

**Guidelines for Preparing the
Thematic Program Review Dossier
for UC ANR Academics
For the period ending September 30, 2020**

**The deadline for uploading your program review dossier is
11:59 PM, February 1, 2021.
There will be no extensions beyond the deadline.**

Compiled and Edited by
Academic Human Resources Office in collaboration with
Academic Assembly Personnel Committee and peer review committee

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UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

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Introduction

University of California, Agriculture and Natural Resource (UC ANR) academics may seek advancement by submitting a program review dossier as outlined in the [UC Academic Personnel Policy Manual](#) and the [ANR Policy and Procedures Manual Section 300: Academic Personnel](#). These guidelines are applicable to academics subject to UC ANR-based policies and procedures, and not to academics assigned to a UC campus that are subject to campus academic personnel policies and procedures. The program review process is intended to:

- Evaluate the performance of UC ANR academics for advancement.
- Document activity, achievement, outcomes, impacts, and condition changes.
- Provide a record of the academic’s professional career in UC ANR.
- Assist academics with developing goals and program planning

This document, Guidelines for Preparing the Thematic Program Review Dossier (referred to as the “eBook”) is developed jointly by the Academic Human Resources Office, Academic Assembly Personnel Committee, and with input from the peer review committee. *Guidelines for Preparing the Thematic Program Review Dossier*, and the ANR advancement process, pertain to the following academic title series: (a) Professional Researcher, (b) Project Scientist, (c) Specialist (non-Cooperative Extension), (d) Specialist in Cooperative Extension, (e) Cooperative Extension Advisor, (f) Academic Administrator, and (g) Academic Coordinator.

Modifications to the 2021 Guidelines for Preparing the Thematic Program Review Dossier

- Layout changes to meet digital document accessibility standards.

Section 1: Program Review Dossier Preparation and Review Process

- An administrative advancement review process was created for academics with 100% administrative assignment; see applicable text in sections 1 and 2.
- The process to solicit letters of evaluation has changed. The academic will provide names to the Vice Provosts. The Vice Provosts will consider additional evaluators and submit the final list of evaluators to Academic Human Resources to enter into Interfolio.
- Clarification that CE Advisors and Specialists in CE seeking advancement from full title V to VI or IX to above scale undergo a career review using the promotion process.
- Career equity reviews are referred to an ad hoc review committee and are not reviewed by the peer review committee.
- Ad hoc review committee and peer review committee member recommendations will be documented and made visible to the candidate.

Section 2: Actions Outside the Normal Progression

- Clarification added to the process for seeking an acceleration; no significant changes were implemented.
- Information included on the automatic 1-year extension due to COVID-19.
- Clarification provided regarding indefinite status.
- Clarification provided for academics with administrative appointments and academics with restrictions on advancement criteria (e.g. grant-funded or reduced time).

Section 3: Elements of the Program Review Dossier

- Page limits changed; merit actions are a maximum of 6 pages and promotion actions a maximum of 10 pages.

Section 4: Advancement Criteria

- Text added to clarify and define “balance” and “trajectory.”
- The tables for Academic Coordinator and Academic Administrator were modified.

SECTION 1: Program Review Dossier Preparation and Review Process

All academics must submit an annual evaluation or a program review dossier unless the academic (a) is on sick leave and/or family medical leave; (b) is on sabbatical leave; or (c) has submitted an intent to retire letter effective July 1, 2021 or earlier. The review cycle for each year is from October 1 to September 30. The program review dossier is evaluated by the supervisor(s), colleagues and clientele (if applicable), ad hoc review committee (if applicable), and the peer review committee, with a decision made by the Associate Vice President. The academic's performance and achievements are assessed within applicable advancement criteria for the respective rank and step and position description.

Types of Academic Advancement

There are four types of academic advancements: merit, promotion, acceleration, or correcting an inequity. The criteria for the first three types of advancements are pre-established performance standards outlined in the [University of California Academic Personnel Manual](#). A promotion or merit increase is not automatic after the normally stated number of years of service at each step.

Merit. Merit is an advancement from one step to the next step. Dossiers highlight academic accomplishments since the last successful salary action. Merits are sought by: Academic Coordinators, Academic Administrators, Professional Researcher, Project Scientist, Specialist, Specialist in Cooperative Extension, Cooperative Extension Advisor seeking a step advancement within the ranks of assistant, associate, and advancement between steps full title I-V, to VII, VIII, IX. (Advancement to full title VI and above scale are follow promotion guidelines).

Promotion. Promotion is a career milestone advancement from one rank to the next rank, or from full title V to VI. Dossiers highlight academic accomplishments for all years in current rank. Promotions may be sought by Professional Researcher, Project Scientist, Specialist (non-Cooperative Extension), Specialist in Cooperative Extension, Cooperative Extension Advisor seeking advancement to the next rank (e.g., assistant to associate or associate to full title). The promotion process is also used for *career reviews* of Specialists in Cooperative Extension and Cooperative Extension Advisors seeking advancement full title V to VI or IX to above scale (does not apply to Professional Researcher and Project Scientists). Candidates seeking advancement to full title VI include information covering full title I to V; candidates seeking advancement to full title above scale include information covering full title VI to IX.

Acceleration. Accelerated advancement is a form of progression that recognizes academics who perform at an exceptional level during the review period. An acceleration is a request by the academic (all title series are eligible) to advance when evidence of achievement and/or impact is sufficient to request an interruption to the normal merit cycle. Accelerations are either a merit or promotion action. Accelerations may be off-cycle (i.e., advancing before the normal cycle) or on-cycle (i.e., requesting to advance multiple steps). Accelerations must clearly document exceptional achievement in at least one of the academic criteria (the driver) with greater than normal productivity in all advancement criteria applicable to rank and step.

Career Equity Review. This review encompasses an academic's overall record from initial appointment onward to ensure that rank and/or step is commensurate with the academic's career achievements in the criteria associated with the respective academic title series. The career equity review is a mechanism to correct a substantial inequity with respect to rank and step; it is not a salary appeals process. Academic advancement may follow an action taken to correct an inequity. Career equity reviews are referred to an ad hoc review committee and are not reviewed by the peer review committee. Please contact Academic Human Resources or review the [ANR Career Equity Review \(CER\) Process](#) for more information.

Other Advancement Actions and Reviews

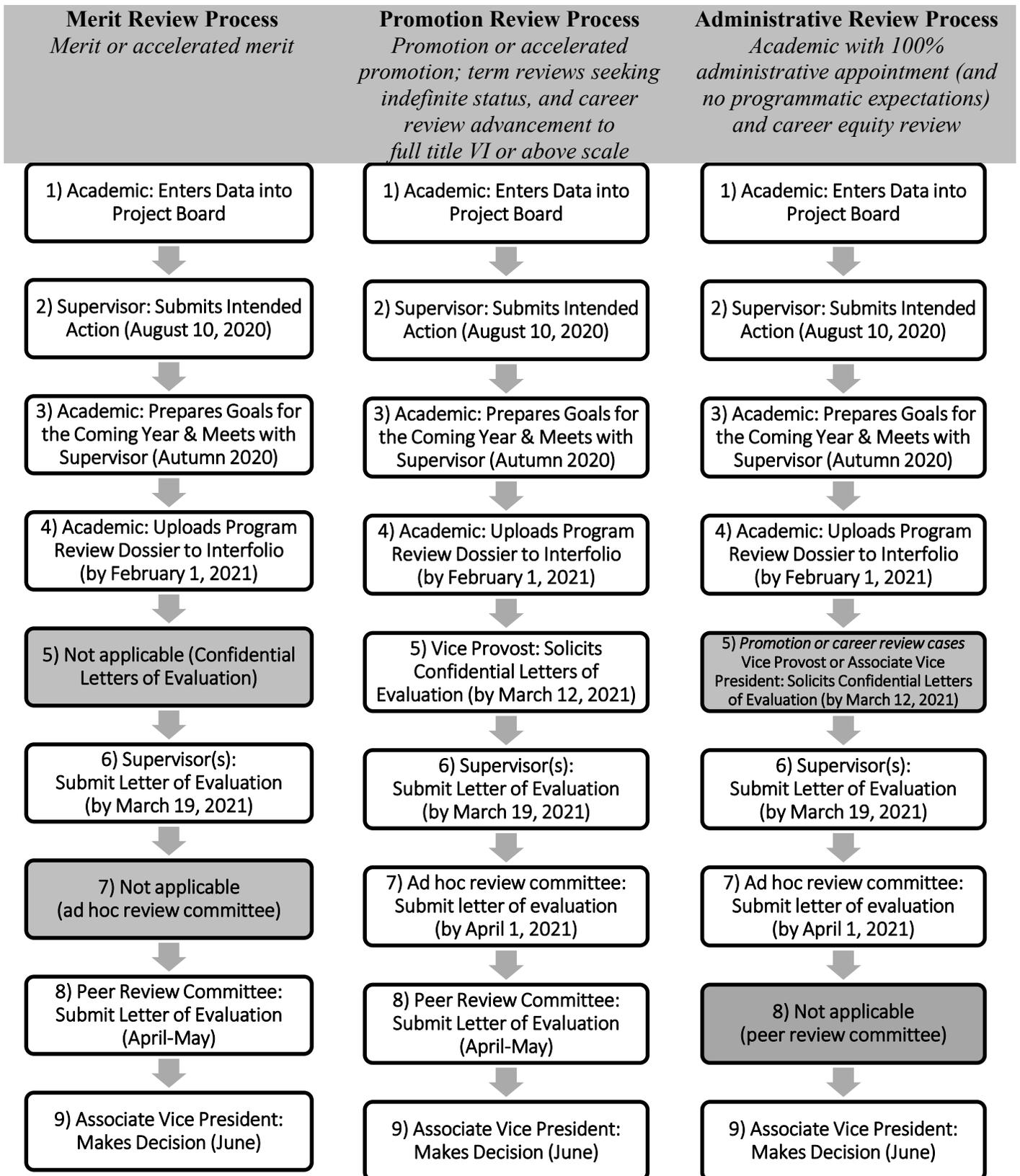
Term Review for Definite Term Appointments. Academics with definite term appointments are required to prepare a merit or promotion dossier when seeking to be re-appointed. Both options may involve a merit or promotion advancement action concurrent with a term review. A successful advancement action results in a new term end date; a negative advancement action carries the possibility of non-reappointment.

First Term Academics (13/24 month option). First term academics may submit a merit or promotion advancement under the 13/24 month option to advance to a second term; see guidelines in section two. First-term academics may not submit an acceleration request for their first action. First-term academics may submit either a merit or promotion action; however, seeking a promotion with less than 24 full months in a review period is challenging).

Administrative review. Academic with 100% administrative assignment and no academic (programmatic) responsibilities, as documented and approved in the position description, are eligible for an administrative review process. The primary distinction is that these cases are only reviewed by an ad hoc review committee and not evaluated by the peer review committee. Examples of positions include Vice Provosts, some Academic Administrators, and other academics who have an 100% administrative appointment with no academic (research or extension) responsibilities. Confidential letters of evaluation only required for promotion, accelerated promotion, or career review cases.

Review Processes

The review process for program review dossiers involves multiple stages of preparation and evaluation. See the three (3) figures on the next page. Refer to the [Academic Human Resources website](#) for a complete list of dates, deadlines, and training.



Step 1: Academic Enter Data into ANR Project Board

Project Board (<https://projectboard.ucanr.edu/>) is UC ANR's online system that integrates academic program review, [civil rights compliance](#), and organizational reporting requirements. Project Board reduces duplicative reporting efforts and provides searching and querying features that facilitate collaboration. All academics must input data into Project Board by February 1, 2021. Academics should be entering data continuously throughout the year. Data may be subsequently downloaded into a Microsoft Excel or Word document and used to assemble the program review dossier. Project Board replaced DANRIS-X, CASA, and Academic Online Program Review. Civil Rights Compliance is integrated with Extension Activity reporting in Project Board. Refer to "[Project Board – Civil Rights Compliance Instructions](#)".

Step 2: Primary Supervisor Submit Intended Actions by August 10, 2020

Primary supervisor confirms with the academics they supervise the intended actions (e.g., advancement type, annual evaluation, or intent to retire) and submit to Academic Human Resources. There are no restrictions on submitting a program review dossier in the 2021 review cycle if an academic has received a negative review in the previous cycle.

Step 3: Academic Prepare their Goals for the Coming Year and Submit to Supervisor.

Academic and Supervisor Meet to Discuss Goals. No firm date; recommended September 2020.

Step 4: Academics Submit their Program Review Dossier by February 1, 2021

Academics prepare a program review dossier within the guidelines provided in section three of this manual. To submit the dossier, academics upload digital files to Interfolio. ANR uses a third-party product interfolio.com to drive the review process. Access to interfolio.com is provided by the ANR Portal's Single Sign-on feature. Academics receive an e-mail from Interfolio indicating a case has been prepared and is ready for them to begin uploading documents. Academics may upload documents into Interfolio and make revisions by uploading a different document until February 1, 2021. Refer to Appendix A for instructions on uploading files to Interfolio. Submission of a complete dossier with proper formatting and pagination is the responsibility of the academic. An incomplete dossier that lacks documented evidence of the academic's performance relative to the advancement criteria will pose challenges to the peer review committee in evaluating the dossier.

