

Training for Brand New Academics

Finding success in the UC ANR Academic Advancement Process

Presented by the Academic Assembly Personnel Committee

Michelle Leinfelder-Miles, 2022-23 Chair

Brenna Aegerter

Mary Blackburn

*With special thanks to Steven Worker, Peer Review Committee co-chair
and Katherine Webb-Martinez, Program Planning and Evaluation*

 **UNIVERSITY OF CALIFORNIA**
Agriculture and Natural Resources

2022-23 Academic advancement process trainings

- **Wednesday, December 7, 2022 (1:30-3pm)**
Training for Brand New Academics. New to UC ANR? Welcome! Let the Personnel Committee help orient you on the alphabet soup of the advancement cycle. What's an AE? What's a PR? When are the deadlines, and what are the requirements? Come to this training to learn more.
- **Wednesday, December 14, 2022 (1:30-3pm)**
Training for first-time PR writers. You've written an Annual Evaluation, but now it's time to tackle a Program Review dossier. Come to this training and take a deep dive into the Ebook – your guide to writing effective PRs.
- **Tuesday, January 17, 2023 (2-3pm) AND Wednesday, January 25, 2023 (2-3pm)**
Advancement Cycle Q&A Sessions. At these trainings, the Personnel Committee will provide a short presentation on Ebook updates, and then the floor will be opened to Q&A. The short presentation will be the same on both days. Please come with your questions!

Overseeing the academic advancement process

Academic Assembly Personnel Committee

- Consists of 9 ANR academics, 3-year terms, appointed by the Academic Assembly Rules & Elections Committee
- Reviews policies around appointments, evaluations, merit & promotions. Takes the lead in revising the eBook.

Academic HR (*Anna Lee & Pam Tise*)

- Coordinates the advancement process, tracks academic's advancement actions, administrative and logistical

Peer Review Committee (Vice Provost Obrist)

- Reviews PR dossiers in May annually and makes a recommendation to the AVP.

Associate Vice President (Deanne Meyer)

- Makes the final decision on advancement requests.
- Has delegated authority to establish all advancement procedures (APM 335)



Name	Title	Term
Michelle Leinfelder-Miles (Chair)	Advisor	2024
Brenna Aegerter	Advisor	2023
Khaled Bali	Specialist	2023
Andre Biscaro	Advisor	2023
Mary Blackburn	Advisor	2023
Mark Bolda	Advisor	2025
Anne Iaccopucci	Academic Coord.	2023
Ali Montazar (ex-officio/ AAC President)	Advisor	
Etaferahu Takele	Advisor	2024
Karey Windbiel-Rojas	Advisor	2025

Annual reporting requirements for academics



Organizational Reporting & Civil Rights Compliance

Submitted in Project Board

Period: October 1 to September 30

Due February 1



FTE Reporting

Submitted in Project Board

Period: July 1 to June 30

Due July 1



Program Review & Annual Evaluation

Uploaded through a workflow automation system, integrated with Project Board

Period: October 1 to September 30

Due February 1

Project Board: ANR's online system that integrates civil rights compliance and organizational reporting requirements. It also has an optional component to help academics organize information for program review and annual evaluation.

Civil rights compliance reporting in Project Board

Activities

Extension, Effort, Research, Creative University and Public Service Professional Competence

+ Add Activity

Search Activities

Upcoming and Recent All

Start Date: mm/dd/yyyy

End Date: mm/dd/yyyy

Missing Information Reset Filters

Activity Type:

Theme(s):

Project(s):

Name	Type	Theme/Project	Tags	Date ↑

FTE reporting in Project Board

Looking back on the 2021-2022 state fiscal year

County FTE (July 1, 2021 through June 30, 2022)

 Edit

County	Yearly FTE
Contra Costa	1%
Sacramento	40%
San Joaquin	50%
Solano	1%
Yolo	8%

You submitted for 2021-2022

Condition Change FTE (July 1, 2021 through June 30, 2022)

 Edit

Condition changes represent broad environmental, health, or economic benefits at a societal level, recognizing that UC ANR may be only one contributor towards these long-term outcomes.

