

University of California
Agriculture and Natural Resources

Orientation Guide

(Revised 10/16/2017)



UC ANR ORIENTATION GUIDE

Welcome to the University of California Division of Agriculture and Natural Resources. You have joined a unique and important part of the University of California system.

The Division's roots are deeply embedded in the historic land-grant mission to conduct research relevant to the lives of the people of California and help apply the research to everyday problems through an intricate and far-reaching outreach system. This public service component of the University of California is more important than ever as the people of our great state confront more complex and difficult challenges resulting from the ever increasing intersections of agriculture, the environment, nutrition, and health sciences. The challenges are daunting, but also create exciting new opportunities.

This orientation guide is intended to introduce you to this complex, diverse, and unique organization and its distinctive land-grant mission within the greater UC system. You can find additional information about ANR programs, services, and resources on the ANR Web site at <http://ucanr.edu/>. We are an organization actively changing to meet California's needs, while reducing administrative structures to maximize program development and delivery. This guide will be updated periodically to reflect these ongoing changes.

There is a lot of information in this manual. Don't tackle everything at once, or you may feel overwhelmed! Instead, we recommend that you begin with our **Start-up Guide for New UC ANR Academics, beginning on page 6**. This section, written by your colleagues, will give you the nuts and bolts of how to begin a successful career as a UC ANR academic, whether you are an advisor, an academic coordinator, or an academic administrator.

Although this orientation guide is written specifically for academics hired and reviewed within UC ANR, we hope it will be a helpful reference for others as well, including CE Specialists, AES faculty and others who are hired through a campus.

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UC ANR policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding UC ANR's equal employment opportunity policies may be directed to: John I. Sims, Affirmative Action Compliance and Title IX Officer, UC ANR, 2801 Second Street, Davis, CA 95618, (530) 750-1397; jsims@ucanr.edu; http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/

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INTRODUCTION

WE ARE UC ANR

The University of California's Division of Agriculture and Natural Resources (UC ANR) is the bridge between local issues and the power of UC research. ANR's advisors, specialists and faculty bring practical, science-based answers to Californians. ANR works hand in hand with industry to enhance agricultural markets, address environmental concerns, protect plant health, and provide farmers with scientifically tested production techniques and Californians with increased food safety.

- Over 250 locally based Cooperative Extension (CE) advisors and CE specialists
- 57 local offices throughout California with over 150 CE advisors
- Over 100 CE specialists, most based on UC campuses
- 9 Research and Extension Centers
- 8 statewide programs and 2 institutes
- Approximately 700 academic researchers in 40 departments at 3 colleges and 1 professional school:
 - UC Berkeley College of Natural Resources
 - UC Davis College of Agricultural and Environmental Sciences
 - UC Davis School of Veterinary Medicine
 - UC Riverside College of Natural and Agricultural Sciences

Since the first UC Cooperative Extension office opened in Humboldt County in 1913, UC scientists have been engaged in communities across California, serving as problem-solvers, catalysts, collaborators, stewards and educators. These advisors live and work in the communities they serve. To many Californians, they are the face of UC—providing expertise, visibility and a keen understanding of local issues. Together with their campus partners, they build the bridge between the people of California and their great University.

ACADEMIC ORIENTATION PROCESS

As a UC ANR employee, you are entering a profession that provides non-formal educational programs of interest to all people. The purpose of these programs is to improve the quality of life and economic well-being of the people in your county or state. UC ANR academics have helped people interpret and apply the results of research in Agriculture, Natural Resources, 4-H Youth Development, and Nutrition, Family and Consumer Sciences, since Cooperative Extension was established.

This orientation guide outlines learning experiences that will help you get acquainted with your job, the people, and the organization. By completing this orientation guide, you will be able to understand how successful research and educational programs are planned and executed, realize the value of partnerships within your county, and the importance of how to measure the impacts of your educational and research programs. Again, welcome to the UC ANR Family.

ACADEMIC ORIENTATION PROCEDURE

Because you will need assistance and advice in understanding the responsibilities of your new job, your orientation will be a cooperative effort between your County Director or Multi-County Partnership (MCP) Director and you. If you are an Academic Administrator or Academic Coordinator, you will report to another administrator. You will need help locating references and finding resource people. You will also need time for discussion with all the members of your staff.

ACADEMIC ORIENTATION EXPECTATIONS AND AGREEMENT

Working with the County Director or other supervisor, the new academic staff member will have an understanding of the basic agreements below, which guide the new staff member through a successful orientation.

Academic Staff Member

- I understand that I am responsible for my own growth and development in a learner-focused system. My learning will be a continuous process throughout my career.
- I will develop and maintain an appropriate relationship with my supervisor that will allow an effective orientation to take place.
- I commit to completing this Orientation Resource Guide with my supervisor's guidance and input.

Supervisor

- I will provide the time and the supportive environment for the staff member to grow and develop.
- I will help lead and manage the checklists outlined for the staff member in the Orientation Guide. (see Appendix P - Checklists).
- I will maintain confidentiality while offering suggestions and advice during the orientation process.
- I will be committed to this staff member's professional growth and orientation.

Signed:

Staff Member _____ Date _____

Supervisor _____ Date _____

ABOUT UC ANR

The University of California and its Division of Agriculture and Natural Resources (UC ANR) represent a partnership of four world-renowned science and education communities on three UC campuses, a UC presence in all California counties, an unmatched system of research locations and expertise, recognized leadership in special program areas, and an internationally recognized community of Cooperative Extension professionals.

UC ANR professionals have a unique, proven, respected ability to bring together the resources needed to solve tough problems. UC ANR people, programs, and science-based solutions bridge conflicting interests by bringing new knowledge, targeted research, and local education to complex problems.

California of 2025 will face many complex challenges related to increases in global and domestic populations and changes in climate and land use patterns.

Additional information on the history and mission of UC ANR can be found in Appendix A.

MISSION

Within UC, ANR's mission is to:

- maintain and enhance connections that fully engage UC with the people of California
- achieve innovation in fundamental and applied research and education that supports
 - sustainable, safe, nutritious food production and delivery
 - economic success in a global economy
 - a sustainable, healthy, productive environment
 - science literacy and youth development programs

VISION

To thrive and prosper, Californians must have solutions to a wide range of existing and new challenges. The University of California, and its Division of Agriculture and Natural Resources (ANR), can play a key role in improving California's future by providing leadership and innovation through research, education, and service. Despite the many challenging trends facing California (detailed in appendix 1 of the Division of Agriculture and Natural Resources Strategic Vision located online at http://ucanr.org/About_ANR/Strategic_Vision/), the Division of Agriculture and Natural Resources has a bold vision for California of 2025.

ANR envisions a thriving California in 2025 where healthy people and communities, healthy food systems, and healthy environments are strengthened by a close partnership between the University of California and its research and extension programs and the people of the state. The University remains connected and committed to the people of California, who enjoy a high quality of life, a healthy environment, and economic success in a global economy.

STRATEGIC INITIATIVES

California must address the challenges to the state to ensure a high quality of life, a healthy environment, and economic success for future generations. [UC ANR's Strategic Vision](#) is the first step in a strategic planning process to address the challenges we face and provide the scientific and technological breakthroughs California needs to compete in a global economy,

ensure a safe, nutritious food supply, conserve natural resources, and keep Californians healthy.

The following multidiscipline, integrated initiatives represent the best opportunities for ANR's considerable infrastructure and talent to seek new resources and new ways of partnering within and outside UC to find solutions for California. Each ANR Initiative has meetings that present opportunities to learn from and develop collaborative efforts with other ANR academics and campus faculty.

Learn more about the [ANR Strategic Initiatives](#).

- [Water Quality, Quantity, and Security](#)
- [Sustainable Food Systems](#)
- [Sustainable Natural Ecosystems](#)
- [Healthy Families and Communities](#)
- [Endemic and Invasive Pests and Diseases](#)

ANR PRINCIPLES OF COMMUNITY

The Principles of Community is a living document - last revised May 19, 2016 - and we welcome your input, comments and suggestions at [http://ucanr.edu/About ANR/Principles of Community/](http://ucanr.edu/About_ANR/Principles_of_Community/)

The Community

The UC ANR community stretches across the state of California. Its members – employees, stakeholders, partners, volunteers, community groups and clientele – engage in work that often has national and international implications. This unique community provides a supportive environment that promotes and fosters the development and extension of knowledge through research, experimentation, education, discussion and reflection. The community is founded on principles strengthened by common goals, shared interests, camaraderie, and a passion for improving the quality of life in all communities.

Rights and Responsibilities

Members of the far-reaching UC ANR community have the right to work in an environment that promotes fairness, trust, respect, and physical and emotional safety and security. UC ANR accepts and welcomes individuals of all races, ethnicities, cultures, religions, sexes, gender expressions and identities, sexual orientations, abilities, ages, citizenships and other personal characteristics.

While the UC ANR organization may establish principles to ensure a safe and inclusive environment, its members play an important role in ensuring and protecting this secure environment. All members play a role in demonstrating inclusive behavior, cooperation, professionalism, and agree to uphold the following Principles of Community.

The Principles of Community

The following principles of community should guide the behavior and interactions of all members of the UC ANR community:

- Ensure open communication
- Work together to achieve common goals and mutual understandings
- Value the contribution and worth of all members
- Appreciate and celebrate differences and diversity

- Foster a sense of belonging and emotional safety
- Practice mutual respect
- Demonstrate ethics and integrity
- Invest in all members
- Recognize that all members are important

Sustaining the Principles

Employees and UC ANR affiliates may exercise their right to report behaviors that do not support the Principles of Community. To ensure a safe workplace environment, it is important that no individual be endangered or be subject to exclusive behavior. The Principles of Community are intended to be a living document, practiced daily and reviewed regularly to ensure that they remain inclusive, pertinent, and appropriate for the changing workplace. Principles of Community must be sustained by an ongoing commitment of all members of the community to honor and respect the shared values and principles.

START-UP GUIDE FOR NEW UC ANR ACADEMICS

INTRODUCTION

This start-up guide, part of a larger orientation manual, was written by University of California Cooperative Extension (UCCE) Advisors and other UC ANR academics to share our suggestions for getting started. Our hope is to share with you some strategies for making the transition to UC ANR employment doable, and to help set you on a path for success. This guide is a “work in progress” so please share any comments, suggestions, and recommended additions via the [Academic Assembly Council's Program Committee](#). The appendix contains several other resources for getting started, including a series of orientation checklists in Appendix P.

As a UC ANR academic staff member, you are a team member in a complex organization, but at the same time, a fair amount of your work will be done independently. You will be responsible for setting goals that address the needs of your clientele and fit in with the larger organization's mission. You will also be responsible, in large part, for pursuing your own training and orientation, with the support of mentors. This guide is intended to help you manage your own orientation and start-up as an ANR academic.

Your two most important resources for orientation are your County Director (or Multi-County Partnership (MCP) Director) and any assigned UC ANR mentor(s). Academic Administrators and Academic Coordinators typically report to another ANR administrator. Mentors are UC academic staff members who are appointed by Academic Human Resources to advise and guide new academic staff members during the first few years of their career. Take the initiative to schedule times to talk with your supervisor and mentor(s) regularly to ask them the questions that will come up as you go through the orientation process and actively seek their guidance.

Mentors can introduce you to key leaders in different program areas, give you advice on a needs assessment, guide you on beginning research and education programs, and help you understand your other responsibilities.

Learn more about the **ANR Mentor Program** in this Orientation Guide, including a detailed list of the ways your mentor can help you. You and your supervisor will work with Academic Human Resources to have at least one mentor assigned to you. You may want to have two or even three mentors to get a variety of perspectives.

The two main goals of getting started as a UC ANR academic are:

- Developing a program
- Getting acquainted with and learning how to operate in the UC ANR system

Important outcomes of your start-up process within the first six months or so are:

- A written summary of clientele needs and priorities.
- A written program plan for the next two years. A situation analysis and needs assessment will help you develop a basic program plan, an informal document written to a minimum level of detail that can be revisited and revised.

- Your position description – per the ANR [Academic Position Description Template](#). Also see Appendix L for information on position descriptions.
- An understanding of how you will be evaluated in your position.

A general idea of how to navigate the administrative processes of the University, including the ANR Portal, DANRIS-X¹, CASA¹, purchasing with a P-card or AggieBuy, paying for and managing university travel using AggieTravel and the UC corporate card, and communications and technology tools such as SiteBuilder. If you are a supervisor, understand the basics of managing personnel at UC.

- A basic idea of how to obtain financial resources to support your program, such as how to apply for grants through the online Grant Tracking System, and how to track your financial resources on-line.

DEVELOPING A PROGRAM

You have been hired to address particular issues and subject areas, whether in the arena of youth development, nutrition, natural resources, environmental horticulture, agriculture, or another area covered by UC ANR. A critical ongoing activity is to begin to develop a program around your assigned responsibilities. This program will be the core of your work as a UC ANR academic.

If you have been hired as an Academic Coordinator or Academic Administrator, your job may be more clearly delineated as you will have been hired to coordinate or administer a specific project or program. An Academic Coordinator or Administrator's role will include more administrative components. Your supervisor will guide you on the specifics. Nonetheless, the following steps will still be helpful to you in understanding how the existing program you've been hired to oversee addresses the needs of clientele, and how you might help it become even more effective.