Step 5 (if applicable): Academic Submit Names for Confidential Letters of Evaluation

Due by February 1, 2021. Letters are due March 12, 2021

For promotions, accelerated promotions, term reviews seeking indefinite status, career review advancement to full title VI or above scale.

Letters of evaluation are objective appraisals of the efforts, outcomes, and impacts realized by the academic during the review period. The Vice Provost of Research and Extension (for academics in a UCCE county or REC), Vice Provost–Statewide Programs/Strategic Initiatives (for academics in a statewide program or institute), or the Associate Vice President (for Vice Provosts and other special circumstances) shall solicit letters of evaluation from qualified persons from sources inside and outside the University of California. The academic may also provide names of persons who, in their view, for reasons set forth, might not objectively evaluate the academic's performance.

The types of evaluators may include:

- **Internal UC academic evaluators** (recommended 1 to 2 letters): Advisors, specialists, other UC ANR academics, and faculty within UC familiar with aspects of the candidate's work and able to evaluate on one or more advancement criteria. Evaluators should be at a step/rank at or higher than sought by the candidate.
- **External academic evaluators** (recommended 1 to 3 letters): Academics and faculty from institutes of higher education (may also include UC academics if not a UC Agricultural Experiment Station and UC Cooperative Extension appointment) in a similar disciplinary area and program focus able to evaluate the academic's achievement on one or more advancement criteria. The candidate may suggest names of those who they *have* collaborated or co-authored but are highly encouraged to provide names for those whom the academic *has not* collaborated or co-authored. For promotions or accelerated promotions (assistant to associate or associate to full), external evaluators are recommended who represent a multi-county, statewide, or regional perspectives. For career review advancement to full title VI or above scale, external evaluators are recommended who represent a statewide, regional, or national perspective.
- **External clientele/partner** (recommended 1 letter): A key partner, clientele, collaborating agency personnel, or an industry contact able to evaluate on one or more advancement criteria (*most of the evaluators should be academics given that this is an assessment of the academic quality*).

The letters of evaluation shall be confidential to the fullest extent of UC policy and law. The academic may request a redacted copy of the confidential letters of evaluation.

Process for Soliciting Confidential Letters of Evaluation

1. By February 1, 2021: Academic collaborates with their supervisor to identify three (3) to five (5) names of potential internal, external academic, and external clientele/partner evaluators. Academic provides the names and contact information to Academic Human Resources at: https://ucanr.co1.qualtrics.com/jfe/form/SV_eM1huZyJIAwys2p
2. By February 10, 2021: Vice Provosts review submitted names, invites additional evaluators, and provides a final list of three to (3) six (6) names per academic to Academic Human Resources.
3. Academic Human Resources inputs the final list names into Interfolio and provides a copy of the academic's program review dossier to external evaluators. Interfolio sends an automated email to evaluators with a link to submit the letter. Academic Human Resources will periodically check to see if letters have been uploaded and send reminders to evaluators submitted on time.
4. By March 12, 2021: Letters must be uploaded to Interfolio.

Step 6: Supervisor(s) Provide Letter of Evaluation (required) due by March 19, 2021

The academic's immediate supervisor (typically a County Director, Research and Extension Director, Statewide Program Director, and/or Vice Provost) reviews the candidate's program review dossier and writes a letter of evaluation. County-based academics with a statewide program affiliation (e.g., Integrated Pest Management; Master Gardeners; Youth, Families and Committees; Nutrition, Family and Consumer Sciences; 4-H Youth Development; Informatics and Geographical Information Systems, and California Naturalist) have a secondary supervisor who also reviews the candidate's program review dossier and writes a letter of evaluation. The letter of evaluation from the statewide program director helps ensure alignment between the

statewide goals and integration of local programming. Letters are made visible to the candidate once the advancement decision is made.

Step 7 (if applicable): Ad Hoc Review Committee's Evaluation due by April 1, 2021

For promotions, accelerated promotions, term reviews seeking indefinite status, career review advancement to full title VI or above scale, administrative reviews, career equity reviews, as well as cases by request of the candidate, supervisor, Vice Provosts, or Associate Vice President.

Ad hoc review committees evaluate an academic's performance and achievement as documented in their program review dossier, make a recommendation, and provide a written assessment sent to the peer review committee and Associate Vice President. Ad hoc review committees are composed of academics appointed by the Associate Vice President with the advice of the Assembly Council Personnel Committee. The Academic Assembly Personnel Committee reviews letters of negative and mixed recommendations to ensure accuracy and the use of mentoring language. Letters and each member's advisory recommendation are made visible to the candidate once the advancement decision is made.

Step 8: Peer Review Committee's Evaluation (April and May)

The peer review committee evaluates program review dossiers for all advancement actions, except career equity reviews and administrative reviews. Each peer review committee member makes a recommendation and the detailed tally is provided with the assessment of performance, accomplishment, and opportunities to the Associate Vice President. The peer review committee is composed of academics within ANR appointed for three years with overlapping terms. The composition of the Peer Review Committee strives to reflect the breadth of UC ANR's programmatic areas and administrative assignments. The Academic Assembly Personnel Committee reviews letters of negative recommendations from the peer review committee to ensure the accuracy and inclusion of mentoring language. The written assessment and peer review committee member advisory recommendation tally count are made visible to candidates once advancement decisions are made.

Step 9: Associate Vice President's Decision on Advancement (June)

The Associate Vice President reviews all program review dossiers, letters of evaluation from clientele/colleagues and supervisors, peer review committee advisory recommendations and comments, ad hoc review committee advisory recommendations and comments (if applicable), and decides on the request for advancement. The decision making process may expand beyond the submitted program review dossier and involve previous evaluations, performance improvement plans, and other personnel actions or issues. The Associate Vice President's decision and comments are made visible to the candidate.

Possible Step 10: Appeal of Negative Advancement Decision

The academic may file an appeal with the Academic Human Resources office within thirty calendar days from the notification date of the denial of the salary action. If an appeal is filed, the Academic Human Resources office forwards the request to the Vice President for review. The appeal must be in writing, must state the basis for the appeal, and must be received by the Vice President within thirty calendar days of the AVP decision. The Vice President may refer the dossier to an ad hoc appeal committee to assess the merits of the appeal and write a letter of evaluation. The Vice President makes the final decision on the appeal.

SECTION 2: Actions Outside the Normal Progression

A. Accelerations

Accelerated advancement is a form of progression that recognizes academics who perform at an exceptional level during the review period. An acceleration is a request by the academic to advance when evidence of achievement and/or impact is sufficient to request an interruption of the normal merit cycle. Accelerations are either a merit or promotion action. There is no limit to the number of accelerations an academic may receive within a level/rank or in consecutive cycles; however, consecutive accelerations are rare. First-term academics may not request an acceleration. All academics may apply for an acceleration once they have completed one full successful term of two/three years. Academics are encouraged to discuss their request for an acceleration with their supervisor(s).

Expectations for Accelerated Advancement

Accelerations require exceptional achievement in one of the academic criteria (the driver) as well as above greater than normal productivity in all the areas of review, consistent with the academic's position description and rank/step. The greater the requested action diverges from the normal progression, the greater the impact and productivity expected. Please note that in formulating criteria for accelerations, a balance was sought between concreteness and flexibility. The criteria for accelerations are without specific quantitative assessments that could understate or overstate the total contributions of candidates.

Types of Accelerations

- *Off-Cycle Acceleration*: request by the academic to advance a step before their normal review cycle (request to advance at least one year before their normal cycle). An academic who received a negative/denied decision may submit for advancement during their regular on-cycle advancement. Examples: (a) accelerated merit advancing from associate step 1 to associate step 2 in a one-year period; (b) accelerated promotion advancing from assistant step 5 to associate step 2 in a two-year period; or (c) accelerated merit (*double-acceleration*) from associate step 2 to associate step 4 in a one-year period.
- *On-Cycle Acceleration*: request by the academic to advance two or more steps during their normal review cycle. An academic who received a negative/denied decision for their acceleration request is still eligible for their normal on-cycle advancement. Examples: (a) accelerated merit advancing from academic coordinator II step 2 to step 4 in a two-year period; or accelerated promotion advancing from assistant step 5 to associate step 3 in a two-year period.

B. First-Term Academic Advancement: *Minimum 13/24 Month Option and Associated Risk*

Before seeking an advancement, first-term academics usually complete at least two years for those in a two-year term cycle or three years for those in a three-year term cycle. The earliest a first-term academic may seek advancement is after at least thirteen (13) full months for those in a two-year term cycle, or after at least twenty-four (24) full months for those in a three-year term cycle. New academics are encouraged to discuss whether they should seek the 13/24 month option with their supervisor. The 13/24 month option is a regular merit or promotion action. The 13/24 month option is not an acceleration, and thus, the requirements and criteria for an acceleration do not apply. However, the academic must show the equivalent of 24/36 months of

performance in the reduced review period. The 13/24 month option may be a merit or promotion action concurrent with a term review (seeking a promotion with less than 24 full months appointment is challenging). The result is a new term end date if successful or possible non-reappointment if unsuccessful. **The risk is that if the action is unsuccessful, the academic is subject to non-reappointment.** Eligibility for the 13/24 month option criterion alone will not guarantee successful advancement. Advancement will depend on achieving outcomes and having anticipated impacts that meet the advancement criteria at the requested rank and step. An academic may consider not availing themselves of the 13/24 month option and consider advancing once they have completed the normal 24/36+ months of performance.

The academic criteria and suggested accomplishments include:

- *Performance in applied research and creative activity:* The academic has demonstrated outcomes and achievement in applied research and creative activity, aligned with position description and clientele needs. Completed assessment of clientele needs may enhance performance. Performance may be enhanced if a new academic joins ANR with existing research projects.
- *Performance in extending knowledge and information:* The academic implemented range of Extension activities to address local needs (e.g. workshops, seminars, field days, short courses, newsletters, lay publications). Performance may be enhanced if a new academic has already developed educational materials and/or if an academic has existing networks with clientele in the assigned geographic areas from prior work experiences.
- *Professional competence:* The academic has presented at local or regional meetings of professionals, service providers, or other industry partners. Performance may be enhanced if a new academic has prior professional experiences at the state and/or national levels and/or leadership roles with professional organizations.
- *University and public service:* The academic shows activity in service roles at the local level, including both University and public service. Performance may be enhanced if a new academic joins UC ANR with existing public service roles or if they have existing University service roles from a prior position.

C. Term Appointments, Deferrals, and Indefinite Status

A term appointment is for a specific time period with the appointment ending on a specified date. Academics with term appointments are not eligible to defer advancement that coincides with a term review, unless there are extenuating circumstances reviewed on a case-by-case basis. An indefinite (“term”) appointment has no specified end date. Cooperative Extension Advisors are normally considered for an indefinite appointment (no ending date) concurrent with the third successful advancement action. Specialists in Cooperative Extension are considered for an indefinite appointment (no ending date) upon promotion to associate or full title. Academics that have term appointments for an Academic Administrator or Academic Coordinator appointment but have an underlying 0% indefinite CE Advisor or CE Specialist appointment, may have the option to defer with the approval of their supervisor (academics are encouraged to seek advice from Academic Human Resources).

D. Advancement Deferral for Indefinite Status Academics

Academics with term appointments are not eligible to defer advancement that coincides with a term review, unless there are extenuating circumstances reviewed on a case-by-case basis and

approved by the Associate Vice President. An indefinite-term academic may choose to defer the option to seek advancement after they complete the normal time-period at each step (e.g., an academic in a 2-year cycle may choose to defer 1 or 2 years; an academic in a 3-year cycle may choose to defer 1, 2, or 3 years). The option to advance or defer occurs annually once the appointee becomes eligible (meaning the academic has indefinite status). In no case may the appointee make more than two deferrals at any step (see below for full title V and above and required reviews). Academics must submit the notice of deferral in writing to their supervisor and Academic Human Resources office by August 10, 2020. Academics deferring advancement must submit an annual evaluation.

E. Automatic One-Year Extension Due to COVID-19 Pandemic (2020 & 2021)

The COVID-19 pandemic may have caused academics to modify their program, and some may have been negatively impacted. Implications of COVID-19 on one's academic program are program-specific and continue to evolve at this writing. Disruptions from "stay at home" orders (e.g., having to address childcare needs, contend with a sudden shift to remote instruction) were likely to have impacts that may be evident beyond 2020. UC policy allows an academic to request an extension of their academic advancement review due to impacts caused by a natural disaster, including COVID-19. Any UC ANR academic who feels an extension is necessary will, upon request, be automatically granted a one-year extension if they are up for a merit, a promotion, or a term review for review periods ending September 30, 2020 through September 30, 2022. The request must be made to the Academic Human Resources office by August 10, 2020. Not utilizing an extension does not constitute an acceleration. Often during a review period, an academic's situation changes such that their priorities change or their work changes. We encourage academics to address situational changes as part of their program narrative. As such, academics may wish to address the positive and negative impacts of the COVID-19 pandemic on their program. While COVID 19 may mean certain activities are not possible, academics may share how they adjusted goals and implemented modified work plans. They are encouraged to briefly address what did not happen as a result of COVID-19.