Program Area	Condition Change	Yearly FTE
Diversified Farming and Food Systems	Protected and conserved soil quality	40%
	Improved water-supply security	10%
Agronomic Crops	Increased agriculture and forestry efficiency and profitability	50%

You submitted for 2021-2022

**Questions, comments,
discussion...**

Academic evaluation

All academic appointees are evaluated by their immediate and secondary supervisor (if applicable) on an annual basis, except for years in which the appointee seeks advancement by submitting a program review dossier.

The alphabet soup of academic evaluation

AE

- Annual Evaluation
- Completed in the years one does not submit a program review dossier.

PR dossier

- Program Review Dossier
- Materials submitted to request advancement (e.g., merit, promotion)

eBook

- Officially named *Guidelines for UC ANR Academics Preparing the Thematic Program Review Dossier*
- Tells you what materials to submit for advancement

AHR

- Academic human resources

APM & PPM

- Academic Personnel Manual (UC)
- Policies and Procedures Manual (ANR)

Annual Evaluation and Program Review

- Purpose: Review of an academic appointee's progress towards goals and review of planned goals.
- Who? Between academic & supervisor only.
- What? Bulleted lists. It is designed to be simple and useful; there is no narrative.
- See template on Academic Human Resources website.

Annual Evaluation



AE

- Purpose: Evaluate the performance of an academic for advancement to the next step or rank.
- Who? Evaluated by supervisor, colleagues and clientele (for promotions), ad hoc review committee (for promotions), and the peer review committee, with a decision by the Associate Vice President.
- What? Your dossier: Cover page, narrative, supporting documentation, and other elements.

Program Review (Merit & Promotion)



Newly appointed academics

- Academics who have served more than 6 months (hired before April 1, 2022) submit a full AE.
- Academics who have served less than 6 months (hired on or between April 1, 2022 and September 30, 2022) submit a partial AE
 - Position Description
 - Project Board Reporting
 - Goals and Objectives for the Coming Year
- Academics who began October 1, 2022 or after only complete Goals and Objectives for the Coming Year.

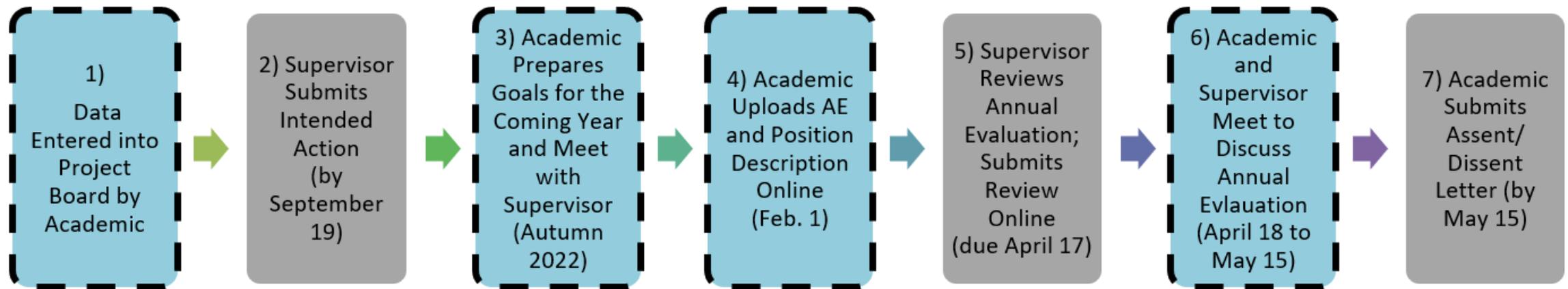
Annual evaluations are required for all ANR academics

- The only reasons for not completing an AE:
 - Submission of a Program Review dossier
 - Sick or Family Medical Leave
 - Sabbatical Leave
 - Campus-based academics are evaluated by campus academic personnel procedures.

Annual evaluation timeline

- Review cycle is October 1 to September 30.
- AE is due February 1 via Project Board.