From the first days of your work with UC ANR, it's important to remember that building and maintaining relationships will be critical to building a successful career. Successful ANR academics understand that we work with many different partners, although with some closer than others, and that we continue to establish new working relationships of the course of our careers. Learn to work with everyone, and never burn bridges. Teamwork and collaboration are important in our system.

The following steps are important for getting started. Many of them involve meeting key people, and will help you begin to build those relationships fundamental to your long term success.

1. Understand the Organization

Your work will in many ways be very independently driven, but at the same time, it will need to fit into the larger organizational mission. In order to ground your program, as it develops, into the overall framework of UC ANR, it's good to start with learning more about the larger organization.

¹ANR is in the process of developing a new online system called Project Board that will replace DANRIS-X and CASA, the ANR Portal, ANR Profile and AHR system. Phases of Project Board will be rolled out over the course of several years beginning in 2018.

During your first weeks on the job, we suggest that you spend some time learning about the history of ANR and Cooperative Extension, the national system of land grant universities, and UC ANR's mission. You will need to be comfortable explaining our organization and what we do when you meet with clientele or members of the public. Most importantly, understanding the organization will help you learn how you and your program will fit in as you develop your role in UC ANR.

Explore and spend some time on the following activities to build your knowledge of the organization:

- a. Learn about the history of the land grant system, the Agricultural Experiment Station, and Cooperative Extension in a [41-minute video](#)
- b. Learn about ANR's Mission, Vision, and ANR's Principles of Community covered in this Orientation Guide under "Purpose", and by reading our [Strategic Vision](#).
- c. Explore our [Strategic Initiatives](#) and think about how they might tie in with your work.
- d. Learn about ANR's various programs. For starters, explore our [Statewide Programs](#).

Learn about [Cooperative Extension](#) programs.

Gain an understanding of our [Research and Extension Center \(REC\) System](#).

Learn about the campus based [Research and Information Centers \(RIC's\)](#).

- e. Explore your own unit in ANR. Whether you are part of a County Cooperative Extension office, Research and Extension Center (REC), Statewide Program, or other ANR unit, find the organizational documents associated with your unit, such as annual reports and website, and explore those resources. Talk to coworkers in your unit to learn more about what they do. It may seem that some of their functions are unrelated to what you will be doing, but even so, it's important to have a general understanding. As time goes by, you may find that there are important connections that develop, or you may have opportunities to help promote some other portion of your unit when speaking with clientele. You are part of a team, and should have a basic understanding of that team's various functions, not just your own responsibilities.
- f. Last but not least, learn about any specific functions inherent to your new position. For example, if you are a 4-H Youth Development Advisor, you likely have a responsibility to oversee a 4-H Community Club Program in your county, and possibly other existing activities is well. NFCS Advisors may be expected to provide oversight for a UC nutrition program, such as UC CalFresh or the Expanded Food and Nutrition Education Program (EFNEP). You may have a group of UC volunteers, such as Master Gardener Volunteers, that you will coordinate. As mentioned above, Academic Coordinators and Academic Administrators usually have responsibility for an established program. Learn in detail about the existing program(s) that you will oversee. Each has a webpage on the ANR website with extensive information and guidance.

2. Conduct a Situation Analysis

An informal situation analysis will help you understand what is happening in your area of expertise in your county or region. You should work on this during your first six months on the job. For someone with an agriculture assignment, this would mean learning about your

assigned commodities, the local growing conditions, any constraints, the service and supply infrastructure, and other local resources and organizations your clientele may interact with (i.e. the Natural Resources Conservation Service, County Agricultural Commissioner, Farm Bureau). For a 4-H Youth Development Advisor, it would involve looking at the demographics of the youth in your assigned geographic region, the challenges faced by local youth, the services provided to local youth by other agencies, and so forth.

A helpful starting place is the Position Vacancy Announcement (PVA) that was used to recruit for your position. This document represents a great deal of thinking by your supervisor and others in UC ANR about why your particular position is critical. You can obtain this document, if you don't already have it, from your supervisor or from the UC ANR Academic Human Resources office. This 3-4 page document will give you the broad strokes of the need for the position and a short summary of the situation that you can build on by working on the goals outlined below.

- a. Understand the issues and challenges faced by clientele in your county/region, whether it is some aspect of agriculture, youth development, natural resources, nutrition, family and consumer sciences or other area of expertise. For example, if you were hired as an NFCS Advisor, learn everything you can about the local population, the poverty rates, the nutrition status of local residents, the challenges faced by local families, and so forth. Apply your general expertise to become an expert on local conditions. As appropriate for your particular area of academic expertise, utilize US Census data, Agricultural Census Data, County Agricultural Commissioner Reports, Commodity Board Reports, United Way Reports, and other resources to become knowledgeable about the local situation.
- b. Identify and get to know your clientele. To develop a successful program, you need to be clear on who you are serving. For an Environmental Horticulture Advisor, this might mean owners and operators of local nurseries. For a commodity Advisor, it could mean growers and pest control advisors. For a 4-H Advisor, it might mean volunteers, school district officials, and youth agency staff. For a Natural Resources Advisor, it could include local landowners, and staff of conservancies, non-profit organizations, and local, state and federal resource management agencies.

Identifying your clientele, to a certain extent, is up to you. As noted above, however, the PVA document will give you some important guidance and your supervisor will weigh in on this as well. You may distinguish between primary and secondary or intermediary clientele. You will develop your program to address the needs of these clientele groups. Seek out members of your clientele group to learn about their situation, opportunities and challenges.

- c. As you learn about the local situation, take note of the structure and workings of any industries or organizations associated with your field of expertise, which might include commodity boards, commissions, and local agencies. Learn more about these groups, how they work, and their relevance to your situation analysis. Identify key staff of these groups, and make time to go meet with and informally interview them about the local situation. This is also a great way to build local relationships that will help you to become successful. As you learn about what these organizations and agencies do, analyze the gaps in what the clientele may need, and what is currently offered. Think about where you might be able to help to fill those gaps.

RESOURCES for your situation analysis may include:

- Information: As suggested above, look for documents such as census data, surveys and reports that apply to your area of expertise.
- People in UC/ANR: Your County/ MCP Director, mentors, predecessors in your position, other UC ANR academics in your office or those with similar assignment in nearby counties, campus based specialists and faculty with expertise in your area, and Statewide program directors and their staffs are all potential resources.
- People among your clientele: Key growers, leaders, innovators, influential, past project cooperators, key staff members of local agencies that work on similar issues, key program volunteers, and other primary clientele.

3. Develop a Needs Assessment and Your Position Description

As you do your situation analysis, you will begin to gain an understanding of the needs of your clientele. Because there will likely be far too many needs to tackle at once, an assessment will help you to clarify and prioritize clientele needs. This activity, whether formal or informal, should be a focus during your first six months to a year in your new position.

A needs assessment will also help you to plan for balancing your own time, which can easily be consumed trying to do too many things at once. Our work can have a burnout factor, and it's important to have clearly defined priorities, and not commit your time to too many projects and activities too quickly. (Appendix G has some helpful time management tips that you may want to read.) Spend the first six months or so getting to know the local conditions, learning about your role, conducting your situation analysis and needs assessment, and developing your position description. This will help set you up for success.

In some situations, clientele may have unrealistic expectations about all that you will do, and the timeline in which you will do it. Or, if you are entering an assignment in which there was no predecessor, or no recent predecessor, clientele may be unfamiliar with UCCE and UC ANR. A well-thought out needs assessment and action plan will help you to explain your approach, keep from getting pulled in too many directions, perhaps say "no" to some activities until you feel you are in a position to address them, and help you explain your role and what you can offer to clientele unfamiliar with our organization.

Many factors may play into your needs assessment including economic impact, environmental impact, and human health and welfare. You should keep an eye toward balancing impact/importance to local clientele, addressing state/UC priorities (strategic initiatives), and your own career development. Your interests, abilities, expertise and experience are also a consideration. You may also want to consider time-frame: short-vs. long term needs of clientele. You should also look at emerging issues. Is there a critical issue that needs attention, but has not yet received much? For example, an invasive pest issue where there is an obvious need for education to prevent its spread but no one has yet had time to undertake this? Think about where you and ANR can make a significant and unique contribution.

As you conduct your situation analysis and needs assessment, these will help to inform your position description. Begin to draft your position description, and seek your supervisor's input once you have a working draft for he or she to review. ANR has an online [template](#) for position descriptions.

Use the template to identify your position's major duties and responsibilities as you prepare your position description. The template is flexible. Since many programs have unique aspects and each ANR academic title series has specific expectations associated with it, you may leave out items and language that don't apply, add aspects that are missing from the template, or edit the draft language if it doesn't adequately describe your situation.

RESOURCES for your needs assessment may include:

- UC ANR sometimes offers a one-day training on how to conduct a needs assessment, so if the course is offered, it will be helpful to attend. However, there's no need to wait until this is offered. A handout used in this training is available in the Orientation Guide, Appendix M. You can use this handout to conduct an informal but very helpful needs assessment.
- [Needs assessment resources](#) on conducting needs assessments and examples are available.
- Learn about how to develop a position description in Appendix L. Your supervisor and ANR mentor(s) are great resources for developing your position description.

4. Plan and Carry Out a Program

Your situation analysis and needs assessment serve as the foundation of a program plan for addressing the prioritized needs of your clientele. A program plan will help as you start planning program activities. It will help you to identify projects, seek and form strategic collaborations, identify resources, and assess additional knowledge and training you may need.

It's best to keep program activities fairly simple and doable in the first couple of years of your job. That being said, as you begin to plan and carryout your program, it is important to view your planning through the lens of how you will be evaluated as a UC ANR academic. As discussed below, five basic areas or "criteria" are used to evaluate UC ANR academics' performance for advancement purposes. Your program activities need to fit into these general categories. As you go up through the ranks and steps of academic positions, expectations evolve and become more complex over time.

We recommend you spend time reviewing the resources listed at the end of this section, as well as other materials in this Orientation Manual that pertain to academic performance evaluation.

There are somewhat different expectations for Academic Administrators, Academic Coordinators, and CE Advisors with significant administrative responsibilities as they are evaluated based more on administrative responsibilities and activities. For academic employees in these categories, it's important to learn about these differences from the listed resources, your supervisor and any mentors.

Understanding our merit and promotion process will help you plan your program with an eye towards career advancement, and also help you to plan for periodically putting together summaries of your work for advancement purposes.

The merit and promotion process should also an ongoing topic of discussion with your supervisor and mentor(s).

Below we offer an explanation and few examples about each of the five categories of evaluation to get you started. You should put a basic record keeping system into place that helps you track your activities in the categories below. In the first two or three years of your career, we urge you to keep activities simple and doable.

a. Extending Knowledge and Information

Extending knowledge means taking research-based information and providing it to your clientele in ways that will help them to address priority issues identified in your needs assessment. Extension of knowledge can take many forms. Examples include developing a website to share information, writing some basic publications (print and/or online), offering a workshop or field day, publishing a newsletter for clientele, and making visits to your clientele to help them with a problem or concern, such as farm visits for those working in agriculture.

Sometimes we work with others to extend information. Training and supervising staff or volunteers, so that they can share information, is extending knowledge. For example, NFCS Advisors often supervise nutrition education staff who conduct community classes on healthy eating. UC ANR academics conduct a variety of “train the trainer” efforts where we train teachers, staff of local agencies, or other key partners to carry out specific educational efforts.

Authoring or co-authoring peer reviewed publications, such as journal articles, is another example, but this is one that can wait! As you go up the ranks into the higher Associate and Full Title steps of the UC ANR academic series, that will be a larger expectation. In the first couple years of your career, focus on simpler methods such educating clientele through websites, newsletters, or trade publications.

The first few years of your career are also a good time to focus on extension of knowledge activities that allow you to get to know your clientele, such as farm visits if you work in agriculture. Over time, you may find more efficient means of extending information, but early on, it's important to make direct clientele connections. As you get to know your clientele personally, they will come to view you as an important resource, and at the same time, you will come to better understand their needs and challenges.

b. Applied Research and Creative Activity

An important part of the role of a CE Advisor (this may be different for Academic Coordinators or Academic Administrators) is to conduct applied research that helps solve local problems and benefits clientele. Your needs assessment will have clarified for you some areas that are ripe for applied research. There are many different kinds of applied research projects, depending on your discipline. For example, if you work in agriculture, you might conduct field trials to compare varieties of a specific crop or evaluate new ways of controlling pests. If you are an NFCS Advisor, you might conduct research on how a particular nutrition education intervention impacts health outcomes.

Partners are extremely important in developing an applied research program. Some of your most important partners in applied research may come from the campus level. UC Cooperative Extension Specialists, based at the Davis, Berkeley, or Riverside campuses, often lead larger research projects that provide opportunities for collaboration. Agricultural Experiment Stations (AES) faculty and other faculty are also potential collaborators. Other UC ANR academics, as well, are possible collaborators on applied research.