F. Deferrals and Required Reviews

Professional Researcher, Project Scientist, Specialist (non-Cooperative Extension), Specialist in Cooperative Extension, Cooperative Extension Advisor in full title V or above are not required to seek a merit advancement or promotion. However, in the absence of a merit or promotion review, the title series named above who are at full title V and above must be reviewed at least once every five years and a program review dossier is required for this review. The review period initiates at the last approved salary action for a merit or for the entire time in the full title rank for a promotion. A comprehensive five-year evaluation of the performance of each of the title series named above at full title V and above occurs to ensure the appointee meets the expectations for their rank and step. Academic Administrators must be reviewed at least once every four years and a program review dossier is required for this review. The Associate Vice President may approve a deferral, with an extension to the term appointment, on a case-by-case basis. Academic Coordinators have term appointments and are not eligible to defer advancement that coincides with a term review, unless there are extenuating circumstances reviewed on a case-by-case basis and approved by the Associate Vice President.

G. Reviews Following an Unsuccessful On-Time Advancement

If the review for advancement is unsuccessful, the time in step may be extended for one full normal cycle (two or three years) before the academic is required to seek advancement. For example, if an academic in indefinite status and at associate step 2, seeks, and is denied advancement, the candidate will be eligible to request an advancement the next year. They may choose to defer one or two times (two or three years) but will be required to seek advancement after a three-year period. Per university policy, all academics must-be reviewed every five years.

H. Academics with Restrictions on Advancement Criteria

Academics with restrictions on advancement criteria include: (a) grant-funded (or alternative-funded) academics with no salary component to support one or more advancement criteria; (b) partially grant-funded academics with limited UC ANR-funded salary component to support normal advancement criteria; or (c) a multi-year detail assignment with no expectation of, nor time for, research during the review period.

- *Position description.* The position description should indicate percent effort for each advancement criteria, noting limitations to advancement criteria. Total adjusted full-time equivalent percentages must still equal their total full-time equivalent (e.g., a full-time academic's adjusted percentages must equal 100%). It is the responsibility of the academic to review position descriptions periodically and update to reflect changes in responsibilities and/or restrictions. Academics with restrictions on advancement criteria who seek a merit or promotion provide a statement of responsibilities and effort as a percent of full-time equivalent devoted to these responsibilities. The average time reported over the course of the review period is in the introductory program summary narrative. Additionally, the position description is updated and signed reflecting the modified responsibilities. For academics with appointments less than 100% full-time equivalent total, clarification in the program summary narrative should specify the percent of the appointment and the responsibilities/expectations in all criteria during the period of review. The determination may change as assignments change.
- *Program review dossier:* Academics should develop a statement of special circumstances, in consultation with their supervisor, to include in their program review dossier included in the program summary narrative. This statement of special circumstances verifies and confirms the allocation of effort for the review period found in the academic's position description.
- *Evaluation of academics with restrictions on advancement criteria:* Scholarly activity is expected to continue at a proportionate level that would allow for normal progression in the academic's title series, taking into consideration reduced full-time equivalent or for restrictions on normal advancement criteria. The peer review committee will make every effort to evaluate with flexibility while applying standards equitably consistent with University standards of excellence. Note that for a temporary reduction in percentage of time, the normal period of review may be extended by mutual agreement to allow for scholarly productivity to meet normal expectations.

I. Academics with Administrative Appointments

Academics with an administrative appointment have a percentage effort dedicated between their academic responsibilities and administrative responsibilities. Expectations for scholarly activity in normal advancement criteria continue proportionate to the reduced full-time equivalent of required expectations for normal progression in the academic's title series. Academics document

adjusted full-time equivalent percentages for each advancement criteria and their administrative appointment in their position description. The most common roles with administrative responsibilities include County Director, Research and Extension Center Director, Statewide Program or Institute Director, Assistant Vice Provost, and Strategic Initiative Leader.

- *Position description*: The position description should include percent effort for administrative responsibilities established by considering time commitment and responsibilities as determined and agreed upon by their supervisor and their supervisor's supervisor. Total adjusted full-time equivalent percentages must equal their total full-time equivalent (e.g., a full-time 1.0 full-time equivalent academic's adjusted percentages must equal 100%). It is the responsibility of academics to review their position descriptions periodically and update to reflect changes in responsibilities.
- *Program review dossier*: Academics should develop, in consultation with their supervisor, a statement of special circumstances to include in their program summary narrative. This statement of special circumstances verifies and confirms the allocation of effort in the academic's position description for the review period.
- *Evaluation of academics with administrative appointments*: Academics with 100% administrative appointment with no expectation for research or extension (programmatic/academic) performance, as documented and approved in the position description, are eligible for the administrative review process. Academics with less than 100% administrative assignment follow normal advancement procedures. The peer review committee will make every effort to ensure an academic with a similar administrative assignment reviews the candidate's program review dossier. The peer review committee will extend flexibility while applying standards equitably consistent with University standards of excellence. The program review dossier should convey academic and administrative performance and accomplishments in proportion to the assignment.
- *Minimal expectations for administrative appointments include*: The ad hoc review committee will review the academic's efforts and accomplishments in the following criteria:
 - *Administration of Program*: Leadership to academics and staff to ensure assessment of clientele needs, priority program goals are developed, programs are implemented, and outcomes and impacts are measured and communicated. Compliance with all policies and procedures related to the program(s).
 - *Leadership*: Demonstrated ability to share a vision, inspire, and motivate others; ability to encourage and openly explore new ideas and innovative changes and foster positive transformations. Provide evidence of ongoing support to researchers and educators in conducting quality research and extension programs. Demonstrate effective management for personnel, including oversight, annual evaluations, merits and promotions; and show investment in improving staff expertise and support professional development.
 - *Budget*: Clearly demonstrate evidence of successfully securing resources, effectively allocating resources, monitoring the use of resources, and reporting to funding agencies.
 - *Partnerships and Relationships*: Provide evidence for cultivating, maintaining, and nurturing internal UC, political, and industry relationships.

SECTION 3: Elements of the Program Review Dossier

The following instructions provide guidelines on how to prepare the program review dossier using a format that focuses on program themes. These instructions are guidelines and the academic may format their dossier to best summarize their performance in applicable advancement criteria.

I. Position Description (required)

II. Cover Page (required)

Complete the cover page and include as the top page in your program review dossier.

III. Program Summary Narrative (required)

The program summary narrative summarizes the academic's performance and achievement to meet applicable advancement criteria aligned with their rank/step and position description. Narrative length not to exceed six pages for merit actions and ten pages for promotion actions. Activities reported in the program summary narrative are under programmatic themes. The candidate should articulate clearly how each theme focuses on one or more [condition changes](#), and if applicable include: (a) an acceleration statement, if seeking an acceleration; and/or (b) a statement of special circumstances or statement of responsibilities and effort for those with restrictions on advancement criteria or administrative responsibilities.

IV. Supporting Documentation (required)

Documentation must be included to support the program summary narrative meeting the applicable advancement criteria aligned with the academic's rank/step and position description. Academics will ultimately decide to share their activities in a format that best supports their program summary narrative, which may be the traditional table format or an alternate format. The only required section is a one-page summary of three publication examples for promotions, accelerated promotions, term reviews advancing to indefinite status, and career review advancement to full title VI or above scale.

V. Sabbatical Leave Plan and/or Report (if applicable)

Upload plans and reports for sabbatical leaves completed during the review period.

VI. Work Plan or Performance Improvement Plan (if applicable)

A work plan, recommended for all academics with less than one (1) full-time equivalent, describes how the academic will meet advancement criteria at that percent time for their title series. A performance improvement plan is also used when an academic receives a negative advancement decision and/or negative annual evaluation review. The plan, developed between the academic and their supervisor, outlines areas needing improvement, actions to be undertaken, and milestones identified to track progress. Plans should be included with applicable annual evaluations and academic advancements. Information on plans and a template may be found on the [Academic Human Resources website](#).

VII. Goals and Objectives for the Coming Year: October 1, 2020- September 30, 2021

Optional to include in the dossier. Use the template found on the [Academic HR website](#).

Program Review Dossier: Changes from 2019 to 2021

Previously, 16 elements were specified for the program review dossier, some of which were required for certain actions (e.g., for promotion or acceleration). Starting in 2020, many elements were merged and conditions under which they were required changed. The table below summarizes changes in elements with information on when they can or should be included.

New 2021 Elements	2019 Elements	2020/2021 Changes and When Required
I. Position Description	XIII Position Descriptions	Still required
	I. Table of Contents	Eliminated
II. Cover Page		Required starting in 2020 cycle
III. Program Summary Narrative	II. Acceleration Statement (if applicable, 1 page) III. Program Summary Narrative (6 or 10 pages maximum depending on the action) XVI. Statement of Special Circumstances for those with restrictions on advancement criteria (if applicable)	<ul style="list-style-type: none"> ▪ <i>Acceleration statement: Required for accelerations; included in the program summary narrative</i> ▪ <i>Narrative: Always required.</i> ▪ <i>Special circumstance: Included if the candidate has a special circumstance.</i> Maximum 6 pages for merit advancement Maximum 10 pages for the promotion advancement
IV. Supporting Documentation (Support of the academic criteria plus publications)	IV. Professional Competence V. University and Public Service VI. Bibliography VII. Summary of Publication Examples VIII. Project Summary Table IX. Extension Activities Table XI. Publication Examples XII. Letters of Publication Acceptance	<ul style="list-style-type: none"> • Professional competence, service, bibliography, project summary, and Extension activities: Required, no change, except for formatting changes • Summary of publication examples: Required for promotions and term reviews advancing to indefinite status; may be included for any review • Publication examples: hyperlink to publication • Letters of acceptance required for in-press papers
V. Sabbatical Leave Plan and/or Report	XIV. Sabbatical Leave Plan and/or Report	No change.
VI. Work Plan or Performance Improvement Plan	XV. Work Plan	No change.
VII. Goals	X. Goals	Optional to include in dossier

Required Program Review Dossier Sections by Requested Advancement Type

2021 Dossier Elements	Academic's Requested Action		
	Merit or Accelerated Merit	Promotion or Accelerated Promotion, Career Review, or Career Equity Review	Term Reviews Seeking Indefinite Status (usually concurrent with merit or promotion advancement)
Information to include:	Period since the last successful salary action	Promotion: Period covering all years in rank; Career Review to VI: period covering all years in full title; Career Review to above scale: period covering years full title VI to IX	<i>Follows merit or promotion guidelines.</i>
I. Position description	Required	Required	Required
II. Cover page	Required	Required	Required
III. Program summary narrative	Required, 6-page maximum	Required, 10-page maximum	Required, <i>follows merit or promotion guidelines.</i>
IV. Supporting documentation	Required	Required	Required
Publications (Bibliography)	Required in supporting documentation (unless not applicable per title)	Required in supporting documentation (unless not applicable per title)	Required in supporting documentation (unless not applicable per title)
Summary of publication examples (3 examples, 1-page maximum, hyperlink to publications)	Optional in supporting documentation	Required in supporting documentation	<i>Follows merit or promotion guidelines.</i>
V. Sabbatical leave plan and report	If applicable	If applicable	If applicable
VI. Work plan or performance improvement plan	If applicable	If applicable	If applicable
VII. Goals	Required to complete; optional to include in dossier	Required to complete; optional to include in dossier	Required to complete; optional to include in dossier
Additional material included during the review process (not completed by the academic themselves)			
Letters of evaluations	No	Required	Required
Supervisor(s) letter of evaluation(s)	Required	Required	Required
Ad hoc review committee evaluation	No	Required	Required
Peer review committee recommendation*	Required*	Required*	Required*

* Peer review committee does not evaluate career equity reviews or administrative reviews

Tips for Preparing a Program Review Dossier

Audience: Candidates should write a concise and comprehensive program review dossier that explains their program, shares their outcomes and impacts, and is interesting for the audience:

1. Associate Vice President
2. Peer review committee
3. Supervisor(s) (typically a county director, research and extension center director, and/or statewide program/institute director)
4. Ad hoc review committee (if applicable)

Style: Prepare the dossier using an easy-to-read font with single-spaced text. Use a style handbook appropriate for the discipline as a guide for all grammatical, punctuation, and bibliographic citations (e.g., Publication Manual of the American Psychological Association, MLA Handbook for Writers of Research Papers, The Chicago Manual of Style). Check the dossier for duplications and omissions. Paginate for easy reference.

Avoid acronyms. If acronyms are used, be certain to define them in the text and consider explaining them in an alphabetically sorted appendix.

Voice: The voice in the narrative is subject to one's personal style. Academics may use active or passive voice. Academics are encouraged to use first-person wherever appropriate in describing activities. The use of the word "I" is acceptable, as it identifies what the candidate contributed. Use of the word "we" is also acceptable when describing collaborative efforts.

Compiling Information: Before beginning, compile pertinent information. The best and most efficient way of collecting information 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, develop a system of keeping track of these activities for a later entry. Academics may seek guidance from their supervisor and colleagues on how 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 the number of attendees and gender/ethnicity to use in Project Board. This will make the job of organizing the Program Review Dossier much easier.
- An electronic folder for the current review period with subfolders for academic criteria for advancement makes it quick and easy to insert information. For example, when the academic returns to the office after giving a presentation at an educational meeting, file the meeting agenda (with the academic listed as a speaker) under "Extension" and indicate their role in the meeting and the number of attendees.
- An electronic folder for publications, abstracts, and other items. A properly formatted discipline-appropriate bibliography makes it easy to add new publications.
- Document activities in tables or lists early in the cycle and make additions periodically over the program review cycle. Maintain a CV and update it regularly.