Figure 1. Annual Evaluation Process (academic completes the blue boxes with dotted lines)



Tips for preparing an effective annual evaluation

- Write for the intended audience: County Director or immediate supervisor
- Use a style handbook appropriate for your discipline, as a guide for all grammatical, punctuation, and bibliographic citations
- Spell out acronyms because your supervisor may not be familiar with the acronyms commonly used in your work
- Proofread
- Upload documents in PDF format

Elements of the annual evaluation

- I. Position description (PD): *It is the academic's responsibility to keep their PD up-to-date when there is a change in responsibility and/or reporting relationships.*
- II. Progress towards Last Year's Goals and Objectives *(table)*
- III. Barriers in Accomplishing your Goals *(short narrative)*
- IV. Project Board reporting *(check boxes)*
- V. Goals and Objectives for the Coming Year *(table)*
 - Anticipated Barriers
 - Support from Supervisor
- VI. Sabbatical Leave Plan *(if applicable)*
- VII. Work Plan or Performance Improvement Plan *(if applicable)*

Annual evaluation template - tables

<i>Specific Goals and Objectives</i>	<i>Anticipated Collaborators</i>	<i>Anticipated Outcomes and Impacts</i>	<i>Progress (including any new collaborators or outcomes/impacts)</i>
Theme 1 (Goal): [name here]			
Objective:			
Objective:			
Objective:			
Theme 2: [name here]			
Objective:			
Objective:			
Objective:			
Theme 3: [name here]			
Objective:			
Objective:			

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

Goals versus objectives

Goals are long-term, often extending beyond 3 years

Contribute to an effective strategy for combating citrus greening in California

Objectives fall under goals and are typically achievable within a year or two

Assess the effectiveness of dogs in identifying infected citrus trees

Examples

**Questions, comments,
discussion...**

Academic advancement

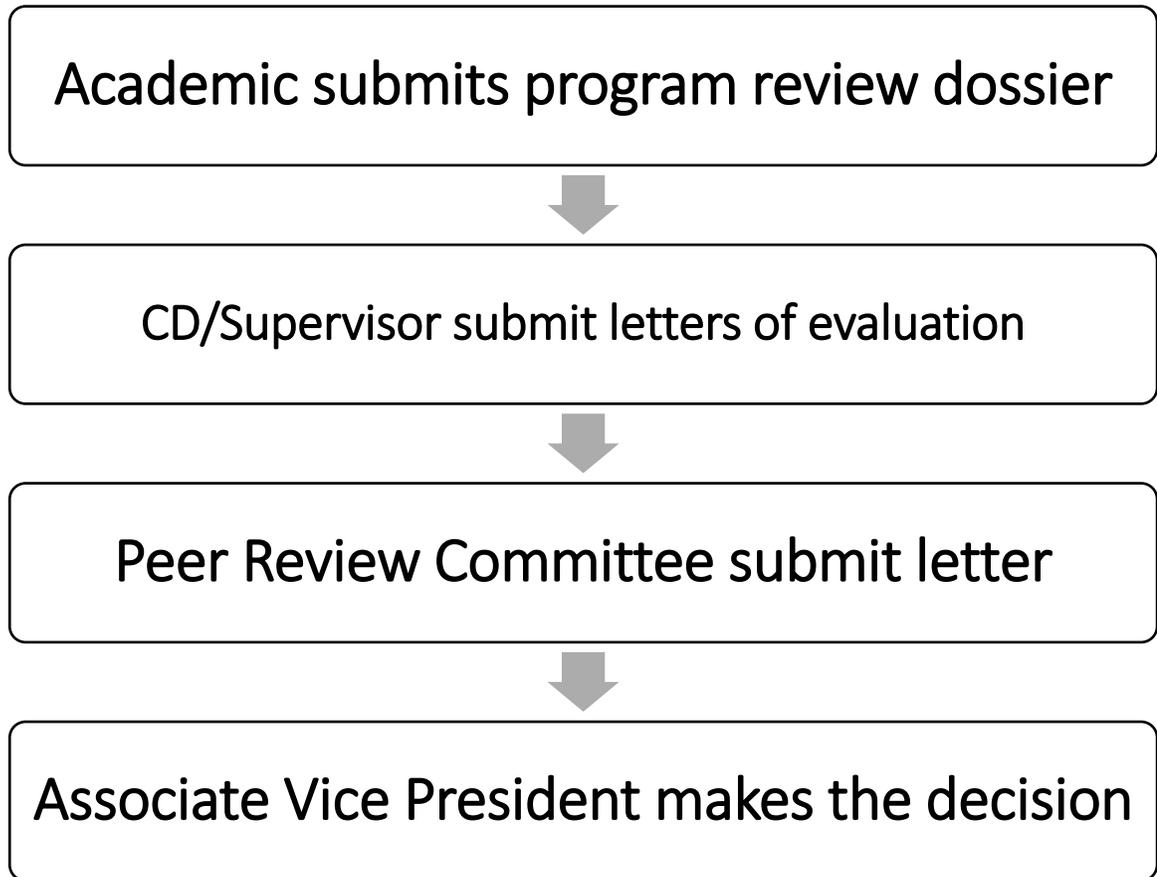
The purpose of academic review is to evaluate the performance of UC ANR academics for advancement, provide a record of the academic's professional career in UC ANR, and assist academics with program planning.