Your situation analysis and needs assessment have probably already given you some ideas about possible research projects and potential partners. Your mentor(s) and County or MCP Director can also help direct you to appropriate research collaborators. As you are getting started, keep your applied research projects simple and doable, and especially focus on those where you can join a group effort.

Creative activity is an effort that is not research, but is nonetheless important in serving your clientele. If you are a county director, or other administrator, for example, you may develop ways to creatively manage or leverage resources to help staff do their jobs more effectively. Many administrative accomplishments can be framed as creative activity.

c. Professional Competence and Activity

Subject matter competence in the special skill or discipline appropriate to your job is fundamental to your individual success as a UC ANR academic. You should take advantage of opportunities to regularly update and build on your expertise. Join or maintain your membership in at least one professional society, and attend the annual meeting when possible. Identify and attend conferences and seminars that will build on your expertise. Over time, you will be expected to grow in expertise, gain greater recognition and reputation among your colleagues, and eventually take on leadership roles in these activities.

Ask your county director or supervisor about resources to support your professional development. Some years, funds are allocated to supervisors for this purpose. You can apply for funding to attend professional society meetings through the [Academic Assembly Council \(AAC\)](#). If you have received ANR start-up funds, they can also be used for this purpose.

Professional competence is demonstrated over time through becoming an expert in your field. When you are invited to be a speaker or present a poster at a conference, when you are asked to moderate a panel discussion, if you receive an award or commendation, these are evidence of professional competence.

d. University and Public Service

University service can take many forms, including serving on UC ANR committees. However, new UC ANR academics should especially look for and become involved in ANR workgroups relevant to their specialty and assignment. Workgroups are part of larger [ANR Program Teams](#) that meet at least annually. There are many opportunities for university service associated with workgroups, such as becoming a co-chair, and they are a great venue for meeting other UC ANR academics and joining collaborative research projects.

Another possibility for university service is becoming involved in our shared governance organization, [Academic Assembly Council \(AAC\)](#). This body, made up of ANR academic staff, helps to guide the merit and promotion process, comments on policy that will impact ANR academics, coordinates employee awards, and has a variety of other functions. AAC has many standing committees that often need members.

Public service can also take a variety of forms. One common example is serving on a local committee or technical advisory board where you share your academic expertise to help solve local problems or guide policy decisions. These activities can be a great way to meet clientele, as well as possible collaborators and staff of other agencies that may be working in your area of expertise.

You may get lots of requests for public service activities, and you may have to turn some down. Select those that are most advantageous for you in building your reputation as a local expert in your field, learning about local conditions, and making the connections that will help you become successful.

e. Affirmative Action

As an UC ANR academic, it is part of your job to analyze who may be underserved in your clientele group, and take steps to reach those clientele. For example, if you are a farm advisor, and there is a group of minority farmers who do not seem to take advantage of the programs you offer, try new strategies to reach them. Perhaps a more personal approach is required. Or translation might be important. Look at the overall demographics of your clientele group, and seek to have it reflected in those you actually serve. For example, if you are a 4-H Youth Advisor in a county with 40% Latino youth, but only 10% of the youth that your program reaches are Latino, then you will clearly need to explore and implement effective ways to reach more Latino youth.

You will be documenting these kinds of targeted outreach activities through an on-line reporting system called Contacts and Self-Assessment (CASA). You should develop a simple record keeping system to record your clientele contacts, as this will help you with reporting. See the section below for resources on CASA.

RESOURCES for program planning:

- Information: Detailed information on UC ANR's [merit and promotion system](#), including evaluation timetables and procedures.
- The "E-book Guidelines for Preparing the Program Review Dossier", available at the link above, is the key resource for understanding how you should plan your program with an eye towards career advancement. Look especially at the section called "Performance Expectations for CE Advisor Ranks". One tip for reading and understanding performance criteria is to start with Full Title expectations, and work your way "backwards" to the Assistant level.
- There are also helpful examples of [program review dossiers](#). These might seem a bit intimidating, but remember that these examples capture the work of Associate and Full Title UC ANR academics who have been developing their work for years. At the Assistant level, expectations are more modest in their scope.
- If your applied research projects will involve human subjects, you will need to familiarize yourself with the [UC Davis Institutional Review Board \(IRB\)](#). Your mentor(s) will be a good source of information about this process and when you may need to submit an IRB application for a specific research project.
- Learn more about CASA reporting at the [Academic Human Resources](#) website, which includes a training slideshow about CASA.
- You can also watch a [training session](#) on Affirmative Action and Outreach in UC.
- If you would like to learn more about methods for [program planning](#), such as development of logic models, there are resources available.

- People: CD or other supervisor, Mentors, ANR Workgroups and Program teams (fellow UC ANR academics, campus based Specialists and faculty), staff of the ANR Academic Human Resources, and the ANR office of Program Planning and Evaluation.

GETTING ACQUAINTED WITH AND LEARNING HOW TO OPERATE IN THE ANR “SYSTEM”

As part of a large and complex organization, there are policies and procedures for many aspects of life as a UC ANR academic. You will become more familiar with these as you begin to use them. For now, it is only important that you are aware of some of the basic tools, policies and procedures and where to access more detailed information when you need it.

1. How do I get the stuff I need? How do I manage employees? And other administrative issues...

One of the first conversations you should have with your County/MCP Director, or other supervisor, is how to navigate administratively in your office. Many units have office managers or administrative assistants who will help you in obtaining supplies and may provide other support too. Different offices and units have different levels of clerical and administrative support. Find out what the situation is in your unit. Here are a few resources that are helpful for navigating administrative matters in UC ANR.

a. Key UC Administrative Resource:

It's important to start with your supervisor and/or office manager, since they will inform you as to the systems currently in place in your unit for obtaining supplies and other issues such as use of vehicles or mileage reimbursements. For example, many Cooperative Extension offices at the county level have county funding and use county purchasing channels to buy certain supplies. However, when using UC funds and processes, the key resource beyond your own office is your assigned Business Operations Center (BOC). The staff at the BOC handle all kinds of administrative matters, including purchasing, travel, payroll, benefits, contracts and grants management, and more.

For all county based Cooperative Extension offices, this is the [Business Operations Center at Kearney \(BOC-K\)](#). All their functions are listed at their website.

For other units such as Research and Extension Centers (RECs), Statewide Programs, and ANR units located at Davis, support is provided through the [Business Operation Center at Davis \(BOC-Davis\)](#).

Your BOC's website is full of great resources, forms you will need, and lots of additional guidance on administrative matters. Call them or email them if something's not clear. Here are some other helpful resources as well.

b. Purchasing Supplies:

Procurement Card (P-card): UC Davis offers a purchasing card, basically a credit card, to obtain materials that you need. (Of course you will need to have an identified source of funding to pay this credit card! We'll get to that later.)

All about how to apply for and use a [P-card](#) is available online.

We also have access to [AggieBuy](#), an online purchasing system. This is a good way to buy office supplies and office furniture, among other things.

c. Travel

You will need to travel periodically to attend meetings and conferences. Keep your supervisor informed of your plans, and seek approval for out of town travel. To pay for plane tickets, lodging and other expenses associated with travel, you will use a UC Davis Corporate Card. This is a separate card from the purchasing card, and you will apply for it separately.

To apply for a Corporate Card, contact the UC Business Operations Center that supports your unit. (Either the BOC-K or BOC-Davis, see above). Apply for this card right away.

You will file travel reports through our online travel system, [AggieTravel](#). Learn about AggieTravel and how to use it.

d. Personnel Management

Some new academic staff members inherit an already existing staff, and are in a role as a supervisor from day one. If that's the case for you, it's important to acquaint yourself with the basics of personnel management in UC.

If you do not yet supervise staff, there's no reason for you to worry about this right now. It can wait until such time as you need to hire someone.

We have two personnel departments, depending on the category of personnel you are managing:

- **Staff Personnel:** Staff Human Resources office helps with classification, recruitment, hiring, and evaluation of non-academic personnel. If you are managing non-academic staff, for example, University-paid Program Representatives, Field Assistants, or Administrative Assistants, explore the [Staff Human Resources](#) website.
- **Academic Personnel:** The [Academic Human Resources](#) office handles recruitment and hiring of academic personnel and oversees the merit and promotion process. If you are supervising UC ANR academics, acquaint yourself with the resources on their website.

In some situations, for example, if you are a County Director, you may be supervising a county employee who's been assigned to the Cooperative Extension unit. If that's the case, you will need to learn about county personnel procedures. County Directors often supervise all three categories of staff—UC non-academic staff, UC academic staff, and county staff. If you are in this situation, you will need to dedicate time to learning the ropes of all three systems.

Early on, meet with staff you supervise individually to learn more about what they do. Beforehand, review each of their position descriptions, their most recent performance evaluation or program review, and their goals for the year.

e. Reporting

Because UC ANR receives federal and state funding, reporting results of our work is required. Our statewide reporting system is called [DANRIS-X¹](#). More information, instructions, and training materials are available online.

We have already mentioned CASA¹, which is the component of DANRIS-X¹ used to track our efforts in outreach and affirmative action. There are two other components.

- **Annual Plan of Work.** Each academic submits an annual plan of work online through DANRIS-X¹. This is usually done in February each year, and constitutes your plan of action for the coming fiscal year beginning in October. (Our reporting cycle is October through September, which is the federal fiscal year.) You will be in a great position to submit your annual plan of work having conducted your situation analysis, conducted a needs assessment, and generated a plan of action. Your annual plan of work on DANRIS-X¹ is flexible. You will not be locked into anything. It's more or less a "game plan".
- **Annual Report.** This is where you report back on what you accomplished after the fiscal year is complete. Your DANRIS-X¹ annual report is due each October, after the close of the fiscal year ending September 30th. However, it's advisable to log in regularly throughout the year to enter your accomplishments, rather than leaving it until the end of the year.

f. Technology and Communications Support

UC ANR has an outstanding Communication Services and Information Technology (CSIT) department which provides a wide variety of support, including:

- Computer software and hardware advice and support
- Website construction (we are provided with SiteBuilder, software to easily construct and maintain our own program websites, along with training and technical support).
- Video conferencing
- Creating and using digital media such as video and digital photos
- Creating on-line courses for clientele
- Developing on-line surveys
- On-line classes to learn to use various kinds of software ([Lynda.com](#))

These and many other tools and support offered by CSIT will be extremely helpful to you in extending information, conducting applied research, collaborating with partners, and carrying out other functions of your job. Explore the [CSIT website](#) to learn more.

If you haven't yet done so, an important first step to accessing these services is to set up an ANR Portal account. This allows you easy access to all of the tools available to us through CSIT and more. Learn about use of the [ANR Portal](#) online.

¹ANR is in the process of developing a new online system called Project Board that will replace DANRIS-X and CASA, the ANR Portal, ANR Profile and AHR system. Phases of Project Board will be rolled out over the course of several years beginning in 2018.

2. How do I get the funding to purchase materials and equipment, hire staff, and other things I need for my program?

As you develop your program, you will soon begin to see where you could use funding in order to implement certain ideas and activities. Before you proceed, understand in advance that handling any money in the UC system comes with responsibility and paperwork.

In your first couple years on the job, try to keep things simple and focused on what you can accomplish with limited or no funding. Unless you come from another university setting and have prior experience serving as a Principal Investigator (PI) on grants and contracts take it slow with grant seeking, especially! Look for ways to collaborate with others so that you don't have to take on as much responsibility.

Here are a few ideas about where to get funding.

- a. Discuss funding with your County Director or other supervisor. Learn what materials and support are available to you at the local level. County funds or sometimes, special ANR funding may be available for supplies/materials, travel to conferences, or other items.
- b. For travel to meetings of your professional society, the [Academic Assembly Council](#) offers an opportunity to apply for funds.
- c. Find out if any specific funds will be assigned to you. For example, new Advisors are sometimes allotted an ANR start-up fund to use as needed. If you have a predecessor, they may have left behind a various donors fund that will be assigned to you. If you have been assigned an existing program, such as UC CalFresh or EFNEP, you will be managing a fund specific to supporting that program. All of these issues can be discussed with your county director or other supervisor.
- d. Each CE office has a "conference account". If you hold a workshop or other activity for your clientele, you can charge an amount for each attendee that allows you to cover costs for the event. You can then deposit these fees in the conference account to use for your next activity.
- e. Individuals and organizations can make gifts to your program by making checks payable to the Regents of the University of California, or making a [donation online](#). Such gifts are tax deductible. If you think that gifts may be a potential source of funding, first discuss with your County Director or other supervisor, then if it's agreed that this strategy is appropriate, arrange with the BOC to set up a "Various Donors" account for your program.
- f. Many ANR academics are very successful in applying for and securing grant funding. There are various sources of project funding, including public agencies, private foundations, and commodity groups. It's advisable to take it slow on this for the first couple years of your career, at least. It can be time consuming and complicated. If and when you apply for a grant, you will be the Principal Investigator, or PI. You will be responsible for meeting the grant's requirements. Grant management can be very time consuming. Note that UC policy does not allow academic coordinators to have PI status. Within UC ANR, the Associate Vice President of Cooperative Extension and the Agricultural Experiment Station has the delegated authority to review and approve exceptional status for Academic Coordinators for the duration of their appointment. Academic Coordinators must apply for this status.