I. Position Description (required with current signatures)

A current and approved position description is an important component for an annual evaluation or program review dossier. It is the academic's responsibility to ensure the most current position description is uploaded in the review system and that the relevant position descriptions for the period of review are added to their annual evaluation or program review dossier.

The position description must include the academic's name, title of position, effective date, county (or counties), purpose, clientele group(s), major academic program responsibilities, program leadership or administrative responsibilities (if applicable), affirmative action (i.e., diversity, inclusion, & equity), relationships, and qualifications.

Position descriptions require the signature and date of themselves (academic), their immediate supervisor, Statewide Program Director (if applicable), and either the Vice Provost of Strategic Initiatives & Statewide Programs or the Vice Provost of Research & Extension.

It is the academics responsibility to keep their position description up to date when there is a change in responsibilities and/or reporting relationships. We encourage academics to have a position description signed within five (5) years of the review period to indicate it is an accurate summary of the academic's responsibilities.

The academic position description template is available on the [Academic Human Resources website](#). This template is adaptable to reflect the academic's specific position. The first few paragraphs should contain position-specific information reflected in the position vacancy announcement under which the academic was hired.

- The designated supervisor has the responsibility to review the position description for an academic assigned to them.
- All other supervisors (e.g., Vice Provost and/or Statewide Program Director) shall review the position description for completeness before it is forwarded for final review by the Academic Human Resources Office.
- Academic Human Resources Office will return the signed position description to the academic.

Use an addendum to document special short-term assignments that do not warrant a revised position description, such as Acting County Director or temporary cross-county assignment.



II. Academic Program Review Dossier Cover Page | 2021 Cycle

Name:

Include your title from the following list and delete the others:

- Assistant/Associate/Full Professional Researcher
- Assistant/Associate/Full Project Scientist
- Junior/Assistant/Associate/Full Specialist
- Assistant/Associate/Full Specialist in Cooperative Extension
- Assistant/Associate/Full Cooperative Extension Advisor
- Academic Administrator I/II/III/IV/V/VI/VII
- Academic Coordinator I/II/III

Academic Title:

County/Program:

Include your review type(s) from the following list and delete the others:

- Merit
- Accelerated Merit
- Promotion
- Accelerated Promotion
- 13/24 Month Option
- Career Equity Review
- Term Review Seeking Indefinite Status
- Administrative Review

Review Type:

Current Rank/Step:

Requested Rank/Step:

Review Time Period:

October 1, [_____] to September 30, [_____]

Thematic Areas:

III. Program Summary Narrative (Required)

The program summary narrative describes the academic's program to provide evidence on how the academic met the applicable advancement criteria aligned with their rank/step and position description. Narrative length for merit actions not to exceed six pages; and for promotion actions not to exceed ten pages.

Information entered into ANR Project Board under Themes: background/clientele/goals/inputs and methods/outcomes/impacts. Information may be exported into a Microsoft Word document. This document will likely compose the bulk of the program summary narrative.

The program summary narrative must convey clear themes, each focused on at least one impact.

- Themes are the constructs for reporting goals, inputs, methods, efforts, outputs, outcomes, and impacts in the program summary narrative.
- Themes should demonstrate how the academic's program is moving towards achieving impact over time (i.e., a positive trajectory of achievements over one's ANR career).
- Impacts should align with the targeted clientele needs; and should help demonstrate how the academic's program may contribute to ANR's articulated [public value statements and condition changes](#).
- Progress toward achieving impact are described for each theme; incorporating evidence of applied research and creative activity (scholarship); professional competence and activity (competency, professional development); extending knowledge and information (stakeholder engagement and adoption), and service.
- Evidence of impact (or anticipated impact), may be demonstrated through empirical data collected by the academic, workgroup projects, and/or inferred impact as shown through reasonable inferences from scholarly literature. Evidence of behavior change outcomes may be indicators of potential/anticipated impacts. For more how-to information and examples, see the ANR tip sheet: [Condition Changes – How Do I Measure Them?](#)
- Outcomes measured/observed during this review period that are the result of activities from past review periods may be included.

Recommended Components for the Program Summary Narrative

Introduction (Statement of Assignment)

Share your title and rank, full-time equivalent time, and the rank/step you are seeking. State your thematic program areas (i.e., your focus; what you are doing to address clientele needs) with reference to UC ANR's [public value statements](#). State important program areas and the need for your research and extension program; i.e., help people see why this work is important. State the changes sought through your work and the types of change desired (primary condition changes).

Acceleration Statement (if applicable)

There should be clear 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 advancement criteria** (*as applicable for your series*) for advancement should be greater than would normally be expected for the individual's rank and step. An acceleration statement should cover *only the period since the last action* (i.e., in seeking promotion to associate I, you would not include in your acceleration statement your total career in the assistant rank; instead, you would cover only the period since the last successful action).

Statement of Special Circumstances (if applicable)

Academics with restrictions on advancement criteria or with significant administrative responsibilities may include a statement describing their situation.

- Provide a statement of responsibilities and average effort, as a percent of full-time equivalent, devoted to those responsibilities over the course of the review period
- Describe responsibility categories: Extension, research, professional competency, service (both university and public), administrative leadership, and define other as appropriate per the specific position title and assignment
- Document agreement with direct supervisor and their supervisor -- two signatures required.

Themes (typically one to three themes)

Academics will normally have one to four themes comprising the bulk of the narrative. For each theme, speak to how your program is making a difference to your clientele. Incorporate relevant evidence for your title series advancement criteria; e.g., applied research and creative activity (scholarship); and extending knowledge and information (stakeholder engagement and adoption). Include impact statements referencing your supporting documentation as evidence that your activities are contributing to the impact. Refer to UC ANR Program Planning and Evaluation's webpage on "[Writing Impact Statements](#)".

Programmatic theme(s). Emphasize the changes desired and highlight the impacts and conditions changes resulting from your work, support your claims with references to supporting documents within your dossier. Incorporate relevant evidence of applied research and creative activity (scholarship), extending knowledge and information (stakeholder engagement and adoption), communication, and teamwork. Consider including the following components when describing your theme:

- Clientele: people or groups of people that a program aims to serve
- Goals: the purpose toward which an activity is directed

- Inputs: what is invested including faculty, staff, students, infrastructure, federal, state, and private funds, time, and knowledge
- Methods (activities and outputs): research/creative and extension activities to reach goals. Products created through such activities (meetings, trainings, extension programs, curricula, webinars, publications, etc.)
- Outcomes (include the number of people, acres, and other units affected when possible): change in learning measured (knowledge, attitude, or skills) or change in action measured (behavior or practice)
- Impacts: change in policy or decision-making measured (science-based information applied to decision-making or results from policy engagement); or change or potential change in condition (social/health, economic, environmental, or physical)
- Articulate the method to which an outcome/impact relates, otherwise it can be confusing for reviewers to match up outcomes/impacts with methods.
- If the method occurred during the review period, you can reference your Supporting Documentation section. If the method occurred in a previous review period, briefly describe it, and then describe the outcomes/impacts achieved or measured during the review period.

Administrative or Leadership theme. Administrative themes are primarily for County Directors, Statewide Program Directors, Research and Extension Center Directors; however, anyone with a significant administrative appointment or responsibilities can include this theme. Academics with leadership roles (e.g., large nutrition, youth development, or master gardener programs), with significant administrative responsibilities may consider including an “academic oversight” or “academic leadership” theme to describe their efforts and achievements.

The program summary narrative should reflect the candidate’s time and effort with a proportionate amount of space allocated to both academic and administrative performance and achievement. For example, a 50% academic with a 50% administrative appointment, should have approximately half their narrative describing each component.

Briefly indicate your administrative goals; e.g., build a supportive motivated team; build support (financial and in-kind) and progress made. (Note: administration is not just about filling a position--there should be targeted change associated with the responsibilities). Incorporate relevant evidence of accountability and governance, collaboration and communication, people leadership, inspiring innovation and leading change, resource management and financial budgeting, diversity, client service, health and safety, principles of community, and/or professionalism. See Section 2: I. “Academics with Administrative Appointments” for a list of criteria that should be included within an administrative theme.

For Academic Administrators: Administrative Experience.

For Academic Administrators without a research and extension assignment, this topic 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 responsibilities since your last salary action. Organize your administrative accomplishments by themes where possible.

For Academic Coordinators: Coordination of Academic Programs.

For Academic Coordinators, this topic will often make up the bulk of the program summary narrative. Highlight your major accomplishments and notable achievements since your last salary action and provide evidence of outcomes and/or impacts related to your academic program coordination since your last salary action. When possible, report accomplishments under themes. (a) academic program planning and development; (b) assessment of program and constituency needs, (c) evaluation of academic program activity and functions; (d) development of proposals for extramural funding of campus programs and identification of support resources; (e) liaison representation with other agencies and institutions in the public and private sectors; (f) supervision and leadership of other academic appointees or staff.

Professional competence and activity

Summarize activities and evidence of professional competence and activity since your last salary action (a few paragraphs recommended).

University and public service

Highlight your contributions and activities in this area since your last salary action (a few paragraphs recommended). Example activities listed under Supporting Documentation below. Do NOT report University and Public Service activities in Professional Competence. Note that the role of County Director or Interim Director is not a ‘University Service’ and must be emphasized in the narrative in a separate Administrative’ section. ‘Public Service’ must be professional expertise related to the position. Activities of workgroup or program teams should be categorized under Professional Competence or University and Public Service depending on the activities but not included in both. Mentoring and/or leadership to newer academics that demonstrates support for working on critical needs/projects is an example of University Service.

Affirmative action activities contributing to diversity, equity, and inclusion

Highlight your contributions and activities to strengthen diversity, equity, and inclusion in personnel or programmatic activities (a few paragraphs recommended). Highlight leadership roles. Report the efforts you have made to marginalized or underrepresented groups not previously served by your program(s).

Closing summary

Finally, make a brief statement showing how your program pieces fit together to achieve impact. Summarize your positive trajectory towards growth over time in your position.

IV. Supporting Documentation (Required)

Documentation must support the program summary narrative meeting the applicable advancement criteria aligned with the academic's rank/step and position description. Academics decide how to share their activities in a format to support their program summary narrative. Academics may elect to use the traditional table format, an annotated bulleted list, enhanced curriculum vitae, or another method. Whichever method used should be consistent for the entire supporting documentation section.

Data entered into ANR Project Board may be downloaded into an editable Microsoft Excel or Microsoft Word file. If complete information was entered into Project Board, this exported file will likely contain much of the information needed to assemble the program review dossier. Editing will be needed, regardless.

A summary of publication examples may be included if they support the program summary narrative. Publications themselves should be hyperlinked to the online publication and full text *NOT* included in the supporting documentation.

The following categories are suggested for supporting documentation, although academics may consider adding, editing, or removing categories to align with the advancement criteria for their title series.

A. Project(s) Summary

Applied Research and Creative Activity (for title series with research expectations)

Document your applied research and creative activity projects. It is helpful to include the title of project and duration, your role (e.g., PI, Co-PI), first initial and last name of the collaborator(s) and organizational affiliation, financial or in-kind support, and duration. Organize by your themes.

Coordination of Academic Programs (for Academic Coordinators)

Document your academic programs and projects. It is helpful to include the title of project and duration, your role, first initial and last name of collaborator(s) and organizational affiliation, financial or in-kind support, and duration. You may also want to organize by your themes.

Administrative Projects (for Academic Administrators)

Document your academic programs and projects. It is helpful to include the title of project and duration, your role, first initial and last name of collaborator(s) and organizational affiliation, financial or in-kind support, and duration.

B. Professional Competence and Professional Activity

Professional competence 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. Professional activity includes participation in training activities to enhance professional development, such as administrative trainings, professional conferences, or workshops.

Professional Development and Training

List activities undertaken to increase your professional competence. When applicable, provide the date of the activity or training. Include any special leaves you have taken, such as a study leave that included professional development activities. Samples of activities you may include in this section: workgroup and non-workgroup training activities; attendance at conferences, symposia, and workshops. Do not include required UC trainings, such as sexual harassment or cybersecurity.

Disciplinary Society or Professional Association.

List disciplinary societies or professional associations and your activities, leadership, or participation in these societies.

Evidence of Professional Competence

List activities that reflect your professional standing. Examples of activities: (a) conferences, workgroups, meetings/trainings you organized for professionals or colleagues; (b) membership and/or offices held; (c) professional society presentations; (d) invited presentations given due to professional competence; (e) books or journals edited, articles reviewed or refereed; (f) webinars developed for statewide and/or nationwide peers; or (g) sabbatical/special leaves.

C. University Service

University service may occur at the local, division, state, national, or international level. Provide activity details, your contribution, and benefits of these services. 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. Highlight your leadership activities. Examples of activities: (a) advocacy activities; (b) committee service related to your appointment or expertise; (c) workgroup or program team chair; (d) leadership in strategic initiative activities and program teams; or (e) mentoring of other ANR or UC academics and/or staff; or (f) providing subject matter expertise to ANR youth or volunteers (e.g., 4-H volunteers, Master Gardener volunteers).

