’s happening in Cooperative Extension” reporting tool will allow all users to search and find projects and people.

Civil Rights Compliance reporting is integrated with Extension Activity reporting.

Project Board contact information:

- <http://ucanr.edu/sites/ProjectBoardHelp/>
- General Project Board and Program Planning and Evaluation questions: Kit Alviz (kit.alviz@ucop.edu) or Chris Hanson (christopher.hanson@ucop.edu)
- Annual Evaluation, Merit, or Promotion Dossier/Academic Human Resource questions: Kim Ingram (kcingram@ucanr.edu)
- Civil Rights Compliance/Affirmative Action questions: David White (dewhite@ucanr.edu)

Appendix I: Clarification Civil Rights Compliance in Extension Activities

Who is required to document Civil Rights Compliance in Extension Activities?

- CE Advisors
- CE Specialists with ANR merit and promotion processes (not campus)
- Other academic titles who may extend knowledge and information directly to the public

The questions below may help other academic titles determine if they are required to document Civil Rights Compliance in your Extension Activities. Please refer to your position description and discuss with your supervisor. David White (dewhite@ucanr.edu), UC ANR Principal Affirmative Action Analyst, is available to assist in determining if you are required to document Civil Rights Compliance.

- If you answer yes to all questions, you are likely required to document Civil Rights Compliance.
- If you answer no to one or more of the questions, you may not be required to document Civil Rights Compliance. Consider listing your activities under University Service, Public Service, or Professional Competence, rather than Extension Activities, in your dossier.

Questions:

- 1) Do you have a regular clientele base that includes audiences external to ANR?
- 2) Do you conduct educational activities with identified clientele?
- 3) Are you responsible for recruiting participants or building relationships with potential clientele external to ANR who would benefit from your educational program?

Project Board information:

When recording the number of attendees in your Extension Activities in Project Board, please note if the attendees are internal to ANR (i.e., ANR staff/academics, clientele reported in another internal reporting system) or external to ANR. If internal, you will only be required to enter the total number of participants. If external, you will be required to enter the total number of participants by demographic groups. If there is a mix of internal and external participants, please choose one category that makes the most sense for the situation and your reporting requirements.

New to Civil Rights Compliance documentation?

Initial steps including defining your clientele group and providing demographic baseline numbers in Project Board. Please see the following resources:

- 1) Civil Rights Compliance and Outreach (why ANR collects this data, how to collect the data): PowerPoint available at <http://ucanr.edu/sites/anrstaff/files/272999.pdf>
- 2) An Affirmative Action, Civil Rights and Equal Opportunity Orientation Guide. UC ANR Orientation Guide. Appendix J of New Academic Orientation. Available at <https://ucanr.edu/sites/ProjectBoardHelp/files/291392.pdf>
- 3) Project Board – Civil Rights Compliance Instructions: http://ucanr.edu/sites/ProjectBoardHelp/Policies_and_Procedures/#civilrightscompliance

Appendix J: Associate Vice President Communique

IMPORTANT INFORMATION FOR THOSE SEEKING MERIT OR PROMOTION THROUGH UC ANR PROCESS

California and the needs of its peoples evolves over time. So, too, do the roles and responsibilities of the UC ANR academic, in order to meet the needs of changing California. Recognition that today's UC ANR academic may have different functions than they have in the past and that there is greater variation within an academic title than in days past it is essential to the success of our academics and UC ANR, as a whole.

The current [E-books](#) provide general guidelines for success within each academic title and, where applicable, each rank. The guidelines are intended to reflect flexibility, accounting for differences between programs. These guidelines continue to be appropriate and applicable to a large number of UC ANR academics, particularly those in more 'traditional' roles.

As times change and UC ANR changes with those times, there is need for additional flexibility that is not readily available in the current E-books. Examples where greater flexibility is needed include, but are not limited to:

- Administrative leadership of program staff, as is the case for CE Advisors in some program areas;
- Administrative leadership as a significant responsibility of the candidate, such as County Director, REC director, Statewide Program or Institute director, Strategic Initiative Leader;
- Administrative leadership that is the majority responsibility of the candidate, such as Vice Provost or combination of roles outlined, above;
- A multi-year detail assignment with no expectation of, nor time for, research during the detail period;
- Grant-funded academics with no UC ANR-funded salary component to support university or public service involvement

As we seek to increase our academic footprint in creative ways, the prevalence of these situations, and perhaps other situations yet to be identified, will increase. As a result, I have asked Mark Lagrimini to work with the Academic Assembly Council Personnel Committee and the 2017-18 Peer Review Committee to provide a recommendation to me regarding E-book changes that will provide the needed change in flexibility. Mark will convene a committee who will seek broad consultation and feedback from UC ANR academics. A recommendation for changes will be provided to me no later than April 1, 2019 for implementation in the 2019-2020 review cycle that begins October 1, 2019.

The goal of this action is to minimize change for those that the current guidelines work well while simultaneously recognizing the valued efforts of those who have responsibilities and contributions that are less traditional.

For the benefit of those with non-traditional responsibilities and planning to seek a merit or promotion in 2019, the following is advised for those who feel the current E-book guidelines do not fit the expectations of them:

- Provide a statement of responsibilities and effort, as a percent of FTE, that has been devoted to those responsibilities, on average, over the course of the review period
- Responsibility categories should include: Extension, research, professional competency, service (both university and public), administrative leadership, other (must be defined)
- Document agreement by your direct supervisor and their supervisor (2 signatures required)
- Include this statement as an additional, standalone page in your dossier

Appendix K: Letters of Evaluation Information

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), to 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.