Apply for grants only when they closely align with your program plan and prioritized list of clientele needs. In the first couple years of your career, consider a role as a collaborator on someone else's grant or as a Co-PI with someone more experienced.

If you do apply for grants, be aware that everything needs to be reviewed and *approved* by our ANR Grants and Contracts office, and a two-week turn around for their seal of approval should be planned into your application process. To facilitate review and approval of the documents associated with a grant, we use the ANR Grant Tracking System, which is available online through the ANR portal.

See more information about the [ANR Grants and Contracts](#) Process online. A discussion with a staff member at ANR Grants and Contracts is advisable before you make your first grant submission.

- g. Any funds that are assigned to you as the PI, whether an existing programmatic fund, a various donor's account, or a grant you receive, will have a unique fund number. You will need to do an online ledger review each month to make sure that any expenses posted to the account are accurate and were authorized by you. The website you will use to track your funds is [FIS Decision Support \(FIS DS\)](#). The FIS DS website contains some training materials to learn how to use the system. In some units, administrative support is provided to review these accounts. If you do not yet have any accounts assigned to you as the PI, there's not a need to learn about this yet—it can wait.
- h. Your mentor(s) and other academics in similar positions are also great sources of advice on sources of funding for the kinds of program activities you envision. Workgroups and associated ANR Program Teams often present opportunities for group and collaborative projects. Some years ANR also sponsors a competitive grants program that can fund specific projects.

ANR STRUCTURE AND ORGANIZATION

ANR ORGANIZATION

ANR is a statewide network of UC researchers and educators dedicated to the creation, development, and application of knowledge in agricultural, natural and human resources. Programs are delivered through two organizational units: the Agricultural Experiment Station and Cooperative Extension. To help understand the organization, this section introduces ANR administrative leaders and different components of the organization. A basic premise of ANR is that all operations are driven by priority needs and opportunities identified by programmatic leadership in consultation with key stakeholders.

AGRICULTURAL EXPERIMENT STATION

The Agricultural Experiment Station (AES) in California is located on three campuses within three colleges at UC Berkeley, Davis and Riverside and the School of Veterinary Medicine at UC Davis, and on nine statewide research and extension centers. Although all of the colleges have deep roots in agriculture, their missions also include environmental, natural resource, and human and community development topics. This breadth of mission is reflected in the college names – the College of Natural Resources at UC Berkeley; the College of Agricultural and Environmental Sciences at Davis; and the College of Natural and Agricultural Sciences at Riverside.

Within the UC system, AES is formally categorized as a Multi-campus Organized Research Unit (MRU). Organizationally, the California AES is located within the University's Division of Agriculture and Natural Resources. Authority for its programs lies jointly with the chancellors and deans on the UC Berkeley, UC Davis, and UC Riverside campuses and with the ANR vice president.

AES in California comprises some 650 faculty members housed in more than 40 departments. These scientists represent a variety of disciplines and are charged with conducting fundamental research that addresses the problems of people in the “real world.” AES scientists are one of the driving forces behind California's \$90 billion¹ agricultural industry. AES also provides worldwide leadership in the environmental sciences, nutrition, and youth development, and its faculty collaborates with CE specialists and county-based CE advisors in their research and in extending their findings to the public.

You can find more information about the components of AES on the three campuses at:

[UC Berkeley College of Natural Resources](#)

[UC Davis College of Agricultural and Environmental Sciences](#)

[UC Davis School of Veterinary Medicine](#)

[UC Riverside College of Natural and Agricultural Sciences](#)

¹ Includes the value of total agricultural production and processing. From *Measure of California Agriculture* (MOCA), UC Agricultural Issues Center, Davis, 2006.

COOPERATIVE EXTENSION

Today, the CE system represents a national, publicly funded, non-formal educational system that links educational and research activities and resources of the United States Department of Agriculture (USDA), land-grant universities, and county administrative units. This educational system includes professionals in each of America's 1862 land-grant universities (in the 50 States, Puerto Rico, the Virgin Islands, Guam, Northern Marianas, American Samoa, Micronesia, and the District of Columbia) and in the Tuskegee University; 1890 land-grant universities; and 1994 land-grant tribal colleges.

CE in California is staffed by over 100 CE specialists attached to campus departments and over 150 CE advisors working out of a statewide network of local CE offices working in every county (except Alpine) and RECs distributed throughout the state. CE advisors work closely with local clientele, communities, and cooperators to identify critical and emerging needs in agricultural, natural, and human resources, and with campus partners to develop research-based approaches to solve local problems. CE specialists are headquartered at UC Berkeley, UC Davis, and UC Riverside, where they conduct research and develop new technologies. CE specialists work to connect local CE advisors to the campus-based AES and other resources that may provide appropriate research and new technologies to address a myriad of issues and needs throughout California. AES faculty work directly with CE advisors and specialists to address critical California issues.

CE provides citizens who may never set foot on a UC campus with local access to UC resources. Local CE advisors often work with teams of non-academic staff and volunteers to deliver services through programs such as 4-H youth development, master gardeners, master food preservers, and master composters.

Campus-based CE programs are administered by the deans and department chairs in departments to which CE personnel are assigned. More information about campus-based CE programs can be found at:

[UC Berkeley College of Natural Resources](#)

[UC Davis College of Agricultural and Environmental Sciences](#)

[UC Davis School of Veterinary Medicine](#)

[UC Riverside College of Natural and Agricultural Sciences](#)

STATEWIDE PROGRAMS AND RESEARCH AND EXTENSION CENTERS

Several unique statewide programs were established over the past 35 years to focus on specific high-priority areas of special concern to Californians. They cover such topics as mosquito research, integrated pest management, sustainable agriculture research and education, integrated hardwood range management, and agricultural issues.

Many of the statewide programs were initiated by the Legislature or Congress, either through direct legislation or through budget language. ANR manages these statewide programs – along with other statewide program support units, including the ANR Communication Services, and Research and Extension Centers. These statewide program functions focus on multidisciplinary issues that cut across campuses, departments and counties. Some provide competitive grants and technical support to leverage departmental and county resources.

The [current statewide programs](#) can be found online.

Research and Extension Centers

The University of California operates the largest system of agriculture and natural resource research and education centers in California. The [nine-center system](#) annually manages more than 375 research projects and conducts over 600 education-outreach programs per year with a total attendance of more than 43,000 people. The Centers are geographically located throughout California, with a couple of notable exceptions, and are focal points for community participation in UC programs and for active UC involvement in identifying and addressing regional agricultural and environmental problems/issues. The Centers currently support projects involving more than 80 county-based cooperative extension academics and 170 campus-based academics, as well as researchers from land grant institutions in other states, the CSU system and USDA in conducting their research and education programs.

The [REC system](#) is the only statewide program in UC that provides a premier research management organization that delivers services to academics that they can't get elsewhere. In addition, the Centers are often the public face of the University of California in both rural and urban environments.

Not only does the REC System have the land, facilities, equipment and staff capable of supporting cutting edge research and extension education programs, but the System also has Center Directors that are Cooperative Extension Specialists and Advisors who serve as catalysts for initiation of innovative, collaborative research and educational programs that involve AES and CE colleagues, as well as conducting their own independent research and educational programs.

ANR ADMINISTRATION

Please visit the [ANR administration](#) website.

Vice President – ANR

The [Vice President](#) is the chief executive officer for ANR and is responsible for system-wide ANR planning and administration of state and federal funds for ANR research and extension centers, statewide programs, and county-based CE advisors and programs. This position focuses on external relations and the representation of the Division in the broader UC community and includes direct oversight of the Office of Governmental and External Relations. The vice president chairs the ANR Executive Council, and is the statewide Director of the AES and CE. The vice president reports to the UC President.

COUNTY PROGRAM LEADERSHIP

County Directors administer county CE programs, serve as direct supervisors of advisors and support staff located in the county offices, and interact with county government to secure funding for their offices. Multi County Partnership (MCP) Directors oversee a unit of 2 or more counties.

CAMPUS PROGRAM LEADERSHIP

At the campus level, the **chancellors, deans, associate/assistant deans, and department chairs** of the various campuses, schools, and colleges that receive ANR funding administer ANR programs. College/school deans serve as associate directors of AES and are the administrative leaders of the campus-based CE specialists.

ROLES WITHIN UC AND ANR

CAMPUS-BASED ACADEMICS

AES Scientists

Typically, UC faculty members hold professorial appointments, such as teaching undergraduate and graduate courses, advising undergraduate and graduate students, conducting research, and engaging in university and community service. AES scientists are UC faculty members who are fully or partially supported by AES funding and, as AES scientists, are expected to devote that portion of their time to AES research and extension needs. These scientists are a primary source of the new research-based knowledge applicable to the needs of the Division's constituencies. Most of these individuals also hold professorial appointments in one of over 40 departments in the three colleges and school affiliated with ANR at the Berkeley, Davis and Riverside campuses, splitting their time between AES research, known as Organized Research (OR), and campus teaching responsibilities, known as Instruction and Research (I&R). Their AES scientist responsibilities may include:

- Planning, conducting, and publishing results of mission-oriented research and program evaluation.
- Providing technical assistance, collaboration, coordination, and/or leadership for applied research and evaluation projects.
- Designing, collecting, and analyzing information databases (surveys); and presenting information on areas of expertise at public workshops, meetings, short courses, field demonstrations, and other educational programs, independently or in conjunction with collaborators.
- Preparing and evaluating educational materials (e.g., publications, curricula, newsletters, videotapes, Internet resources, and other electronic media) for use by academic and lay audiences.

COOPERATIVE EXTENSION SPECIALISTS

CE specialists are subject matter experts who have academic appointments in campus departments affiliated with ANR. CE specialists are usually full-time appointees of ANR, with statewide responsibilities. Specialists report to department chairs, who report to campus deans. CE specialists do applied research, develop instructional materials, provide technical consultation and training for CE advisors and ANR clientele, and plan and implement local research projects and informational workshops, often in collaboration with advisors.

CE specialists have responsibility for statewide leadership of University colleagues, agricultural industries, consumers, youth, policymakers, environmental agencies, and other public agencies. The CE specialist is expected to keep campus and county colleagues and clientele apprised of emerging issues and research findings and directions; to work with them to develop ways of applying research knowledge to specific problems; and to provide educational leadership and technical support for county staff and clientele.

The CE specialist is a primary liaison with University research units. He or she is expected to provide leadership, facilitate teamwork, develop collaborative relationships with colleagues, and ensure appropriate external input into the planning of research and educational programs by the AES and CE. The specialist also identifies and considers the needs of all relevant major clientele groups in the planning, development, and execution of applied research and education programs.

The CE specialist is evaluated for merit and promotion using four basic criteria: performance in extending knowledge and information; research, especially applied research and other creative work; professional competence and activity; and University and public service.

DEPARTMENT CHAIRS

A department chair is the academic leader and administrative head of a campus-based department of instruction and/or research. With the advice and counsel of colleagues within the department, the chair generally is responsible for research and teaching, program planning, and the recruitment, selection, hiring, and evaluation of academic and staff personnel. The duties and responsibilities of department chairs vary widely across campuses and academic units.

DEANS

Deans are responsible for the leadership and administration of the departments within the college or school. Responsibilities include administration of academic personnel and staff; control and direction of teaching and operations budgets; instructional technology, research and teaching programs; oversight of physical facilities; public relations, fund raising, community outreach, and diversity initiatives. The deans are members of ANR's executive committee and receive AES funding from ANR. They also report to campus chancellors or executive vice chancellors/provosts.

COUNTY-BASED ACADEMICS

County-based CE advisors serve virtually every county in the state applying the vast teaching, research, and information resources of UC to local needs. Most CE advisors are headquartered in one county but have cross-county assignments.

CE is highly visible because advisors and specialists work directly with the public. Each county [CE office](#) is managed by a county director and is staffed by advisors, and program and support staff.

The CE advisor is responsible for extending knowledge and information; engaging in applied research and creative activity; demonstrating professional competence and activity; and performing University and public service. Specifically, advisors:

- Provide leadership for county/area CE educational programs in an area of responsibility.
- Provide current and applicable information to county/area clientele through consultations, meetings, newsletters, publications, workshops, and other appropriate means.
- Identify and assess the needs and problems of the county/area clientele; develop and implement an applied research program relative to area of responsibility.
- Work with campus specialists, AES, and other University faculty to plan and deliver research-based programs in local communities.
- Participate in appropriate professional societies and organizations and in operational and organizational activities within ANR.

Advisor research and outreach activities fall within the four program areas of agricultural policy and pest management, agricultural productivity, human resources and animal agriculture and natural resources. Within human resources, there are advisors that focus on 4-H Youth

Development or Nutrition, Family and Consumer Sciences (NFCS) or community development. Farm advisors may focus on dairy, viticulture, vegetable crops, specific commodities, small farm or a combination.

Advisors may also specialize in pest management, irrigation and water resources, livestock, natural resources, marine, range, agronomy, horticulture, and weed management.

A growing number of Academic Coordinators and Academic Administrators are part of the statewide network to ensure linkages between local, regional and statewide program development and delivery. Additionally, program staff provide essential support to our successful community programs.