D. Public Service

Public service should involve activities and events in which the academic uses their professional expertise to benefit groups or activities outside the University. Highlight your leadership activities and activities and detail the benefits to the community. Report direct service to an academic's defined clientele under Extension activities. Examples may include serving on external boards or councils, participating in community events, and leadership of non-University collaborative groups. Public service to the community outside of the academic program area should NOT be included; e.g. coaching Little League, serving as an usher at a performance center, etc. It is helpful to organize and list activities in subsections of local, county, and statewide, if applicable. Public Service should relate to your professional expertise or position.

E. Extension Activities

Document only those extension activities related directly to your program clientele. Organize extension activities by the themes outlined in your narrative when possible. Examples include:

(a) meetings organized or co-organized (e.g., classes/short courses/workshops, demonstrations, field days/other); (b) educational presentations at meetings -- oral presentations and posters; or (c) other activities: TV and/or radio interviews/programs, newspaper/trade magazine interviews, websites, social media, blogs, collaborations with other agencies, organizations, policy engagement.

If large numbers of meetings with similar purpose are held and your role remains constant (e.g. teaching the same or similar content, facilitating the agenda, etc.) consolidate them using a collective time frame, title, description, role, general location (usually your county), and a total number in attendance.

If you report educational presentations related to your academic program that you did not deliver directly but delivered by your staff or others -- please describe your role in these presentations.

F. Publications (Bibliography)

Your bibliography should clearly describe peer-reviewed publications and non-peer-reviewed publications in separate sections, and publications should be further identified using the letter designations described below. Citations added during the current review period may be highlighted or color-coded. Identify your activity/role in a multi-author citation. Authorship of peer-reviewed publications is not currently required until Advisor/Specialist full title. However, academic appointees are to demonstrate academic growth in all criteria over time. Therefore, peer-reviewed publications remain increasingly important as the academic progress in rank and step. You need not be the lead author but should clarify your academic role especially in collaborative publications. A hyperlink is recommended for publications directly in your program summary narrative and/or the bibliography. Please ensure the hyperlink is up to date and works properly for the reviewer.

Peer-Reviewed

- B. Peer-reviewed scholarly journal publications. For the purposes of the Program Review Dossier, "peer-reviewed" means a document reviewed anonymously (aka "blind review") by subject matter experts or scientific panels with the possibility of rejection. Peer-reviewed scholarly journal articles are those published in searchable, peer-reviewed journals and periodical with articles written by researchers and experts in a specific discipline, aimed at other researchers in a field. Examples: Professional society journals, California Agriculture research articles, Journal of Extension Feature or Research in Brief articles.
- C. Other peer-reviewed publications. A peer-review involves a blind review of materials and a refereed editorial process (with the possibility of rejection) leading to publication. Examples: UC ANR Publications (print or tier 1 video), UC Integrated Pest Management Publications, UC Integrated Pest Management Guidelines, Journal of Extension Tools of the Trade or Ideas at Work articles, peer-reviewed curricula, books, and monograph chapters.

Non-Peer Reviewed

- A. Popular press articles. Articles targeted to clientele and/or laypersons. Examples: Newsletter articles, newspaper articles, UC Delivers, tier 2 videos, trade journals,

magazines, web-based articles and extensive/substantial blog posts or podcasts similar in complexity to a newsletter article, non-peer-reviewed curricula for primary clientele, etc.

- D. Technical reports and other non-reviewed articles. Articles targeted to local, state, federal, and other agencies, commodity groups, academics, etc. (not the layperson). Examples: Reports to funding agencies or commodity groups, articles in conference proceedings, workshop/training materials, California Agriculture news and opinion articles, non-peer-reviewed curricula for a technical audience.
- E. Published abstracts. Abstracts published in a journal or as conference proceedings are limited in terms of the number of words and do not normally include footnotes or a bibliography. Published abstracts may be included in the bibliography.

Letters of Publication Acceptance (if applicable)

Letters of publication acceptance are required for publications listed in the bibliography as “in press” in the current review period. If not in electronic format, scan and upload into the appropriate section. Do not list publications submitted but not accepted; instead, save for upcoming reviews.

What does NOT belong in the Bibliography?

Posters do not belong in a bibliography. It is appropriate to list a poster presented at a clientele meeting under other extension activities. A poster presented at a professional society meeting, not for clientele, is appropriate to list under ‘professional competence’. PowerPoint slide presentations do not belong in a bibliography. List under extension presentations if for clientele, or if presented at a professional society meeting, then list under ‘professional competence’.

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. Use the “Bibliography retrieval” link to download citations into a Microsoft Word document for ANR Annual Evaluation or Program Review Dossier. It sorts by publication type and in chronological order. Format the retrieval as needed and delete publications not applicable. Update your bibliography listings annually for reporting purposes.

G. Summary of Publication Examples (maximum one page)

Required for promotions, accelerated promotions, term reviews advancing to indefinite status, and career review advancement to full title VI or above scale. Optional for other advancement actions. Cite up to three publication examples with a brief description of each publication, in total up to one page in length. Choose three items of which you are most proud and best represent your program and abilities. ***Hyperlink to the publication themselves online (do not include the document or text itself – Include the document only if the publication is not available online)***. Please ensure the hyperlink is up to date and works properly for the reviewer. The examples may be from any time 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, digital media, videos, manuals, reports, fact sheets, or others.

V. Sabbatical Leave Plan and/or Report (if applicable)

Upload plans and reports for sabbatical leaves completed during the review period.

VI. Work Plan or Performance Improvement Plan (if applicable)

A work plan, recommended for all academics with less than one (1) full-time equivalent, describes how the academic will meet advancement criteria at that percent time, for the rank and title. A performance improvement plan developed when an academic receives a negative advancement decision and/or negative annual evaluation review. The plan, developed between the academic and their supervisor, outlines areas needing improvement, actions to be undertaken, and milestones identified to track progress. Plans should be included with applicable annual evaluations and academic advancements. Information on plans and a template may be found on the [Academic Human Resources website](#).

VII. Goals and Objectives for the Coming Year: October 1, 2020- September 30, 2021

(optional to include in the dossier)

Goals and objectives are not included in the supervisor's evaluation, ad hoc review committee's evaluation, peer review committee's evaluation, or Associate Vice President's decision. Goals may be included in an academic's dossier as supporting evidence.

Include goals and objectives you intend to accomplish in the coming year, anticipated collaborators, and anticipated outcomes and impacts. It is recommended that you organize your objectives according to the themes you are going to use in your program review dossier. Remember to include objectives addressing the advancement criteria for your title series. Academic Human Resources recommends that academics and supervisors have a conversation about goals and objectives in the fall; there is no firm deadline set by ANR.

Part 1. Goals and Objectives for the Coming Year

Specific Goals	Anticipated Collaborators	Anticipated Outcomes and Impacts
Theme 1 (Goal): [name here]		
Objective:		
Objective:		
Theme 2 (Goal): [name here]		
Objective:		
General/Other		
Objective:		

Part 2. Anticipated Barriers or Obstacles in Accomplishing Your Goals and Objectives

Provide a brief narrative.

Part 3. Support from Supervisor(s)

Briefly describe any support you would find helpful from your supervisor(s).

SECTION 4: Advancement Criteria

Advancement criteria for title series used in ANR are outlined in the [University of California Academic Personnel Manual](#) (APM). The primary criteria are outlined in the table with examples for each title series in the pages that follow.

<p>Professional Researcher (APM 310)</p> <ul style="list-style-type: none"> • Research qualifications and accomplishments equivalent to those for the professor series • Professional competence and activity equivalent to those for professor series • University and/or public service (not required in the assistant rank) 	<p>Cooperative Extension Advisor (APM 335)</p> <ul style="list-style-type: none"> • Performance in extending knowledge and information in disciples related to the programs of CE • Performance in applied research and creative activity • Professional competence and activity. • University and public service
<p>Project Scientist (APM 311)</p> <ul style="list-style-type: none"> • Demonstrated significant, original, and creative contributions to a research or creative program or project • Professional competence and activity • University and public service are encouraged but not required 	<p>Academic Coordinator (APM 375)</p> <ul style="list-style-type: none"> • Coordinate academic programs: (1) academic program planning and development; (2) assessment of program and constituency needs; (3) evaluation of academic program activity and functions; (4) development of proposals for extramural funding of campus programs and identification of support resources; (5) liaison representation with other agencies and institutions in the public and private sectors; (6) supervision and leadership of other academic appointees or staff. • Professional competence (intellectual leadership and scholarship to their programs). • University and Public service (appropriate roles in governance and policy formulation; represent the University in their special capacity as scholars)
<p>Specialist in Cooperative Extension (APM 334)</p> <ul style="list-style-type: none"> • Performance in extending knowledge and information • Research, especially applied research, and creative work • Professional competence and activity • University and public service 	
<p>Academic Administrator (APM 370)</p> <ul style="list-style-type: none"> • Administrative experience • Professional competence and activity • University and public service 	
<p>Specialist (APM 330)</p> <ul style="list-style-type: none"> • Performance in research • Professional competence and activity • University and public service 	

Advancement Criteria Clarifications and Definitions

Balance

“Balance” is a concept typically shared as “*progress towards optimizing advancement criteria as the academic progresses in their career.*” The concept of balance is not “equal distribution of weight” or a 25%-time commitment between the advancement criteria. Balance is effort in the advancement criteria to allow the academic to progress towards achievement and impact, depending upon one’s disciplinary area, position description, clientele needs, and other factors. ANR recognizes and values opportunities requiring heavier commitments and responsibilities in one advancement criteria against lighter responsibilities in another in realizing achievement and impact.

- *Early Career (e.g., assistant rank)*: Academic should initiate efforts in each criterion, but balance is not expected yet. Emphasis is on developing an academic program (i.e., the preponderance of time seen in extending knowledge/information and applied research/creative activity) based on assessed University and clientele needs. Although, some effort should be evident in all criteria.
- *Mid-Career (e.g., associate rank)*: Academic’s program demonstrates activities towards generating impacts addressing University and clientele needs. Effort across all academic criteria has become evident. Normative emphasis is extending knowledge and information as well as applied research and creative activity.
- *Late Career (e.g., full rank)*: Program demonstrates impact towards University and clientele needs. Academic demonstrates effort in all academic criteria.

Although Academic Coordinators and Academic Administrators do not have ranks, they are expected to move towards balance in their advancement criteria over time.

Positive Trajectory of Impact

All academics are expected to have a positive trajectory of productivity and achievement as they advance in their career, demonstrating progress in achieving greater outcomes and impacts over time. A positive trajectory of impact should be demonstrated in every program review dossier for all title series. Additionally, there is an expectation that the academic provides evidence of an accumulation of achievement and impact for promotion advancements (promotion program review dossiers include activities covering all years in rank). ANR values and recognizes that program needs & University priorities change over time, requiring the academic to potentially shift program focus to address emerging needs. Positive trajectory is influenced by the academic’s increased competence, deepened relationships with partners/networks, and strengthened organizational/supervisory resources that affords the academic opportunities to support clientele in achieving impacts.

Professional Researcher (assistant to full title V)