Case Types

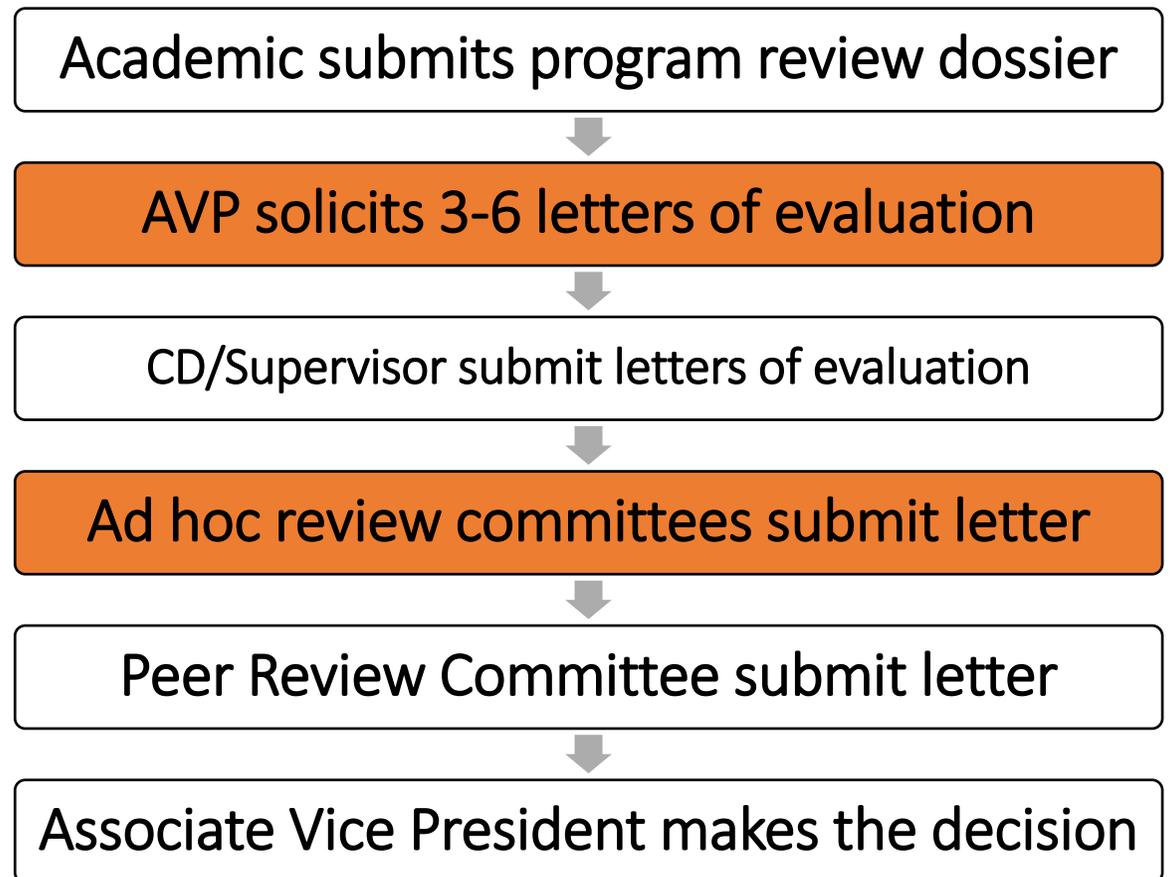
- **Merit** - advancement from one step to the next step. Dossiers highlight academic accomplishments since the last successful salary action.
- **Promotion** – a career milestone advancement from one rank to the next rank, or from full title V to VI, or from full title IX to above scale. Dossiers highlight academic accomplishments for all years in current rank.
- **Term reviews seeking indefinite status** (aka “third term reviews,” typically concurrent with another advancement type). Dossiers highlight academic accomplishments since hire.
- **Acceleration** - a merit or promotion action that recognizes academics who perform at an exceptional level during a specific review period.