COUNTY DIRECTORS AND MULTI-COUNTY PARTNERSHIP (MCP) DIRECTORS

CE **county directors** (CDs) serve as county-level administrators for ANR and often as county government department heads. This requires familiarity with both UC and local county policies.

County directors provide overall leadership for and coordination of county CE programs and staff, and maintain effective working relationships with county boards of supervisors and other governmental agencies, and farm, home, and youth organizations in the county. County directors are a key contact for AES faculty interested in conducting county-based research and/or educational programs. **MCP directors** have a similar set of responsibilities, but coordinate the activities of a unit comprised of more than one county.

COUNTY ADMINISTRATIVE SUPPORT

In many counties, county-paid personnel support county-based ANR academics and program staff. Office managers typically provide support and report to the county director taking responsibility for bookkeeping and maintaining the county office budget. Office managers also maintain county and University trust-fund accounting and typically oversee all functions of clerical staff including supervising, training and evaluating the performance of clerical staff and maintaining county employee personnel and other records. In some offices, administrative assistants and UC employees fulfill these roles. Levels of administrative staffing vary by county. Your County or MCP Director can explain what administrative support is available to you.

MENTORS

UC Academic members who are appointed by the Academic Human Resources office to assist and guide the program of the new staff member. Work closely with your County Director in establishing your mentoring program. These experienced mentors can “tell it like it is.” This source of counsel can be of great value in assisting the new UC ANR academic by identifying concerns in that area of responsibility. Mentors can introduce the new staff member to key leaders in the area, can help him/her get started on a Needs Assessment, can assist in beginning the education programs, can help the new staff member understand his/her Affirmative Action and research responsibilities.

TEAMWORK

You will be a member of several “teams.” In some you will lead, in others you will be a group member; you must be effective in both roles. Teamwork is the key. All of the people mentioned above work together to form a team delivering programs to meet the needs of local clientele. Since you are the newest member of the team, you will want to gain a better understanding of this concept so that you can contribute to the group effort.

PROGRAM TEAMS

Statewide, basic programmatic coordination takes place in [Program Team and Workgroups](#). Workgroups are made up of Agricultural Experiment Station or campus-based Faculty and Cooperative Extension Advisors and Specialists that have common interests and/or programmatic responsibility. They can have a commodity, subject matter, discipline or issue focus. Cross-discipline or issues-oriented work group coordination is encouraged. Work groups establish programmatic priorities and review and plan research and educational activities appropriate to their interests. They seek funding and report progress and/or project completion.

DIVISIONWIDE COORDINATION AND PROGRAM PLANNING

ANR VICE PRESIDENT COUNCIL

- Provide long-term programmatic direction and policy guidance from a statewide perspective.
- Identify goals and strategic directions for ANR.
- Review the ANR program budget and the ANR advisor and campus position plans, applying ANR policy and long-term programmatic direction.
- Review budgets developed for units directly reporting to the vice president and the Associate Vice President.
- Provide leadership in statewide management and administrative policy issues, making recommendations about policies affecting ANR operations, personnel, budget, and external relations.
- Create leadership development opportunities for ANR academics.
- Serve as the Executive Working Group

ANR PROGRAM COUNCIL

The [ANR Program Council](#) advises the Vice President on Division-wide planning and delivery of programs and develops recommendations for allocation of Division resources. The Council is comprised of the Associate Vice President; Executive Associate Deans from the colleges and school within ANR at UCD, UCB and UCR; UC ANR Vice Provosts, ANR Strategic Initiative Leaders; and two representatives from UC Cooperative Extension. The Assistant Vice-President, Business Operations and the Director of Program Planning and Evaluation serve as ex-officio members.

ANR ADMINISTRATIVE REVIEW COUNCIL (ARC)

The [ANR Administrative Review Council \(ARC\)](#) promotes and achieves administrative efficiency, effectiveness and compliance within UC ANR's administrative structure and in support of UC ANR's mission. Through leadership and direction, the UC ANR Administrative Review Council (ARC) promotes and achieves administrative efficiency, effectiveness and compliance within UC ANR's administrative structure and in support of UC ANR's mission. The council operates as councils for administration on the UC campuses operate. System-wide committees and taskforces are structured with representatives from campus councils and ARC.

ANR MENTORING PROGRAM

(for academics)

The ANR Mentoring Program is designed to help guide new academics as they take on the complex and demanding job of developing an extension program. A helpful article about mentoring is included in the Appendix.

The information below outlines ANR's formal mentoring program, but also consider that many mentoring relationships are informal. Work with your supervisor, colleagues, and others to find informal mentors who will share "tricks of the trade" and ways to identify, establish and grow programs that have impact. Seek out those who will help you. Take advantage of training and networking opportunities to find colleagues you respect, trust, and who are willing to share advice. Sometimes all that is needed is a brief conversation to figure out how to approach a problem or to develop a solution. Both formal and informal mentors can be a great source of advice and encouragement.

ROLES

What is a mentor?

Someone with more expertise who guides a junior colleague. A teacher, advocate, and cheerleader. Someone who provides clear explanations of how our system works, with honest answers, useful advice, active listening, and empathy. Who can also look ahead to important milestones (such as the first performance review) and provide guidance on how to prepare for them.

What is the role of the mentee?

To listen honestly and respectfully. To ask questions. To understand that some things might not make sense at first, but trust that the mentor has good reasons. To contact the Academic Human Resources office if the relationship is not proving beneficial.

Some of the larger concepts that contribute to the mentor/mentee relationship include:

- Provide a safe and trusting environment (non-judgmental, different from the supervisor's role)
- Work together to identify goals
- Let mentee determine how to reach goals, with advice – remember that there are many ways to address a problem and the mentor's way is not the only way
- Check in on progress – if needed, help identify barriers (this parallels the relationship with the county director)
- Don't breed negativity, but do allow blowing off steam
- Help guide mentee when feeling overwhelmed
- Celebrate successes

HOW A MENTOR IS CHOSEN

A UC ANR academic might have several mentors to guide different aspects of developing his or her program - the County Director or other supervisor certainly serves in a mentoring capacity, especially when it comes to the more bureaucratic aspects of the job, as well as guidance on making local contacts. An academic working in the same program or focusing on the same initiative, working in the local area can provide guidance about how to begin to develop

relationships with clientele, i.e. which local committees or projects might be good to get involved with. However, another ANR academic from a different part of the state might actually have a more similar subject area focus. A senior UC ANR academic who has excelled in research and extension can provide a great deal of guidance, however someone who has only been in ANR six to eight years might be able to relate better to the challenges a new academic faces in establishing a program.

BENEFITS TO THE MENTEE/MENTOR RELATIONSHIP

While the benefits to mentee may be obvious, there are also numerous benefits the mentor may realize:

- Personal satisfaction
- Fresh perspective/enthusiasm
- New colleague to work with (help staying/getting up to date on latest in your field)
- University service (must be recognized by PR committee)
- Ideally some travel support?

REQUIREMENTS OF A MENTOR

- Be able to allocate sufficient time to mentoring over the mentee's first two years
- Not have significant planned leave for the first year at least (no sabbatical/planned family leave)
- Trained or experienced in active listening
- Be associated with similar program/initiative
- Indefinite status
- Experienced professional success in extension
- Willing to share personal information (like completed AE's and PR's)
- Positive attitude about extension

MECHANICS OF THE MENTOR/MENTEE RELATIONSHIP

Specific activities and resources that a mentor and mentee might explore are listed below. This does not mean the mentor needs to train the mentee in all of these processes – sometimes it's a matter of pointing them towards other resources, whether they be live or on-line trainings, documents, journal articles, examples, or other ANR personnel.

- Understand what extension is - and understand how to explain that to others
- How to develop a needs assessment, and use it to guide programming
- How to identify, contact, and form relationships with clientele and external collaborators (i.e. kinds of committees to join/meetings to attend)
- Identifying do-able extension projects
- Understanding initiatives, program teams, workgroups
- How to work with specialists and faculty
- How to create data collection plans for future reporting (CASA¹, DANRIS-X¹, AE/PR) and to evaluate outcomes and impacts. Share a complete PR/AE – while sample sections are available at the Academic Human Resources website, for a new UC ANR academic, it can be useful to see how the whole package comes together
- Working towards a balanced extension program (creative activity, university and public service, professional development)

¹ANR is in the process of developing a new online system called Project Board that will replace DANRIS-X and CASA, the ANR Portal, ANR Profile and AHR system. Phases of Project Board will be rolled out over the course of several years beginning in 2018.

- Establishing work/life balance
- Sharing and publicizing accomplishments
- Utilizing ANR and UC support tools and programs (communication services, professional development funds, trainings, libraries, etc.)
- Navigating grants and hiring (probably later in the process)
- Managing budgets
- Supervising employees

SAMPLE MENTORING RELATIONSHIP SCHEDULE

1. Position open for recruitment:
 - CD and Hiring Committee Chair should begin to think about who would be a good mentor(s) for the position.
2. Hiring process:
 - CD and hiring committee chair should identify a mentor concurrent with offering the position.
 - Mentor officially agrees to role; CD and Academic Human Resources notified.
 - Mentor makes sure to complete mentor training if have not already.
 - Mentor should review all sections of the application deemed appropriate to share.
3. New hire begins work:
 - New hire notified of mentor choice, provide with mentor's CV, opportunity to object.
4. Scheduled mentoring meetings:
 - First mentoring meeting - two weeks after hire (1st month can be extremely stressful, and research shows early contact can be extremely useful)
 - 2nd mentoring meeting within three months of hire
 - CD checks in with new UC ANR academic, asks how mentoring is going, re-assigned if need be.
 - 3rd mentoring meeting within six months of 2nd meeting
 - Mentor writes informal report to CD/Academic Human Resources of progress
 - 4th mentoring meeting within six months of 3rd meeting
 - 5th mentoring meeting within six months of 4th meeting

MENTORING REFERENCES AND RESOURCES

1. Agrilife Extension Texas A&M, 2008; Byington, 2010; Franz & Weeks, 2008; Grant, 2000; Harder; Kasprzak & Barney, 2005; Mincemoyer & Thomson, 1998; Place & Bailey, 2010; Saunders & Reese, 2011; Zimmer & Smith, 1992
2. Agrilife Extension Texas A&M. (2008). Mentoring in Extension (pp. 33): Texas A&M Cooperative Extension Program.
3. Byington, T. (2010). Keys to Successful Mentoring Relationships. *Journal of Extension*, 48(6).
4. Franz, N., & Weeks, R. (2008). Enhancing Extension Employee Coaching: Navigating the Triangular Relationship. *Journal of Extension*, 46(5).
5. Grant, S. (2000). Fundamentals of a Sea Grant Extension Program. In S. Grant (Ed.).
6. Harder, A. UF/IFAS Extension Mentoring Roles and Responsibilities. In U. o. Florida (Ed.).

7. Kasprzak, M., & Barney, S. (2005). Mentoring Program Handbook: University of New Hampshire Cooperative Extension.
8. Mincemoyer, C. C., & Thomson, J. S. (1998). Establishing Effective Mentoring Relationships for Individual and Organizational Success. *Journal of Extension*, 36(2).
9. Place, N. T., & Bailey, A. (2010). Extension Mentoring: Steps to Greater Progra, Effectiveness. *Journal of Extension*, 48(4).
10. Saunders, K. S., & Reese, D. (2011). Developing a Roadmap for Excellence in Extension. *Journal of Extension*, 49(3).
11. Zimmer, B. P., & Smith, K. L. (1992). Successful Mentoring for New Agents. *Journal of Extension*, 30(1), 4.

PERSONNEL ACTIVITIES

ACADEMIC POSITIONS

Academic Performance Evaluation

Your performance will be evaluated against your job description and the four academic criteria (Extending Knowledge and Information, Applied Research and Creative Activity, Professional Competence, and University and Public Service) and Affirmative Action. Please refer to the following website for more information:

The new UC ANR academic in the entry ranks is expected to concentrate initially on education (Extending Knowledge) and research/creative activity while assuring that his/her program is reaching a diverse audience. As the UC ANR academic becomes established in the first two criteria, s/he will be expected to add activities in University and Public Service, as time permits.

You will be expected to maintain your professional competence from the outset by participation in in-service education, workgroup, and professional society meetings. As your career progresses, you will be expected to write peer-reviewed articles for professional journals, make presentations at society meetings and take sabbatical leaves to enhance skills and knowledge. Throughout your career, you will be expected to spend the most time in education and research/creative activity. Affirmative Action should be an integral part of your program. Professional competence and University and Public Service are an important part of your career, but will never over-ride the emphasis of the first two criteria. They will be a natural outgrowth of your successful development in the other criteria if you are actively engaged. Please visit [ANR Academic Human Resources](#) website.

In-Service Education

UC ANR academics are encouraged to participate in professional improvement activities as part of the on-going update of their professional competence as it relates to the programmatic needs and priorities of the Division. They may participate in: ANR In-Service Education courses/seminars, work group meetings, in-state or out-of-state meetings of your professional society, concentrated course work during a Study or Sabbatical Leave, and other opportunities. Work with your County Director or Program Leader for assistance in identifying possible professional development activities. Please visit the [UC ANR Learning and Development](#) site.