	Assistant	Associate	Full Title
Summary	Assistant rank is the entry level for Academic appointees. The academic criteria of research and competence need not be equally developed. For advancement in this rank, emphasis must be on the area of Research and Creative Work. Academics are expected to explore innovative ideas and methodology and demonstrate the ability to interact well with colleagues and clientele.	The Associate rank is intended for Academic appointees who demonstrate significant potential for a productive career within Cooperative Extension. Academics in this rank must demonstrate an ability to effectively set program priorities, make long-range program planning decisions, interact well with colleagues and clientele, and demonstrate impacts from conducting Research and Creative Activity. The academic program should clearly demonstrate that it is moving toward balance among the three academic criteria for advancement.	Full title rank is reserved for academic appointees who are successfully making positive contributions to their discipline and whose program shows evidence of growth, depth, clientele and colleague respect, professional improvement, and outreach/diversity efforts and accomplishments. Candidates considered for promotion from the associate to full title rank must demonstrate continued professional growth and leadership in their program area. Academics must have an excellent program, incorporating the three advancement criteria including affirmative action efforts.
Research and Creative Work Independent research equivalent to that required for the Professor series.	<ul style="list-style-type: none"> ▪ Demonstrate ability to assess program needs and priorities. ▪ Evaluate, and/or develop appropriate, innovative methodologies that enhance clientele's knowledge in the program area to the extent possible. ▪ Develop research and/or creative activity in a collaborative and team-oriented atmosphere. Work with other UC Academic colleagues to develop (write or edit) relevant publications for local clientele and related industries as appropriate (e.g., newsletter for growers/clientele; news articles, web page for the program, or other innovative methodologies). 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to develop a focused research/education program based on evolving clientele needs and the ANR strategic plan (http://ucanr.edu/About_ANR/Strategic_Vision) ▪ Collaborate with colleagues and community partners in program development, implementation and evaluation. ▪ Serve as an author in a variety of publications (e.g. newsletters, articles for popular press, web-based applications, UC Delivers, and contribute to peer-reviewed publications). 	<ul style="list-style-type: none"> ▪ Participate in applied research and/or scholarly activity as evidenced by their presentation and publication record. ▪ Focus program on the research extension continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research based information). ▪ Serve as an author in a variety of publications (e.g. UC Delivers, articles for popular press, newsletters, peer-reviewed publications). ▪ Collaborate in acquiring internal and/or external funding for research, extension and/or creative activity.
Professional Competence and Activity Competence in the subject matter appropriate to the discipline is fundamental to individual success, and to the success and progress of UC ANR.	<ul style="list-style-type: none"> ▪ Enhance skills and knowledge in assigned program area(s) and acquire additional skills as needed. (e.g., join a professional society and attend a meeting; complete a short-course; work with mentors). ▪ Build credibility with clientele. Seek opportunities to attend and participate in clientele/industry/community sponsored functions and establish clientele network. ▪ Develop professional relationships that may produce long term and meaningful University contributions. 	<ul style="list-style-type: none"> ▪ Demonstrate growth by improving skills and knowledge. ▪ Participate in professional conferences. 	<ul style="list-style-type: none"> ▪ Demonstrate sustained professional growth and contribute to subject area. ▪ Demonstrate sustained growth in skills and knowledge (e.g., present at a professional society). ▪ Be recognized for leadership and expertise at local, regional and/or statewide levels. ▪ Serve as principal investigator and/or co-principal investigator in applied research.
University and Public Service Services to the University, ANR, and CE are a critical part of an Academic appointee's responsibilities. Contributions to community and beyond are also expectations of the academic appointment, representing UC and the academic discipline.	<ul style="list-style-type: none"> ▪ Not required at the assistant rank, though encouraged. ▪ Seek opportunities and serve in activities that support ANR. (e.g. volunteer to assist with UC conferences, meetings, and workgroups) ▪ Participate in UC ANR Workgroups and UC ANR Strategic Initiatives. ▪ Serve in activities that support the local unit (e.g., county committees). ▪ Serve in public activities (e.g., judge a science fair, serve on committees). 	<ul style="list-style-type: none"> ▪ Serve in activities that support and/or represent ANR, the broader UC-community, or other academic entities. (e.g., academic search committees, Academic Assembly Council committees, Statewide program advisory committees/councils, ANR workgroup committees, conference planning committees, industry and government related committees that serve local needs). ▪ Participate in UC ANR workgroups and UC ANR Strategic Initiatives. ▪ Serve in activities and/or committees that support the local unit. ▪ Participate in activities that serve the public (e.g., serving on committees and boards of directors). 	<ul style="list-style-type: none"> ▪ Serve in activities that provide leadership and support to further ANR, UC goals and objectives (e.g., UC, governmental, and other pertinent academic entities, leadership in workgroup activities). ▪ Leadership in UC ANR workgroups or UC ANR Strategic Initiatives. ▪ Serve in activities that provide leadership and support to the local unit. ▪ Provide leadership and support for activities that serve the public.
Affirmative Action Outreach/diversity efforts are an integral part of an academic's responsibilities in both program and personnel areas. Within each rank, a description of expected affirmative action efforts is included. In each criterion, examples are provided to better illustrate performance.	<ul style="list-style-type: none"> ▪ Demonstrate understanding and dedication to the Division's Affirmative Action program http://ucanr.edu/affirmation including identifying and defining clientele (establishing appropriate baselines) and developing methods to serve them. 	<ul style="list-style-type: none"> ▪ Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele. 	<ul style="list-style-type: none"> ▪ Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele.

Professional Researcher (full title VI to above scale)

	Full Title, Step VI	Full Title, Steps VII, VIII, IX	Full Title, above scale
Summary	<p>Advancement may be granted when the Program Review dossier presents evidence of a balanced and outstanding program and shows significant contributions and continuous professional growth in the three academic criteria for advancement over the individual's entire career in the full title rank. At least three years of service in the preceding step are expected before advancement to full title, step VI. Advancement to step VI is considered a promotion.</p>	<p>full title, steps VII, VIII and IX are for persons who have made exceptional contributions in their program area or discipline, resulting in significant benefits to the State of California, the nation, and contributing favorably to the prestige of the University of California. Candidates must demonstrate continuing superior performance and professional stature in their field as evidenced by the candidates' recognition and significant contributions to the field or profession. They must also demonstrate peer leadership, originality and ability to effectively collaborate with others. At least three years of service in the preceding step are expected before advancement to the next full title step.</p> <p>Advancement to step IX is reserved for persons of the highest distinction whose work has been nationally recognized and acclaimed. Individuals must show strong evidence of a well-balanced program with outstanding performance. Use of the top step in the salary scale for this series shall be restricted to those for whom there is, in at least three of the criteria mentioned above, documented evidence of exceptional or outstanding achievement or unusual qualifications in terms of education and experience. When it is feasible, such documentation by sources outside the University of California should include written testimony to and evaluation of an individual's achievements.</p> <p>Demonstrate efforts that reflect a positive and sustained commitment to Affirmative Action. Individuals must show evidence of recognition from peers and clientele not only at a local and state level, but also at the national and/or international level.</p>	<p>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.</p> <p>Must perform in a stellar manner in all three criteria areas. Except in rare and compelling cases, advancement will not occur in less than 4 years at step IX.</p>
Research and Creative Work Independent research equivalent to that required for the Professor series.	<ul style="list-style-type: none"> Provide leadership for collaborative research and/or creative activities (e.g. Principal Investigator for research project). Demonstrate effective dissemination of research findings using appropriate communication media (e.g., presentations, workshops, popular publications, web sites, etc.). Clearly demonstrate evidence that extension and research is part of the continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research-based information). Serve as an author in non-peer reviewed and peer-reviewed publications that have significance beyond the local level. Co-authorship is essential. 	<ul style="list-style-type: none"> Provide leadership in research and creative activity that is relevant to local needs and is statewide or national in scope. Extend research findings using appropriate communication media (e.g., UC publications, journal articles, workshops, presentations, etc.). Participate and collaborate in activities that generate new knowledge in the discipline. Make substantial contributions including serving as an author in a variety of publications that are peer reviewed, scholarly, and reach clientele beyond the local level. 	
Professional Competence and Activity Competence in the subject matter appropriate to the discipline is fundamental to individual success, and to the success and progress of UC ANR.	<ul style="list-style-type: none"> Demonstrate expertise in at least one aspect of program area. Demonstrate significant participation in activities that serve the public beyond the local and/or regional level. Intellectual leadership as demonstrated by recognition for expertise among peers and clientele at state and multi-state level (e.g. speaker at national and/or international conference). 	<ul style="list-style-type: none"> Demonstrate outstanding performance in all areas of their program as evidenced by sustained superior performance and professional stature in their field. Intellectual leadership as evidenced by recognition for their expertise among peers and clientele at local, statewide, multi-state, national and/or international levels (e.g. speaker, serve on editorial board of journal, reviewer of peer reviewed publications, national committees, professional society boards, etc.). 	
University and Public Service Services to the University, ANR, and CE are a critical part of an Academic appointee's responsibilities. Contributions to community and beyond are also expectations of the academic appointment, representing UC and the academic discipline.	<ul style="list-style-type: none"> Provide sustained leadership for activities that support ANR, UC and/or other academic entities. Demonstrate increased leadership to local unit. Provide increased leadership for activities that serve the public. 	<ul style="list-style-type: none"> Serve in leadership roles in activities that support ANR, UC and/or other academic entities. Provide leadership to local unit. Demonstrate leadership for activities that serve the public (e.g. member of state or national board). It is essential that the advisor provides mentoring and leadership to newer advisors and demonstrates support for working on critical needs/projects that best serve the University and clientele (e.g., special UC or industry related committees, cross county assignments, Acting CD, etc.). 	
Affirmative Action Outreach/diversity efforts are an integral part of an academic's responsibilities in both program and personnel areas. Within each rank, a description of expected affirmative action efforts is included. In each criterion, examples are provided to better illustrate performance.	<ul style="list-style-type: none"> Continued evidence of integration of Affirmative Action into academic criteria. Demonstrate efforts that reflect a positive and sustained commitment to Affirmative Action. 	<ul style="list-style-type: none"> Demonstrate a sustained positive commitment integrating Affirmative Action into all academic criteria and demonstrate significant leadership in programs that benefit defined clientele (e.g., share your expertise on best practices with colleagues including strategies to integrate your defined clientele and/or underserved clientele into all aspects of program development). 	

Project Scientist (assistant to full title V)

	Assistant	Associate	Full Title
Summary	Assistant rank is the entry level for Academic appointees. The academic criteria of research and competence need not be equally developed. For advancement in this rank, emphasis must be on the area of Research and Creative Work. Academics are expected to explore innovative ideas and methodology and demonstrate the ability to interact well with colleagues and clientele.	The associate rank is intended for Academic appointees who demonstrate significant potential for a productive career within Cooperative Extension. Academics in this rank must demonstrate an ability to effectively set program priorities, make long-range program planning decisions, interact well with colleagues and clientele, and demonstrate impacts from conducting Research and Creative Activity. The academic program should clearly demonstrate that it is moving toward balance among the two academic criteria for advancement.	Full title rank is reserved for Academic appointees who are successfully making positive contributions to their discipline and whose program shows evidence of growth, depth, clientele and colleague respect, professional improvement, and outreach/diversity efforts and accomplishments. Candidates considered for promotion from the associate to full title rank must demonstrate continued professional growth and leadership in their program area. Academics must have an excellent program, incorporating the two advancement criteria including affirmative action efforts.
Research and Creative Work Demonstrated significant, original and creative contribution to a research or creative program or project	<ul style="list-style-type: none"> ▪ Demonstrate ability to assess program needs and priorities. ▪ Evaluate, and/or develop appropriate, innovative methodologies that enhance clientele's knowledge in the program area to the extent possible. ▪ Develop research and/or creative activity in a collaborative and team-oriented atmosphere. Work with other UC Academic colleagues to develop (write or edit) relevant publications for local clientele and related industries as appropriate (e.g., newsletter for growers/clientele; news articles, web page for the program, or other innovative methodologies). 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to develop a focused research/education program based on evolving clientele needs and the ANR strategic plan (http://ucanr.edu/About_ANR/Strategic_Vision) ▪ Collaborate with colleagues and community partners in program development, implementation and evaluation. ▪ Serve as an author in a variety of publications (e.g. newsletters, articles for popular press, web-based applications, UC Delivers, and contribute to peer-reviewed publications). 	<ul style="list-style-type: none"> ▪ Participate in applied research and/or scholarly activity as evidenced by their presentation and publication record. ▪ Focus program on the research extension continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research based information). ▪ Serve as an author in a variety of publications (e.g. UC Delivers, articles for popular press, newsletters, peer-reviewed publications). ▪ Collaborate in acquiring internal and/or external funding for research, extension and/or creative activity.
Professional Competence and Activity Competence in the subject matter appropriate to the discipline is fundamental to individual success, and to the success and progress of UC ANR.	<ul style="list-style-type: none"> ▪ Enhance skills and knowledge in assigned program area(s) and acquire additional skills as needed. (e.g., join a professional society and attend a meeting; complete a short-course; work with mentors). ▪ Build credibility with clientele. Seek opportunities to attend and participate in clientele/industry/community sponsored functions and establish clientele network. ▪ Develop professional relationships that may produce long term and meaningful University contributions. 	<ul style="list-style-type: none"> ▪ Demonstrate growth by improving skills and knowledge. ▪ Participate in professional conferences. 	<ul style="list-style-type: none"> ▪ Demonstrate sustained professional growth and contribute to subject area. ▪ Demonstrate sustained growth in skills and knowledge (e.g., present at a professional society). ▪ Be recognized for leadership and expertise at local, regional and/or statewide levels. ▪ Serve as principal investigator and/or co-principal investigator in applied research.
NOT REQUIRED FOR THIS TITLE SERIES, THOUGH ENCOURAGED University and Public Service Services to the University, ANR, and CE are a critical part of an Academic appointee's responsibilities. Contributions to community and beyond are also expectations of the academic appointment, representing UC and the academic discipline.	<ul style="list-style-type: none"> ▪ Seek opportunities and serve in activities that support ANR. (e.g. volunteer to assist with UC conferences, meetings, and workgroups). ▪ Participate in UC ANR Workgroups and UC ANR Strategic Initiatives. ▪ Serve in activities that support the local unit (e.g., county committees). ▪ Serve in public activities (e.g., judge a science fair, serve on committees). 	<ul style="list-style-type: none"> ▪ Serve in activities that support and/or represent ANR, the broader UC-community, or other academic entities. (e.g., academic search committees, Academic Assembly Council committees, Statewide program advisory committees/councils, ANR workgroup committees, conference planning committees, industry and government related committees that serve local needs). ▪ Participate in UC ANR workgroups and UC ANR Strategic Initiatives. ▪ Serve in activities and/or committees that support the local unit. ▪ Participate in activities that serve the public (e.g., serving on committees and boards of directors). 	<ul style="list-style-type: none"> ▪ Serve in activities that provide leadership and support to further ANR, UC goals and objectives (e.g., UC, governmental, and other pertinent academic entities, leadership in workgroup activities). ▪ Leadership in UC ANR workgroups or UC ANR Strategic Initiatives. ▪ Serve in activities that provide leadership and support to the local unit. ▪ Provide leadership and support for activities that serve the public.
Affirmative Action Outreach/diversity efforts are an integral part of an academic's responsibilities in both program and personnel areas. Within each rank, a description of expected affirmative action efforts is included. In each criterion, examples are provided to better illustrate performance.	<ul style="list-style-type: none"> ▪ Demonstrate understanding and dedication to the Division's Affirmative Action program http://ucanr.edu/affirmaction including identifying and defining clientele (establishing appropriate baselines) and developing methods to serve them. 	<ul style="list-style-type: none"> ▪ Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele. 	<ul style="list-style-type: none"> ▪ Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele.