Multiple Step Process

Merit



Promotion



Evaluation criteria

Academics are evaluated against their **position description** and the **advancement criteria** as outlined in the [Guidelines for Preparing the Thematic Program Review Dossier](#) (eBook)

Four advancement criteria for CE Advisors*:

- applied research and creative activity
- extending knowledge and information
- professional competence and activity
- university and public service

Additional consideration: affirmative action/civil rights compliance

* Differs for Academic Coordinators and Academic Administrators.

Differentiating Activities

- **University service***: activity that helps University students, staff, or academics. If an academic is presenting to a University of California class or group, the activity would fall into this classification.
- **Public service**: activities where the academic uses their professional expertise to benefit groups or activities outside the University of California.
- **Extension activities**: targeted at one's defined clientele.
- **Professional competency**: activity that reflects professional standing in your programmatic area.

* Academics with Restrictions on Advancement Criteria, see eBook pages 13-14. Restrictions are to be documented in one's position description and in the narrative (in a "statement of special circumstances").

Peer review process

The peer review committee provides an evaluation of academic accomplishments and impact, to support our colleagues in reaching their fullest potential, and thereby strengthening the UC ANR network to improve the lives of Californians.

What is the Peer Review Committee (PRC)?

- 14 PRC members appointed by the Associate Vice President for three years with overlapping terms.
- Strives to reflect the breadth of UC ANR's programmatic areas, title series, and administrative assignments.

Name	Term Ends	Academic Title
Barry, Sheila	12/31/2023	CE Advisor
de la Fuente, Maria	12/31/2023	CE Advisor
Diaz-Ramirez, Jairo	8/15/2025 (New)	Acadm. Admin. 7
Espinoza, Dorina	8/15/2025 (New)	CE Advisor
Haviland, David	12/31/2023	CE Advisor
Ira, Greg	8/15/2024	Academic Coord. 3
Lacan, Igor	8/15/2024	CE Advisor
Lyons, Andy	8/15/2025 (New)	Academic Coord. 3
McDonald, Chris	8/15/2025 (New)	CE Advisor
Niederholzer, Franz	8/15/2025 (New)	CE Advisor
Pathak, Tapan	8/15/2024	Specialist in CE
Quinn, Niamh	8/15/2025 (New)	CE Advisor
Ritchie, Lorrene	8/15/2024	Specialist in CE
Valachovic, Yana	8/15/2025 (New)	CE Advisor

What are ad-hoc committees?

- Anonymous review committees, made up of peers.
- Purpose: evaluate the academic's performance as documented in the dossier, make a recommendation, and provide written assessment to the PRC and AVP.
- The review is made available to the candidate, but the composition of the committee is anonymous.