STAFF POSITIONS

Staff Personnel Services

[ANR Staff Human Resources](#) office provides Human Resource services to all ANR Units (county-based UC Cooperative Extension Units, Research and Extension Centers, and ANR Administrative Units housed on the Davis campus). HR provides leadership and direction, consulting, and coordination in the areas of staff classification, compensation, recruitment, employment, employee and labor relations, leaves, performance management, staff employee development, and interpretation of UC system-wide personnel policies and collective bargaining agreements, and training.

For Administrative Support, please visit [ANR Business Operations Center – Kearney](#) site.

APPENDIX A

ANR History

LAND-GRANT SYSTEM AND PHILOSOPHY

The Morrill, Hatch, and Smith-Lever Acts endowed the land-grant university system with the three-part mission of teaching, research, and extension. Motivated by the desire to draw each state and territory into supporting science and education related to agriculture, land-grant legislation created a federal-state partnership in agricultural research and technology transfer. The partners have traditionally been the U.S. Department of Agriculture (USDA), at the federal level, and every state and territory through their land-grant colleges and associated state agricultural experiment stations and extension services. Cementing the partnership is a financial arrangement: each state and territory receives federal funding through USDA for its agricultural research and extension programs provided that they match these federal funds.

The land-grant philosophy embodies the concept of service to society by providing broad access to the benefits of higher education, irrespective of wealth or social status. The land-grant mission emphasizes the development of “useful and practical information...to promote scientific investigations and experiments” by addressing the practical problems and needs of society through objective research and non-formal education of youth and adults, as well as classroom education. Inherent in this philosophy is the ability to change research and educational programs as the problems and needs of society change.

Morrill Act

In 1862, President Abraham Lincoln signed the [Morrill Act](#), which authorized the allocation of federal lands to each state to fund the development of agricultural and mechanical science “land-grant” colleges. In 1869, the University of California opened its doors in Oakland to teach “agriculture, mining, and the mechanical arts,” moving to a site in Berkeley once the first University buildings were completed the following year.

Hatch Act

In 1887, the U.S. Congress passed the [Hatch Act](#) to provide annual federal funding for agricultural experiment stations to conduct agricultural research in the land-grant colleges. California was quick to respond, developing three research stations across the state (Tulare, Paso Robles, and Jackson). A short time later a fourth station, the citrus station, was established in Riverside County. Since those early days, the agricultural experiment stations in California evolved into a system of campus-based scientists rather than a system of research sites. California also expanded the mission of the AES to include natural resources, the environmental sciences, and human and community development.

Smith-Lever Act

The land-grant colleges eventually began to realize that new mechanisms were needed to extend the research knowledge generated by college scientists directly into rural areas. The Agricultural Extension system was formalized in 1914 when Congress passed the [Smith-Lever Act](#), making federal funds available for “cooperative agricultural extension” work. All states were enabled to employ “county agents” whose salaries were paid by joint agreement between the federal and state governments, with local expenses paid by the counties in which they worked.

Months before this legislation was passed, a Division of Agricultural Extension was established in the College of Agriculture at UC Berkeley. B.H. Crocheron, a young Cornell University graduate and director of an agricultural high school in Maryland, was recruited to lead Agricultural Extension in California. He laid the groundwork for deploying farm advisors, contacted counties, spoke to local farmers, and prepared the information necessary for the formation of support groups called “farm bureaus.” Crocheron held that position for the next 35 years.

Since then the AES and CE (formerly Agricultural Extension) have evolved to include the myriad programs that today serve farmers, youth, consumers, and other segments of the public. Administratively, the two units were merged in 1975 to form the Division of Agriculture and Natural Resources.

UC COLLEGES OF AGRICULTURE AND SCHOOL OF VETERINARY MEDICINE

UC Berkeley

In 1868, the University of California was established with the understanding that it would give special consideration to agriculture as a field of study. The University’s Board of Regents selected Berkeley as the site for the new institution and the College of Agriculture was established before any other college in the new University. The first professor of agriculture was appointed in 1869.

UC Davis

Although the College of Agriculture at UC Berkeley gained a loyal constituency, farmers were interested in “how-to” education for their sons and daughters and began to lobby for a University State Farm that would serve as a demonstration farm, research center, practical agricultural school, and dairy school. A bill passed by the state legislature in 1905 provided for the purchase of an 800-acre farm in Davisville (now Davis). Structures were built by 1907, and “farm school” instruction was first offered to students in 1908. In post-World War II years, the Farm at Davis and the Citrus Research Station at Riverside became the sites of general University campuses. Davis achieved the status of an independent campus in 1959.

UC Riverside

Late in 1904, a group of orange growers came together to draft a state bill for a research station. The bill was passed and plans for a citrus experiment station, to be situated on the eastern slope of Mount Rubidoux overlooking the town of Riverside, were announced. The Citrus Research Center operated through the early 1960s, when a graduate division was formed and later undergraduate instruction was offered in agriculture. Riverside became an independent UC campus in 1960.

School of Veterinary Medicine

The University of California first established a College of Veterinary Medicine in San Francisco in 1894. This College closed in 1899, and a Division of Veterinary Sciences was established in the College of Agriculture at UC Berkeley in 1901. A branch of this program was located on the Davis campus, and this eventually developed into the present School of Veterinary Medicine, formally established at Davis in 1946.

For more information on ANR’s history, see *Science and Service: A History of the Land-Grant University and Agriculture in California*, by Ann Foley Scheuring (Oakland, CA: ANR Publications, University of California, c1995; ISBN 1-879906-17-1). Many great resources are also available in our on-line [Centennial toolkit](#).

APPENDIX B

ANR Reporting

CRIS (Current Research Information System)

Operated by the USDA Cooperative State Research, Education, and Extension Service (CSREES), CRIS is national automated system for storing and retrieving information on current research in the agricultural and forestry sciences. All research sponsored or conducted by the USDA is required to be documented in CRIS. Most publicly supported agricultural and forestry research is documented in CRIS, and the system contains both management and scientific data. The current national database consists of more than 30,000 research projects. The basic unit for reporting research is the research project, defined as an activity that addresses a clearly definable problem, a sizable part of a larger problem, or a number of closely related elements of a logical and manageable problem.

DANRIS-X (DANR Information System)

[DANRIS-X¹](#) is the statewide programmatic reporting system for ANR. The ANR Office of Program Planning and Evaluation deployed the DANRIS-X¹ Advisor Annual Plan module in 2006. This was the initial version of a new DANRIS programmatic reporting system for all ANR academics to use on an annual basis. The DANRIS Advisor Annual Report module was deployed later in 2006 to enable ANR academics to report their activities and accomplishments. Modules for CE Specialist reporting were deployed in 2007-2008.

The DANRIS-X¹ system provides the opportunity for ANR academics to enter information that more fully documents the outcomes and impacts of ANR research and outreach programs. The revised system was designed to capture data for the ANR academic merit and promotion process and annual assessments as well as data that can be used to meet local, state and federal reporting requirements.

The information contained in the DANRIS-X¹ and CASA¹ (see below) systems is only as valid or comprehensive as what is entered in the system by individual ANR members. Placing accurate, complete, and up-to-date information into these systems provides an opportunity to use it for local accountability needs as well as providing comprehensive reports for extension programs at the state and national levels. The information is particularly useful when questions are asked about the relevance of ANR, CE, and the cost effectiveness of programs. Today, accountability and efficiency are essential. Telling administrators, colleagues, and the public about the impacts of ANR's research and extension work helps contribute to positive public relations.

CASA (Contacts and Self-Assessment)

CASA¹ is the web-based system by which all CE advisors report their contacts with clientele and outreach efforts. Data entered into an advisor's CASA¹ account can be accessed by the advisor, county director (for advisors within their county), and Affirmative Action Office (statewide). Non-academic personnel such as program representatives may also report on CASA¹ at the discretion of the county directors.

The contact data is used to monitor for non-discrimination, and outreach information that shows the steps that advisors are taking to either maintain or reach parity in their programs.

¹ANR is in the process of developing a new online system called Project Board that will replace DANRIS-X and CASA, the ANR Portal, ANR Profile and AHR system. Phases of Project Board will be rolled out over the course of several years beginning in 2018.

APPENDIX C
UC ANR Fund Sources and Budgeted Uses

Coming soon!

APPENDIX C
UC ANR Budget Progression

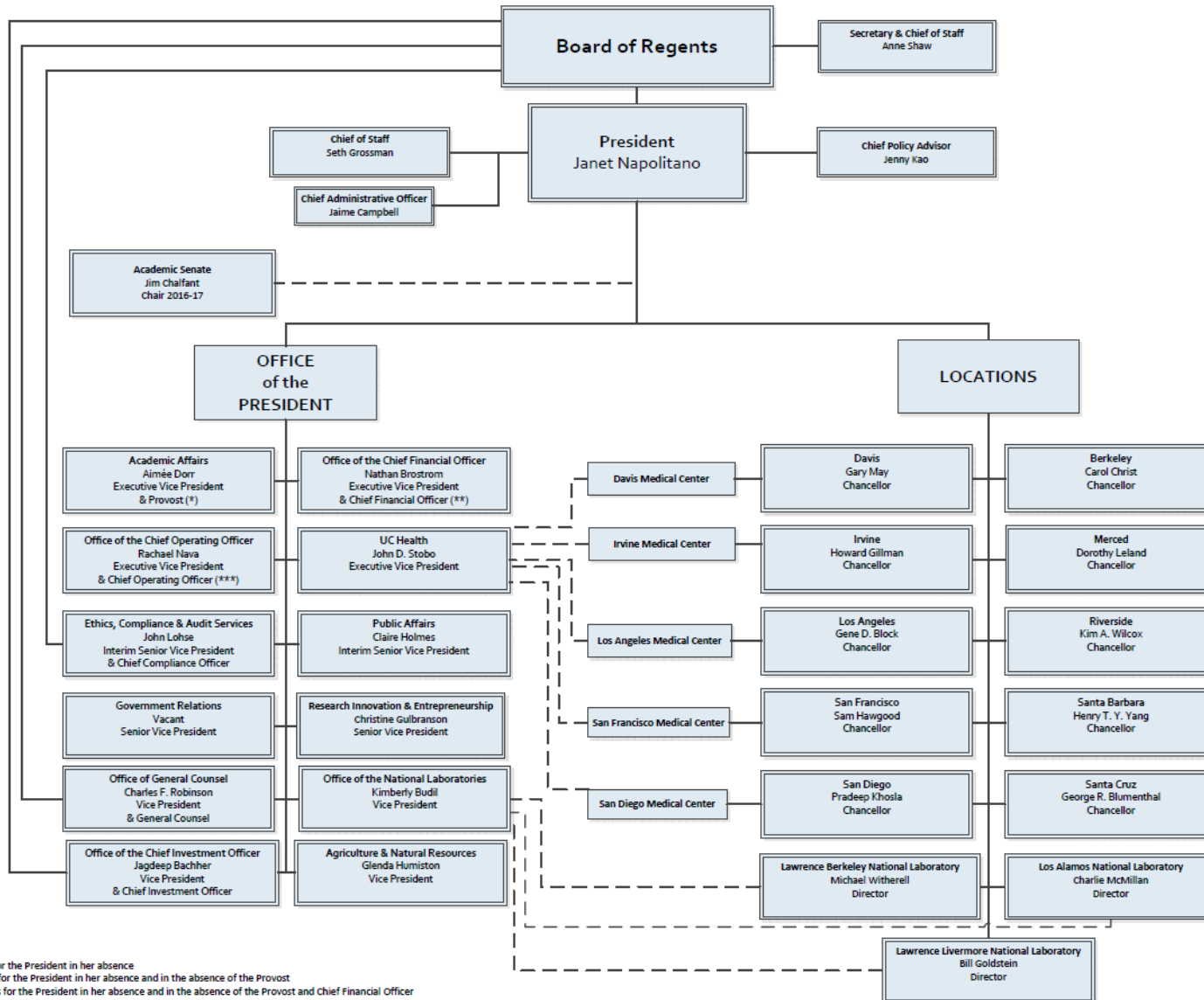
Coming soon!