Project Scientist (full title VI to above scale)

	Full Title, Step VI	Full Title, Steps VII, VIII, IX	Full Title, above scale
Summary	<p>Advancement may be granted when the Program Review dossier presents evidence of a balanced and outstanding program and shows significant contributions and continuous professional growth in the two academic criteria for advancement over the individual's entire career in the full title. At least three years of service in the preceding step are expected before advancement to full title, step VI. Advancement to step VI is considered a promotion.</p>	<p>Full title, steps VII, VIII and IX are for persons who have made exceptional contributions in their program area or discipline, resulting in significant benefits to the State of California, the nation, and contributing favorably to the prestige of the University of California.</p> <p>Candidates must demonstrate continuing superior performance and professional stature in their field as evidenced by the candidates' recognition and significant contributions to the field or profession. They must also demonstrate peer leadership, originality and ability to effectively collaborate with others. At least three years of service in the preceding step are expected before advancement to the next full title step.</p> <p>Advancement to step IX is reserved for persons of the highest distinction whose work has been nationally recognized and acclaimed. Individuals must show strong evidence of a well-balanced program with outstanding performance. Use of the top step in the salary scale for this series shall be restricted to those for whom there is, in at least two of the criteria mentioned above, documented evidence of exceptional or outstanding achievement or unusual qualifications in terms of education and experience. When it is feasible, such documentation by sources outside the University of California should include written testimony to and evaluation of an individual's achievements.</p> <p>Demonstrate efforts that reflect a positive and sustained commitment to Affirmative Action. Individuals must show evidence of recognition from peers and clientele not only at a local and state level, but also at the national and/or international level.</p>	
Research and Creative Work Demonstrated significant, original and creative contribution to a research or creative program or project.	<ul style="list-style-type: none"> Provide leadership for collaborative research and/or creative activities (e.g. Principal Investigator for research project). Demonstrate effective dissemination of research findings using appropriate communication media (e.g., presentations, workshops, popular publications, web sites, etc.). Clearly demonstrate evidence that extension and research is part of the continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research-based information). Serve as an author in non-peer reviewed and peer-reviewed publications that have significance beyond the local level. Co-authorship is essential. 	<ul style="list-style-type: none"> Provide leadership in research and creative activity that is relevant to local needs and is statewide or national in scope. Extend research findings using appropriate communication media (e.g., UC publications, journal articles, workshops, presentations, etc.). Participate and collaborate in activities that generate new knowledge in the discipline. Make substantial contributions including serving as an author in a variety of publications that are peer reviewed, scholarly, and reach clientele beyond the local level. 	<p>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. Must perform in a stellar manner in all two criteria areas. Except in rare and compelling cases, advancement will not occur in less than 4 years at step IX.</p>
Professional Competence and Activity Competence in the subject matter appropriate to the discipline is fundamental to individual success, and to the success and progress of UC ANR.	<ul style="list-style-type: none"> Demonstrate expertise in at least one aspect of program area. Demonstrate significant participation in activities that serve the public beyond the local and/or regional level. Intellectual leadership as demonstrated by recognition for expertise among peers and clientele at state and multi-state level (e.g. speaker at national and/or international conference). 	<ul style="list-style-type: none"> Demonstrate outstanding performance in all areas of their program as evidenced by sustained superior performance and professional stature in their field. Intellectual leadership as evidenced by recognition for their expertise among peers and clientele at local, statewide, multi-state, national and/or international levels (e.g. speaker, serve on editorial board of journal, reviewer of peer reviewed publications, national committees, professional society boards, etc.). 	
NOT REQUIRED FOR THIS TITLE SERIES, THOUGH ENCOURAGED University and Public Service Services to the University, ANR, and CE are a critical part of an Academic appointee's responsibilities. Contributions to community and beyond are also expectations of the academic appointment, representing UC and the academic discipline.	<ul style="list-style-type: none"> Provide sustained leadership for activities that support ANR, UC and/or other academic entities. Demonstrate increased leadership to local unit. Provide increased leadership for activities that serve the public. 	<ul style="list-style-type: none"> Serve in leadership roles in activities that support ANR, UC and/or other academic entities. Provide leadership to local unit. Demonstrate leadership for activities that serve the public (e.g. member of state or national board). It is essential that the advisor provides mentoring and leadership to newer advisors and demonstrates support for working on critical needs/projects that best serve the University and clientele (e.g., special UC or industry related committees, cross county assignments, Acting CD, etc.). 	
Affirmative Action Outreach/diversity efforts are an integral part of an academic's responsibilities in both program and personnel areas. Within each rank, a description of expected affirmative action efforts is included. In each criterion, examples are provided to better illustrate performance.	<ul style="list-style-type: none"> Continued evidence of integration of Affirmative Action into academic criteria. Demonstrate efforts that reflect a positive and sustained commitment to Affirmative Action. 	<ul style="list-style-type: none"> Demonstrate a sustained positive commitment integrating Affirmative Action into all academic criteria and demonstrate significant leadership in programs that benefit defined clientele (e.g., share your expertise on best practices with colleagues including strategies to integrate your defined clientele and/or underserved clientele into all aspects of program development). 	

Cooperative Extension Advisor and Specialist in Cooperative Extension (assistant to full title V)

	Assistant	Associate	Full Title I-IV
Summary	For advancement within this rank, appointees must demonstrate the ability to assess needs, set priorities, and plan, organize, implement, and evaluate extension programs. Skills in the area of applied research and creative activity should also be demonstrated. Appointees must also possess good communication skills and show an ability to interact well with colleagues and clientele. Entry-level appointees must be receptive to innovative ideas and methodologies in order to build a productive career in Cooperative Extension. Efforts that reflect dedication to continual professional improvement and a position commitment to outreach/diversity must be clearly demonstrated. At the assistant level, all four academic criteria for advancement need not be equally developed; emphasis will be on the areas of extending knowledge and information and applied research and creative activity.	Associate rank is reserved for appointees who demonstrate significant potential for a productive career within Cooperative Extension. They must demonstrate an ability to set program priorities, make long-range program planning decisions, and interact well with colleagues and clientele. They must demonstrate initiative and leadership in program development and delivery. The program must be clearly moving toward balance among the four academic criteria for advancement and show evidence of outreach/diversity commitment and efforts.	Full title rank is reserved for academic appointees who are successfully making positive contributions to their discipline and whose program shows evidence of growth, depth, growing clientele and colleague respect, professional improvement, and outreach/diversity efforts and accomplishments. Candidates considered for promotion from the associate to full title rank must have developed an excellent program, incorporating the four advancement criteria and outreach/diversity efforts. Program accomplishments must show excellence in developing and conducting extension educational programs. This should include authorship of peer-reviewed publications and county or statewide publications that are designed for clientele use. Candidates for advancement to full title rank are expected to have demonstrated long-range planning leadership within their program area.
Extending Knowledge and Information An effective extension program involves effective teaching through the design and implementation of strategies that will lead clientele to use research-based knowledge to improve their situations by adopting specific practices and technologies. Media may include publications, articles in popular and trade magazines, newspapers, and professional journals; radio and television programming; visual media productions; computer software; and new technologies as they are developed. Methods may include independent learning programs, field tours, symposia, workshops, and short courses. Program results or impacts must be documented.	<ul style="list-style-type: none"> ▪ Demonstrate ability to assess program needs and priorities (i.e., primarily in 1st and 2nd terms). ▪ Evaluate, and/or develop appropriate, innovative methodologies that enhance clientele's knowledge in the program area to the extent possible. ▪ Develop a foundation of high-quality educational programs (e.g. plan and deliver workshops, seminars, field days for clientele; or collaborate in delivering workshops). ▪ Develop research and/or creative activity in a collaborative and team-oriented atmosphere. Work with other UC Academic colleagues to develop (write or edit) relevant publications for local clientele and related industries as appropriate (e.g., newsletter for growers/clientele; news articles, web page for the program, or other innovative methodologies). 	<ul style="list-style-type: none"> ▪ Demonstrate initiative and leadership by delivering high-quality programs that address clientele needs and/or community issues. ▪ Demonstrate the ability to develop a focused research/education program based on evolving clientele needs and the ANR strategic plan (http://ucanr.edu/About_ANR/Strategic_Vision) ▪ Develop an area of expertise within your program area that is relevant to clientele needs. ▪ Collaborate with colleagues and community partners in program development, implementation and evaluation. ▪ Serve as an author in a variety of publications (e.g. newsletters, articles for popular press, web-based applications, UC Delivers, and contribute to peer-reviewed publications). 	<ul style="list-style-type: none"> ▪ Demonstrate excellence in developing educational programs that are effective in teaching and/or advising program clientele which contribute to the discipline. ▪ Participate in applied research and/or scholarly activity as evidenced by their presentation and publication record. ▪ Focus program on the research extension continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research-based information). ▪ Serve as an author in a variety of publications (e.g. UC Delivers, articles for popular press, newsletters, peer-reviewed publications). ▪ Collaborate in acquiring internal and/or external funding for research, extension and/or creative activity.
Applied Research and Creative Activity Academics are expected to proceed from a base of research information and to use the process of scientific inquiry and to analyze program results. Applied research: empirical effort to solve major problems; characterized by quality and quantity of effort; preparation of sound plans; quality and quantity of research reports; contributions of research efforts to an industry or to the various public agencies. Creative activity: development, implementation and evaluation of the creative adaptation of scientific knowledge or research information to solve specific problems. Creativity involves the origination of new ideas or practices.	<ul style="list-style-type: none"> ▪ Enhance skills and knowledge in assigned program area(s) and acquire additional skills as needed. (e.g., join a professional society and attend a meeting; complete a short-course; work with mentors). ▪ Build credibility with clientele. Seek opportunities to attend and participate in clientele, industry, or community-sponsored functions and establish clientele network. ▪ Develop professional relationships that may produce long term and meaningful University contributions. 	<ul style="list-style-type: none"> ▪ Demonstrate growth by improving skills and knowledge. ▪ Participate in professional conferences. 	<ul style="list-style-type: none"> ▪ Demonstrate sustained professional growth and contribute to the subject area. ▪ Demonstrate sustained growth in skills and knowledge (e.g., present at a professional society). ▪ Be recognized for leadership and expertise at local, regional and/or statewide levels. ▪ Serve as principal investigator and/or co-principal investigator in applied research and/or extension projects.
Professional Competence and Activity An employee's professional activities in their discipline, including: knowledge of the subject matter or specialty and the ability to apply this knowledge in practice; evidence of achievement and recognition by colleagues and clientele for providing leadership in the field (including awards, honors, and grants); articles published in professional and trade journals; consulting services to other agencies and editorial board services; or active membership in disciplinary societies and professional associations, or other activities indicative of professional standing and leadership.	<ul style="list-style-type: none"> ▪ Seek opportunities and serve in activities that support ANR. (e.g. volunteer to assist with UC conferences, meetings, and workgroups). ▪ Participate in UC ANR Workgroups and UC ANR Strategic Initiatives. ▪ Serve in activities that support the local unit (e.g., county committees). ▪ Serve in public activities (e.g., judge a science fair, serve on committees). 	<ul style="list-style-type: none"> ▪ Serve in activities that support and/or represent ANR, the broader UC-community, or other academic entities. (e.g., academic search committees, Academic Assembly Council committees, Statewide program advisory committees/councils, conference planning committees, industry and government-related committees that serve local needs). ▪ Participate in UC ANR workgroups and UC ANR Strategic Initiatives. ▪ Serve in activities and/or committees that support the local unit. ▪ Participate in activities that serve the public (e.g., serving on committees and boards of directors). 	<ul style="list-style-type: none"> ▪ Serve in activities that provide leadership and support to further ANR, UC goals and objectives (e.g., UC, governmental, and other pertinent academic entities, leadership in workgroup activities). ▪ Leadership in UC ANR workgroups or UC ANR Strategic Initiatives. ▪ Serve in activities that provide leadership and support to the local unit. ▪ Provide leadership and support for activities that serve the public.
University and Public Service Services to the University, the Division, and CE are an important part of an academic appointee's responsibilities. Significant contributions to the community, state, and national affairs will also be considered as evidence for advancement. Activity reported in this category must be related to the subject matter or disciplinary responsibilities as defined in the appointee's position description.	<ul style="list-style-type: none"> ▪ Demonstrate understanding and dedication to the Division's Affirmative Action program http://ucanr.edu/affirmation including identifying and defining clientele (establishing appropriate baselines) and developing methods to serve them. 	<ul style="list-style-type: none"> ▪ Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele. 	<ul style="list-style-type: none"> ▪ Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele.
Affirmative Action Outreach/diversity efforts are an integral part of an academic's responsibilities in both program and personnel areas. Within each rank, a description of expected affirmative action efforts is included. In each criterion, examples are provided to better illustrate performance.			