**Questions, comments,
discussion...**

Elements of the Program Review dossier

Telling your story and highlighting your impact

2023 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	<ul style="list-style-type: none"> 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-IX 	Period since date of hire
I. Position description (signed)	Required	Required	Required
II. Cover page	Required	Required	Required
III. Acceleration Statement	If applicable, 1 page	If applicable, 1 page	If applicable, 1 page
IV. Program summary narrative	<ul style="list-style-type: none"> Program Summary Narrative (required, 6-page maximum) Statement of Special Circumstances (if applicable, for those with restrictions on advancement criteria. See Section 2E.) 	<ul style="list-style-type: none"> Program Summary Narrative (required, 10-page maximum) Statement of Special Circumstances (if applicable, for those with restrictions on advancement criteria. See Section 2E) 	<ul style="list-style-type: none"> Program Summary Narrative (required, 10-page maximum) Statement of Special Circumstances (if applicable, for those with restrictions on advancement criteria. See Section 2E.)
V. Supporting documentation	Professional competence, service, project summary, and Extension activities.	Professional competence, service, project summary, and Extension activities.	Professional competence, service, project summary, and Extension activities.
Publications (Bibliography)	Required in supporting documentation (unless not applicable per title). Letters of acceptance required for in-press papers	Required in supporting documentation (unless not applicable per title). Letters of acceptance required for in-press papers	Required in supporting documentation (unless not applicable per title). Letters of acceptance required for in-press papers
Summary of publication examples (3 examples, 1-page maximum, hyperlink to publications)	Optional in supporting documentation	Required in supporting documentation	Follows merit or promotion guidelines.
VI. Sabbatical leave plan and report	If applicable	If applicable	If applicable
VII. Work plan	If applicable	If applicable	If applicable
VIII. 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*

Supporting documentation

“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.

Notes: Academics are encouraged:

- **not** to include required UC trainings (e.g., sexual harassment or cybersecurity) (eBook p. 27)
- **not** to include posters in their bibliography. (eBook p. 29)
- hyperlink to the publication online and not include the document or text itself (eBook p. 29).

Writing a thematic program review

E-Book guidance: Typically 1 to 3 themes

- Themes are the constructs for reporting goals, inputs, methods, efforts, outputs, outcomes, and impacts in the program summary narrative.
- For each theme, speak to **how your program is making a difference to your clientele. Reference your supporting documentation as evidence that your efforts are contributing to impact.**
- Themes don't need to be of the same size and scope
- Strategies for defining themes: ANR condition changes, strategic initiatives, statewide programs, your job title, Workgroup or Program team activities
- Look for commonality in activities and/or goals
- There is no right or wrong way!

For each theme, PR narratives should include:

Outcomes – measurable change in:

clientele learning (knowledge, attitude/intent to change, skills)
clientele behavior/practices, and/or
policy/decision-making

Quantified outcome indicators (how many individuals? how many acres?)

Outcomes measured/observed during this review period that are the result of activities from past review periods may be included

For each theme, PR narratives should include:

Impact – broader effect on social, environmental, economic conditions that are aligned with the targeted clientele needs; and aligned with ANR’s articulated [public value statements](#) and [condition changes](#).

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.

Writing a compelling narrative

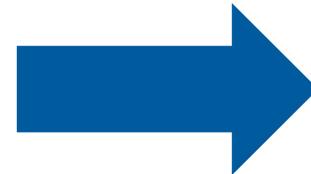
What did you do?

What was your contribution?

Why did you do it?

How did you do it?

Who helped you do it?



**What
difference
did you
make?**

Telling your story: make it personal

- Demonstrate that you know where you are headed (i.e. you have clear goals)
- Clearly relate your activities to your progress towards your intended outcomes (& condition changes)
- Tell the story at a higher level; avoid too many details
- Highlight your role
- The story is about you, your team, and the people you serve. Don't be afraid to express your feelings and let your passion shine through



**Questions, comments,
discussion...**

Training for Brand New Academics

Thank you for attending today's training!

Michelle Leinfelder-Miles, mmleinfeldermiles@ucanr.edu

Brenna Aegerter, bjaegeter@ucanr.edu

Mary Blackburn, mlblackburn@ucanr.edu

AHR website:

https://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/

For questions on Project Board:

Kit Alviz, kit.Alviz@ucop.edu

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