APPENDIX D
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APPENDIX D UC System

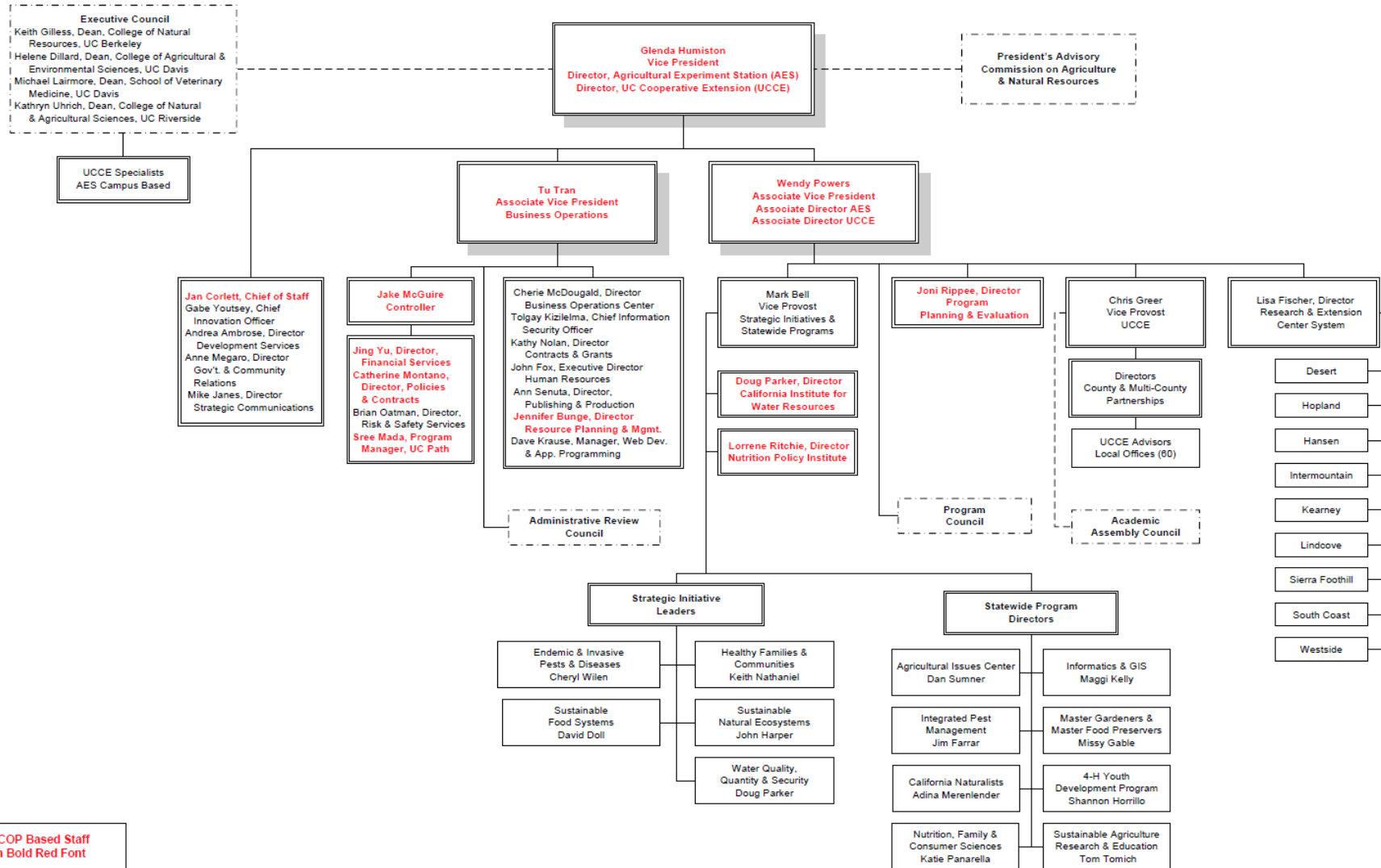
UNIVERSITY OF CALIFORNIA



APPENDIX D

UC Division of Agriculture and Natural Resources

September 2017



UCOP Based Staff
In Bold Red Font

9/21/2017

APPENDIX D

ANR Administrative Review Council (ARC)

ANR Administrative Review Council (ARC)

Through leadership and direction, the [UC ANR Administrative Review Council \(ARC\)](#) promotes and achieves administrative efficiency, effectiveness and compliance within UC ANR's administrative structure and in support of UC ANR's mission. ARC's purpose is to recommend to and implement decisions by ANR Vice President and the Executive Working Group concerning administrative functions, services and staffing in order to meet ANR's current and future challenges and opportunities.

ARC Member

1. Tu Tran (chair), Associate Vice President – ANR Business Operations
2. Christina Adamson, Business Officer – Integrated Pest Management
3. Andrea Ambrose, Acting Director – Development Services
4. Jennifer Bunge, Director - Resource Planning and Management
5. Trisha Dinh, Business Manager – Youth Families and Communities & MG
6. Debra Lynn Driskill, Business Officer – ANR Desert Research & Extension Center
7. John Fox, Executive Director – ANR Human Resources
8. Michelle Hammer Coffey, Business Officer – Program Planning and Evaluation
9. Sally Harmsworth, Associate Director – ANR Business Operation Center – Davis
10. Tina Jordan, Academic HR Manager – ANR Human Resources
11. Heather KawaKami, Chief Business Officer – Nutrition Policy Institute
12. Emily LaRue, Assistant Director – ANR Business Operation Center – Kearney
13. Robert Martinez, Employee & Labor Relations Manager – ANR Human Resources
14. Cherie McDougald (ret.) in counsel, Director – ANR Business Operation Center
15. Jake McGuire, Controller – ANR Business Services
16. Catherine Montano, Director – Administrative Policies and Business Contracts
17. Kathleen Nolan, Director – Contract & Grants
18. Brian Oatman, Director – Risk & Safety Services
19. Sherrell Cline-Richmond, Business & Program Manager – Communication Services & Info Technology
20. Joni Rippee, Director – Program Planning and Evaluation
21. Jing Yu, Acting Director – Financial Services
22. Cheryl Hyland (staff), Administrative Analyst – ANR Business Operations

APPENDIX D

ANR Executive Council

ANR Executive Council

The purpose of the [ANR Executive Council](#) is to provide strategic guidance to the vice president and other administrators in the development of ANR policies, allocation of resources across units, and articulation of long-term programmatic directions for ANR.

ANR Executive Council Members:

Chair, Vice President

- Glenda Humiston

Deans of the four ANR affiliated colleges/school

- J. Keith Gilliss, College of Natural Resources, UC Berkeley
- Helene Dillard, College of Agriculture and Natural Resources, UC Davis
- Michael Lairmore, School of Veterinary Medicine, UC Davis
- Kathryn Uhrich, College of Natural and Agricultural Sciences, UC Riverside

Associate Vice President - Business Operations

- Tu Tran

Associate Vice President

- Wendy Powers

Staff:

- Jan Corlett, Chief of Staff to the Vice President of ANR
- Patricia Lonegran, Executive Assistant to the Vice President of ANR

APPENDIX D

ANR Program Council (PC)

ANR Program Council (PC)

The [ANR Program Council](#) advises the Vice President on Division-wide planning and delivery of programs and develops recommendations for allocation of Division resources. The Council is comprised of the Associate Vice President; Executive Associate Deans from the colleges and school within ANR at UCD, UCB and UCR; UC ANR Vice Provosts, ANR Strategic Initiative Leaders; and two representatives from UC Cooperative Extension. The Assistant Vice-President, Business Operations and the Director of Program Planning and Evaluation serve as ex-officio members.

ANR PC Members:

Chair and Associate Vice President, Associate Director of Cooperative Extension and the Agricultural Experiment Station, Director of Research and Extension Center System

- Wendy Powers

Executive Associate Deans

- Michael Anderson, Professor in Environmental Sciences Department, UC Riverside
- Edward R. Atwill, Director of Veterinary Medicine Extension, UC Davis
- Mary E. Delany, Executive Associate Dean and Professor in Animal Science Department, UC Davis
- Steven E. Lindow, Professor in Plant and Microbial Biology Department, UC Berkeley

Vice Provost of Cooperative Extension

- Chris Greer

Vice Provost of Strategic Initiatives and Statewide Programs

- Mark Bell

Strategic Initiative Leaders

- David Doll, Pomology Advisor in Merced County
- John M. Harper, Livestock and Natural Resources Advisor in Mendocino County
- Keith Nathaniel, County Director and 4-H Youth Development Advisor in Los Angeles County
- Doug Parker, Director of California Institute for Water Resources
- Cheryl A. Wilen, Area IPM Advisor in San Diego County

At Large Representatives

- Carl Winter, Food Toxicologist/CE Specialist in Food Science and Technology, UC Davis

Research and Extension Center System

- Lisa Fischer, Associate Director of Research and Extension Center System

Ex Officio Members

- Jan Corlett, Chief of Staff to the Vice President of ANR
- Joni L. Rippee, Director of Program Planning and Evaluation
- Tu Tran, Associate Vice President of Business Operations

Support Staff

- Sherry Cooper, Director of Program Support Unit
- Katherine Webb-Martinez, Associate Director of Program Planning and Evaluation

APPENDIX D

ANR Strategic Initiative Leaders

ANR Strategic Initiative Leaders

Since the development and launch of ANR's Strategic Vision 2025, the division has identified five (of nine) initiatives that represent the best opportunities for ANR's considerable infrastructure and talent to seek new resources and new ways of partnering within and outside UC to find solutions for California. The five initiatives are:

- Endemic and Invasive Pests and Diseases
- Healthy Families and Communities
- Sustainable Food Systems
- Sustainable Natural Ecosystems
- Water Quality, Quantity, and Security

The [Strategic Initiatives](#) (SIs) have already held a number of conferences, developed five-year strategic plans, coordinated a division-wide competitive grants program, and are actively engaged in meeting the goals of the Division. The SI leaders also serve as members of UC ANR's Program Council.

ANR Strategic Initiative Leaders:

Endemic and Invasive Pests and Diseases

- Cheryl A. Wilen, Area IPM Advisor in San Diego County

Healthy Families and Communities

- Keith Nathaniel, County Director and 4-H Youth Development Advisor in Los Angeles County

Sustainable Food Systems

- David Doll, Pomology Advisor in Merced County

Sustainable Natural Ecosystems

- John M. Harper, Livestock and Natural Resources Advisor in Mendocino County

Water Quality, Quantity, and Security

- Doug Parker, Director of California Institute for Water Resources

APPENDIX D

ANR Vice President Council (VP Council)

ANR Vice President Council (VP Council)

The Vice President's Council was created in 2012 to inform the VP of pressing issues occurring across the Division, share updates of administrative and programmatic functions and activities, and to engage in discussions about opportunities to address the VP's ongoing goals.

When invited to participate, members of the Council were charged with the following:

1. Work collectively to advance the goals of the Division.
2. Provide data—from within your area—useful to navigate impending budget cuts and pressing issues as appropriate.
3. Serve as experts in your field and know what policy is as opposed to practice, bring options to the table, and make professional recommendations to address significant topics.

Members:

- | | |
|------------------------------------|--|
| 1. Andrea Ambrose | Acting Director, Development Services |
| 2. Mark Bell | Vice Provost, Strategic Initiatives & Statewide Programs |
| 3. Jennifer Bunge | Director, Resource Planning & Management |
| 4. Jan Corlett | Chief of Staff |
| 5. Maria (Lupita) Fabregas Janeiro | Assistant Director for Diversity & Expansion |
| 6. Jim Farrar | Director, IPM Program |
| 7. Lisa Fischer | Interim Director, Research & Extension Center System |
| 8. John Fox | Executive Director, Human Resources |
| 9. Missy Gable | Director, Master Gardener & Master Food Preserver Programs |
| 10. Chris Greer | Vice Provost, Cooperative Extension |
| 11. Darren Haver | Interim Associate Director, Research & Extension Center System |
| 12. Shannon Horrillo | Associate Director, 4-H Youth Development Program |
| 13. Glenda Humiston | Vice President, Chair |
| 14. Michael Janes | Director, Strategic Communications |
| 15. Maggi Kelly | Director, IGIS |
| 16. Cherie McDougald | Director, Business Operations Center |
| 17. Jake McGuire | Controller |
| 18. Adina Merenlender | Director, California Naturalist Program |
| 19. Anne Megaro | Director, Government and Community Relations |
| 20. Kathy Nolan | Director, Contracts and Grants |
| 21. Katie Panarella | Associate Director, Nutrition Programs |
| 22. Doug Parker | Director, California Institute for Water Resources |
| 23. Wendy Powers | Associate Vice President |
| 24. Joni Rippee | Director, Program Planning & Evaluation |
| 25. Lorrene Ritchie | Director, Nutrition Policy Institute |
| 26. Ann Senuta | Director, Publishing & Production |
| 27. Trish Bloemker Sowers | Major Gift Officer/Executive Director of the 4-H Foundation |
| 28. Dan Sumner | Director, Ag Issues Center |
| 29. Shawn Tibor | Director, Facilities Planning & Management |
| 30. Tom Tomich | Director, SAREP |
| 31. Tu Tran | Associate Vice President, Business Operations |
| 32. Gabriel Youtsey | Chief Information Officer |

9/18/2017

APPENDIX D ANR Research and Extension Council (R&E Council)

ANR Research and Extension Council (R&E Council)

Members:

Co-Chairs:

- | | |
|---------------------------|--|
| 1. Mark Bell | Vice Provost of Strategic Initiatives & Statewide Programs |
| 2. Wendy Powers | ANR Associate Vice President |
| 3. Sheila Barry | Director/CE Advisor, UCCE Santa Clara |
| 4. Jim Bethke | CE Advisor, UCCE San Diego |
| 5. Wei-ting Chen | Interim Co-Director/CE Advisor, UCCE San Mateo-San Francisco |
| 6. Chris Greer | Vice Provost Cooperative Extension |
| 7. Janet Hartin | CE Advisor, UCCE San Bernardino |
| 8. Darren Haver | Director/CE Advisor, South Coast REC & UCCE Orange and
Interim Associate Director, REC System |
| 9. Glenda Humiston | ANR Vice President |
| 10. Brian Marsh | Director/CE Advisor, UCCE Kern |
| 11. Shannon Mueller | Director/CE Advisor, UCCE Fresno-Madera |
| 12. Kim Rodrigues | Director, Hopland REC |
| 13. Lynn Schmitt-McQuitty | Director/CE Advisor, UCCE San Benito |
| 14. Katherine Soule | Director/CE Advisor, UCCE San Luis Obispo-Santa Barbara |
| 15. Eta Takele | Director/CE Advisor, UCCE Riverside |
| 16. Tu Tran | ANR Associate Vice President - Business Operations |

September 2017

APPENDIX E

ANR Administrative Resources

Most CE policies fall under ANR's Administrative Handbook and the UC Policies and Procedures Manual.