Cooperative Extension Advisor and Specialist in Cooperative Extension (full title VI to above scale)

	Full Title, Step VI	Full Title, Steps VII, VIII, IX	Full Title, above scale
Summary	<p>At least three years of service in the preceding step are expected before advancement to full title, step VI.</p> <p>This advancement will be granted only if evidence documents a balanced and outstanding program, showing significant and continuous growth in the four academic criteria for advancement: Extending knowledge and information, Applied research and creative activity, Professional competence and activity, and University and public service. There must also be evidence that the candidate's influence and recognition within their discipline have grown. Efforts that reflect a positive commitment to outreach/diversity must be demonstrated.</p>	<p>Advancement into these steps usually will not occur without at least three years of service in the previous step.</p> <p>Full title, steps VII, VIII and IX are reserved for persons who have made exceptional contributions to major program area, resulting in significant benefits to the people of California and contributing favorably to the prestige of the University of California and Cooperative Extension. Candidates must provide evidence of continuing superior performance and professional stature in their field. They must also demonstrate peer leadership, originality, and ability to work effectively with others. Advancement to step IX is reserved for persons of the highest distinction whose work has been nationally recognized and acclaimed.</p> <p>Individuals should show strong evidence of having developed a well-balanced program with outstanding performance in all four of the academic criteria for advancement. Efforts that reflect a positive commitment to outreach/diversity must also be demonstrated. Strong evidence must be provided to show a wide scope of recognition from peers and clients and a highly meritorious record of public and university service.</p>	<p>There must be demonstration of additional merit and distinction beyond the performance on which advancement to step IX was based.</p> <p>Demonstrate leadership roles and distinctive impacts in activities and service that support ANR, UC, other academic entities, and/or the public.</p> <p>Must perform in a stellar manner in all four criteria areas.</p> <p>Except in rare and compelling cases, advancement will not occur in less than 4 years at step IX.</p>
Extending Knowledge and Information/ Applied Research and Creative Activity	<ul style="list-style-type: none"> ▪ Demonstrate sustained excellence in program delivery and contribute to discipline at the local, state and national level. ▪ Provide leadership for collaborative research and/or creative activities (e.g. Principal Investigator for research project). ▪ Demonstrate effective extension of knowledge and dissemination of research findings using appropriate communication media (e.g., presentations, workshops, popular publications, web sites, etc.). ▪ Clearly demonstrate evidence that extension and research is part of the continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research-based information). ▪ Serve as an author in non-peer-reviewed and peer-reviewed publications that have significance beyond the local level. Co-authorship is essential. 	<ul style="list-style-type: none"> ▪ Demonstrate excellence in program delivery (e.g., program consistently contributes at local, statewide, and/or national level). ▪ Provide leadership in research and creative activity that is relevant to local needs and is statewide or national in scope. ▪ Extend research findings using appropriate communication media (e.g., UC publications, journal articles, workshops, presentations, etc.). ▪ Participate and collaborate in activities that generate new knowledge in the discipline. ▪ Make substantial contributions including serving as an author in a variety of publications that are peer-reviewed, scholarly, and reach clientele beyond the local level. 	
Professional Competence and Activity	<ul style="list-style-type: none"> ▪ Demonstrate expertise in at least one aspect of program area. ▪ Demonstrate significant participation in activities that serve the public beyond the local and/or regional level. ▪ Intellectual leadership as demonstrated by recognition for expertise among peers and clientele at state and multi-state level (e.g. speaker at national and/or international conference). 	<ul style="list-style-type: none"> ▪ Demonstrate outstanding performance in all areas of their program as evidenced by sustained superior performance and professional stature in their field. ▪ Intellectual leadership as evidenced by recognition for their expertise among peers and clientele at local, statewide, multi-state, national and/or international levels (e.g. speaker, serve on editorial board of journal, reviewer of peer-reviewed publications, national committees, professional society boards, etc.). 	
University and Public Service	<ul style="list-style-type: none"> ▪ Provide sustained leadership for activities that support ANR, UC and/or other academic entities. ▪ Demonstrate increased leadership to the local unit. ▪ Provide increased leadership for activities that serve the public. 	<ul style="list-style-type: none"> ▪ Serve in leadership roles in activities that support ANR, UC and/or other academic entities. ▪ Provide leadership to local unit. ▪ Demonstrate leadership for activities that serve the public (e.g. member of state or national board). ▪ It is essential that the advisor provides mentoring and leadership to newer advisors and demonstrates support for working on critical needs/projects that best serve the University and clientele (e.g., special UC or industry-related committees, cross-county assignments, Acting CD, etc.). 	
Affirmative Action	<ul style="list-style-type: none"> ▪ Continued evidence of integration of Affirmative Action into academic criteria. ▪ Demonstrate efforts that reflect a positive and sustained commitment to Affirmative Action. 	<ul style="list-style-type: none"> ▪ Demonstrate a sustained positive commitment integrating Affirmative Action into all academic criteria and demonstrate significant leadership in programs that benefit defined clientele (e.g., share your expertise on best practices with colleagues including strategies to integrate your defined clientele and/or underserved clientele into all aspects of program development). 	

Academic Administrator

<p>The Academic Administrator series does not include ranks. Merit advancements occur in steps within the AA I – VII levels. Academics will be appointed to the appropriate AA I – VII level based upon the responsibilities of the position. The academic administrator title is used for a variety of supervisory and leadership positions; therefore, the position description provides details on expectations and responsibilities (i.e., not every position will be required to meet each of these performance objectives). Progression in step should show a positive trajectory of impact over one’s ANR career.</p>	
<p>Administrative Performance Duties are largely administrative, but the administration could include participation in overseeing programs involving teaching, research, and academically-based public service.</p>	<ul style="list-style-type: none"> ▪ <i>Administration of Program:</i> Provide leadership to an academic and staff team to (a) ensure clientele needs are assessed; (b) priority program goals are developed; (c) programs are implemented; and (d) outcomes and impacts are measured and communicated. Over time, strengthen and expand the delivery of ANR programs. ▪ <i>Leadership:</i> Demonstrated ability to share a vision, inspire, and motivate others; ability to encourage and openly explore new ideas and innovative changes and foster positive transformations. Provide evidence of ongoing support to researchers and educators in conducting quality research and extension programs. Demonstrate effective management for personnel, including oversight, annual evaluations, merits and promotions; and show investment in improving staff expertise and support professional development. ▪ <i>Budget:</i> Clearly demonstrate evidence of successfully securing resources, effectively allocating resources, monitoring the use of resources, and reporting to funding agencies. ▪ <i>Partnerships and Relationships:</i> Provide evidence for cultivating, maintaining, and nurturing internal UC, political, and industry relationships.
<p>Extending Knowledge and Information/ Applied Research and Creative Activity *If included in position description Performance in Extending Knowledge and Information: An effective extension program results in new knowledge or understanding, changed attitudes, new skills or practices. Performance in Applied Research and Creative Activity: (a) An effective research program is characterized by quality and quantity research effort, validation of results and quality and quantity of research publications and/or reports. (b) An effective program is characterized by the creative adaptation of scientific knowledge or research information to solve specific problems.</p>	<ul style="list-style-type: none"> ▪ Demonstrate the ability to assess program needs and priorities. ▪ Evaluate, and/or develop appropriate, innovative methodologies that enhance clientele’s knowledge in the program area to the extent possible. ▪ Develop a foundation of high-quality educational programs (e.g. plan and deliver workshops, seminars, field days for clientele; or collaborate in delivering workshops). ▪ Develop research and/or creative activity in a collaborative and team-oriented atmosphere. Work with other UC Academic colleagues to develop (write or edit) relevant publications for local clientele and related industries as appropriate (e.g., newsletter for growers/clientele; news articles, web page for the program, or other innovative methodologies).
<p>Professional Competence and Activity Competence in the subject matter appropriate to the discipline is fundamental to individual success, and to the success and progress of UC ANR.</p>	<ul style="list-style-type: none"> ▪ Enhance skills and knowledge in assigned program area(s) and acquire additional skills as needed. (e.g., join a professional society and attend a meeting; complete a short-course; work with mentors). ▪ Build credibility with clientele. Seek opportunities to attend and participate in clientele/industry/community sponsored functions and establish clientele network. ▪ Develop professional relationships that may produce long term and meaningful University contributions.
<p>University and Public Service Services to the University, ANR, and CE are a critical part of an Academic appointee’s responsibilities. Contributions to community and beyond are also expectations of the academic appointment, representing UC and the academic discipline.</p>	<ul style="list-style-type: none"> ▪ Seek opportunities and serve in activities that support ANR. (e.g. volunteer to assist with UC conferences, meetings, and workgroups). ▪ Participate in UC ANR Workgroups and UC ANR Strategic Initiatives. ▪ Serve in activities that support the local unit (e.g., county committees). ▪ Serve in public activities (e.g., judge a science fair, serve on committees).
<p>Affirmative Action Outreach/diversity efforts are an integral part of an academic’s responsibilities in both program and personnel areas. Within each rank, a description of expected affirmative action efforts is included. In each criterion, examples are provided to better illustrate performance.</p>	<ul style="list-style-type: none"> ▪ Demonstrate understanding and dedication to the Division’s Affirmative Action program http://ucanr.edu/affirmaction including identifying and defining clientele (establishing appropriate baselines) and developing methods to serve them.

Academic Coordinator

<p>The Academic Coordinator series does include ranks, but rather levels are determined by program scope and complexity at the time of the position recruitment (Academic Coordinator I, II, and III). Academic Coordinators move through the steps during the merit process but there is no expectation of movement between the levels without significant changes in the scope and complexity of the program being administered. The academic coordinator title is used for a variety of programmatic positions; therefore, the position description provides details on expectations and priorities (i.e., not every position will be required to emphasize each of these performance objectives). Note: Clientele are often UC employees (i.e., academic coordinators often support the efforts of CE Advisors, Specialists, and staff).</p>	
<p>Coordination of Academic Programs Responsible for the administration and coordination of one or more programs and may have responsibility for directing the activities of other academic appointees or staff.</p>	<p>Specific efforts depend on position description; examples include:</p> <ul style="list-style-type: none"> ▪ Academic program planning and development <ul style="list-style-type: none"> ○ Demonstrate the ability to develop and sustain relationships with program clientele and partners. ○ Lead and contribute to effective communication efforts with one’s clientele and the public (e.g., develop and maintain websites, social media, blogs, and other media). ○ Develop, adapt, implement, and evaluate program activities, trainings, curriculum, and other educational activities and multi-media materials aligned with strategic plan and/or clientele needs. ○ Provide evidence of coordination and organization of various elements involved in complex academic programs to ensure effective outcomes and impact (i.e., ranging from logistical to program content). ▪ Assessment of program and constituency needs. <ul style="list-style-type: none"> ○ Demonstrate ability to assess program needs and priorities. ▪ Evaluation of academic program activities and functions. <ul style="list-style-type: none"> ○ Demonstrate ability to develop, contribute to, and publish evaluation reports. ▪ Development of proposals for extramural funding of programs and identification of support resources. ▪ Liaison representation with other agencies and institutions in the public and private sectors. ▪ Supervision and leadership of other academic appointees or staff.
<p>Professional Competence and Activity Competence in the subject matter appropriate to the discipline is fundamental to individual success, and to the success and progress of UC ANR.</p>	<ul style="list-style-type: none"> ▪ Enhance skills and knowledge in assigned program area(s) and acquire additional skills as needed. (e.g., join a professional society and attend a meeting; complete a short-course; work with mentors). ▪ Build credibility with clientele. Seek opportunities to attend and participate in clientele/industry/community sponsored functions and establish clientele network. ▪ Develop professional relationships that may produce long term and meaningful University contributions.
<p>University and Public Service Services to the University, ANR, and CE are a critical part of an Academic appointee’s responsibilities. Contributions to community and beyond are also expectations of the academic appointment, representing UC and the academic discipline.</p>	<ul style="list-style-type: none"> ▪ Serve in activities that support and/or represent ANR, the broader UC-community, or other academic entities. (e.g., academic search committees, Academic Assembly Council committees, Statewide program advisory committees/councils, ANR workgroup committees, conference planning committees, industry and government-related committees that serve local needs). ▪ Participate in UC ANR Workgroups and UC ANR Strategic Initiatives. ▪ Serve in activities and/or committees that support the local unit, ANR-wide, or nationally. ▪ Serve in public activities (e.g., judge a science fair, serve on committees) related to the professional’s content area assignment.
<p>Affirmative Action Outreach/diversity efforts are an integral part of an academic’s responsibilities in both program and personnel areas.</p>	<p>Demonstrate understanding and dedication to the Division’s Affirmative Action program http://ucanr.edu/affirmaction including identifying and defining clientele (establishing appropriate baselines) and developing methods to serve them.</p>

Appendix A: Civil Rights Compliance in Extension Activities

Academics who document Civil Rights Compliance in Extension Activities are:

- CE Advisors - required
- CE Specialists with ANR merit and promotion processes (not campus) – depending on clientele
- Other academic titles with ANR merit and promotion processes – depending on clientele

The questions below may help CE Specialists and other academic titles with ANR merit and promotion determine if they are required to document Civil Rights Compliance in their 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.

Do I have to document Civil Rights Compliance?

- 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?

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 in your dossier under University Service, Public Service, or Professional Competence, rather than Extension Activities.

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 are 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 include 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