[ANR Home Page](#)

[ANR Policy Handbooks](#)

- [ANR Administrative Handbook](#)
- [4-H Policy Handbook](#)
- [Master Gardener Handbook](#)

[University-Wide Policy and Procedures](#)

- [UC Academic Personnel Manual](#)

[ANR Portal](#)

- [Academic Performance Review System](#)
- [Grants Tracking System](#)
- [Collaborative Tools](#)
- [CE County Budget Survey](#)

ANR Human Resources

[Academic HR](#)

- [Merit and Promotion Process](#)
- [Annual Evaluation Process](#)

[Staff HR](#)

[ANR Contracts & Grants Unit](#)

ANR Business Operations Center

[Business Operations Center – Davis](#)

[Business Operations Center – Kearney](#)

UCD On-Line Systems

- [UCD AggieTravel System](#)
- [UCD FIS Decision Support](#)
- [UCD On-Line Timesheet System](#)

UC Benefits:

- [UCD Employee Benefits Orientation](#) (an in-person presentation) provides new employees with information related to the university's retirement and health and welfare benefits:
- The new employee orientation video is available on the [UC Benefits](#) website. The video is in two sections: 1) Benefits and 2) Retirement.

UCCE Academic Assembly Council

The [UCCE Academic Assembly Council](#) provides a forum to enhance the impacts of CE programs and address the professional needs of CE academic employees. Members of the Academic Assembly Council are elected from CE advisors and specialists from throughout the ANR system, representing their peers on Rules and Elections, Personnel, Program, Welfare and Benefits, Campus and/or Strategic Planning Committees. The UCCE Academic Assembly Council manages a travel fund to support CE advisor and specialist attendance at professional society meetings (recognized organizations holding regularly scheduled meetings primarily for the reporting and exchange of knowledge among members). CE advisors and specialists are eligible for a maximum of one meeting approval per fiscal year (July 1 – June 30). The Council also coordinates the Distinguished Service Awards selection process.

UC Whistleblower Policy

The [UC Whistleblower Policy](#) governs reporting and investigation of allegations of suspected improper governmental activities and, together with the whistleblower protection policy, represents UC's implementing policies for the California Whistleblower Protection Act (Government Code Section 8547- 8547.12). Employees and others are encouraged to use these procedures for reporting all allegations of suspected improper governmental activities. The University hotline to report improper governmental activity is (800) 403-4744. The hotline is independently operated to help ensure confidentiality. Information can also be obtained from the Office of the Controller and Business Services in Oakland.

APPENDIX F

ANR Support Units

ACADEMIC SUPPORT UNITS

Research and Extension Centers (RECs)

Nine [ANR research and extension centers \(RECs\)](#) are located throughout California's various crop production areas and climatic zones. These centers offer resident researchers, and campus- and county-based research and extension members, sites for field research and outreach activities under a variety of geographical and climatic conditions. Center facilities typically include general-use labs, greenhouses, and meeting rooms plus special-use facilities (e.g., postharvest labs, livestock handling facilities, grading lines).

Services of the REC system are readily available to University academics that hold appointments in CE or AES. USDA research personnel also have open access to center services. Other academics or agency personnel may apply to use center facilities with some restrictions. The system also serves as an educational resource for students, providing hands-on learning opportunities through work-study programs, field trips, short courses, and graduate student research. A Research Advisory Committee (RAC) for each center reviews and approves research and extension projects and allocates available center resources to approved projects. RAC members are appointed by the Associate Vice President-Programs. The nine RECs are:

- **Desert Research and Extension Center (DREC)**

Located in the southern low desert area of California, the [DREC](#) provides professional management, land, labor and facilities for agricultural and environmental studies and educational outreach activities. It is comprised of 250 acres which accommodates 50 research projects year round including research conducted in vegetable crop breeding and culture, irrigation management, soil salinity, improved varieties of grain and forage crops, emerging bio-energy crops, feedlot cattle studies, and control of various insects and pests. Researchers include those from UC campuses, CE, USDA, and Industry. DREC is home to the FARM SMART agricultural education program which conducts over 150 programs and reaches approximately 7800 students annually.

- **Hansen Research and Extension Center**

In 1997, five years after Thelma Hansen's death, her bequest enabled the University to purchase a 27-acre parcel known as the Faulkner Farm in Santa Paula and thus establish the UC Hansen Agricultural Center (UCHAC). The [Hansen REC](#) provides a facility for agricultural research and education programs. More than 13 acres are dedicated for agricultural research and crop and tree demonstration areas. Additionally, crops are grown for the farm field trips through which students learn about where their food comes from, and there are demonstration gardens for students and visitors to the farm. The Faulkner Farm is listed on the National Registry of Historical Places and includes the original Queen Anne style Victorian house built in 1894 and the Old Barn built in 1886. The house is used as offices for the UCHAC staff.

- Hopland Research and Extension Center (HREC)**
 In 1951, the University purchased the 4,630-acre Roy L. Pratt Ranch in Hopland to use as a site for long-term, controlled research on native rangelands, watersheds, and wildlife. Adjacent higher-elevation acreage was later acquired from the federal government. The Center now encompasses 5,358 acres. [HREC](#) is the University's principal field research facility for agriculture and natural resources in the North Coast region. A diversity of soils, plant and animal communities, and elevations makes HREC representative of many parts of the Coast Range in northwestern California. Many researchers who use the Center hold faculty appointments at UC Davis or UC Berkeley or are Cooperative Extension advisors located in California counties.
- Intermountain Research and Extension Center (IREC)**
 Located in far Northern California and situated on the boundary of Modoc and Siskiyou Counties, just four miles south of the Oregon state line, the [IREC](#) supports UC research in field and vegetable crops and resource conservation. The center sits on 140 acres of rich reclaimed lake-bottom soil with 10% organic-matter content. Potatoes are the principal cash crop in the region and a major subject of research at IREC. Other crops of importance to the area and on the center include barley, wheat, onions, forage grasses, peppermint and alfalfa. The IREC is well staffed and equipped to conduct small-plot research in field and row crops.
- Kearney Agricultural Research and Extension Center (KREC)**
 Located 15 miles southeast of Fresno in the central San Joaquin Valley, in one of the most productive agricultural areas in the world, the [KREC](#) is the University's largest off-campus agricultural research facility. Kearney routinely houses more than 125 employees, including a multi-disciplinary team of faculty from UC Davis, UC Riverside and UC Berkeley. Since opening in 1962, Kearney has achieved international acclaim for leadership in the development of new fruit, nut, and grape varieties, innovative cultural and irrigation practices, pest and disease management techniques, and postharvest biology. In addition, Kearney plays a leadership role in maintaining the quality of California's rural environment, with programs in air and water quality, and mosquito management.
- Lindcove Research and Extension Center (LREC)**
 Located on 175 acres in the foothills east of Visalia, [LREC](#) has acreage of citrus, olives, pomegranates and avocados. The center provides labor, equipment, facilities and technical support to UC academics and other agencies such as USDA personnel to accomplish research and extension programs.
- Sierra Foothill Research and Extension (SFREC)**
 Located in Northern California's foothills, 60 miles northeast of Sacramento, [SFREC](#) provides land, labor, facilities and management for agricultural research and assists in public education in matters relating to agriculture. The Center's vision is to serve as a national and international center for research, extension, and teaching related to the supervision, stewardship, and function of Mediterranean woodland ecosystems, particularly as managed to produce a spectrum of benefits to society.

- **South Coast Research and Extension Center (SCREC)**
[SCREC](#) was established by the University 1956 as a representative site for agricultural research in California's south coastal plain-temperate climatic zone. Located on 200 acres of deep, moderately sloped, alluvial fan soil, the center and its mild winter climate are conducive to farming a wide range of crops including subtropicals. The center also provides labor, equipment, facilities and technical and management support to UC academics and to personnel from co-operating non-UC organizations, such as USDA. Up to 9,000 hours of labor will be available to support approved projects.
- **West Side Research and Extension Center (WSREC)**
 Located on 320 acres in the San Joaquin Valley, [WSREC](#) has land suitable for growing row, orchard and field crops, and turfgrass, landscape and nursery plants. The center also provides labor, equipment, facilities and technical and management support to UC academics and to personnel from co-operating non-UC organizations, such as USDA. Approximately 7,000 hours of labor will be awarded to support approved projects.

ADMINISTRATIVE SUPPORT UNITS

Affirmative Action

The [ANR Affirmative Action Office](#) is responsible for ensuring that the University complies with federal, state, and local laws pertaining to equal opportunity, affirmative action, nondiscrimination, and harassment. The responsibilities of the AAO include preparing and monitoring the University's Affirmative Action Plan in accordance with federal and state laws, providing training and workshops on equal opportunity, nondiscrimination and sexual harassment, monitoring the employment process to ensure compliance with employment laws and hiring procedures, and investigating and resolving discrimination and harassment complaints.

Business Operations Center – Davis (BOC-D)

The [Business Operations Center in Davis \(BOC-Davis\)](#) provides financial services to Statewide Programs, Research and Extension Centers, and ANR service units located in Davis. Some of the major functions of the Business Operations Center include:

- Accounts Payable
- Check/Reimbursement Requests
- Extramural fund management (budget review, new account setup, cost-share/effort reporting)
- Gift Acceptance
- Payroll
- Purchasing
- Travel and Entertainment
- DANR Building Services

Business Operations Center – Kearney (BOC-K)

The [ANR Business Operations Center located at Kearney \(BOC-K\)](#) provides comprehensive consolidated financial and payroll-related services in support of county Cooperative Extension offices statewide. This includes providing business services in support of 200 CE advisors and 400 staff employees. The BOC-K's mission is to provide highly effective and efficient financial and payroll services within the guidelines of UC and ANR policies and procedures.

Key services provided by the BOC-K include:

- Travel Expense Reports
- Purchasing (including UCD Purchasing Card Transaction)
- Invoice/vendor payments

- Gift Acceptance
- UCCE Checking Accounts
- Cash Collections
- FIS Decision Support Account Management
- Contract and Grant Financial Management

Communication Services and Information Technology

[ANR Communication Services and Information Technology \(CSIT\)](#) supports ANR programs through the production, marketing, and distribution of communication products. Through free and fee-based services, CSIT helps UC ANR academics, specialists, and staff produce practical educational media, including peer-reviewed printed and electronic publications, video productions, photographs, and posters. CSIT publishes *California Agriculture* magazine and provides an online media library, Web-site development, and e-mail support. *California Agriculture* is ANR's peer-reviewed research and news journal, which has been published continuously since 1946. For a free subscription or more information, go to: <http://californiaagriculture.ucanr.edu/>. Visit the department's homepage for current news, training articles, and more information.

- **Campus Communications Support**

Faculty, specialists, researchers, and lecturers can access other campus-based communication resources as well. Check with your office manager, staff support person or do an online search on your campus' main Web site. Some resources are free and others operate on a recharge basis. For example, [Davis Information Technology](#) provides services to UC ANR academics, UC Davis specialists, and faculty. These services include educational technology, media production for instruction and research, and computer and online assistance.

Contracts and Grants

Federal and other extramural support, including grants, contracts, gifts, and endowments, are critical to ANR's many research and extension programs. The [ANR Office of Contracts and Grants \(OCG\)](#) coordinates the submission of proposals and acceptance of awards for grants and contracts for ANR. Externally funded grants and contracts come to ANR from many sources, including federal agencies, the State of California, other state and local governments, foundations, corporations, and marketing boards. Employees who receive salary from the Division or who use Division resources or facilities must submit their proposals for externally funded grants and contracts via the OCG. This includes UC ANR academics and statewide program directors.

CE specialists whose salaries are paid by their campus departments submit their proposals through their campus Office of Research or Sponsored Projects Office. Faculty possessing joint ANR and department titles should decide, prior to submitting the proposal, which of their appointments is most appropriate for the work being proposed. Proposals for work under an ANR statewide program are submitted through the OCG. Proposals for work to be conducted within a campus department are submitted through the appropriate campus Office of Research or Sponsored Projects. Specialists and AES faculty may contact their department office manager for information on processing grant applications through the campus sponsored projects' offices.

Marketing board proposals should be sent to the appropriate departmental administrator for approval and forwarding to the marketing board liaison. The OCG does not need to review marketing board proposals.

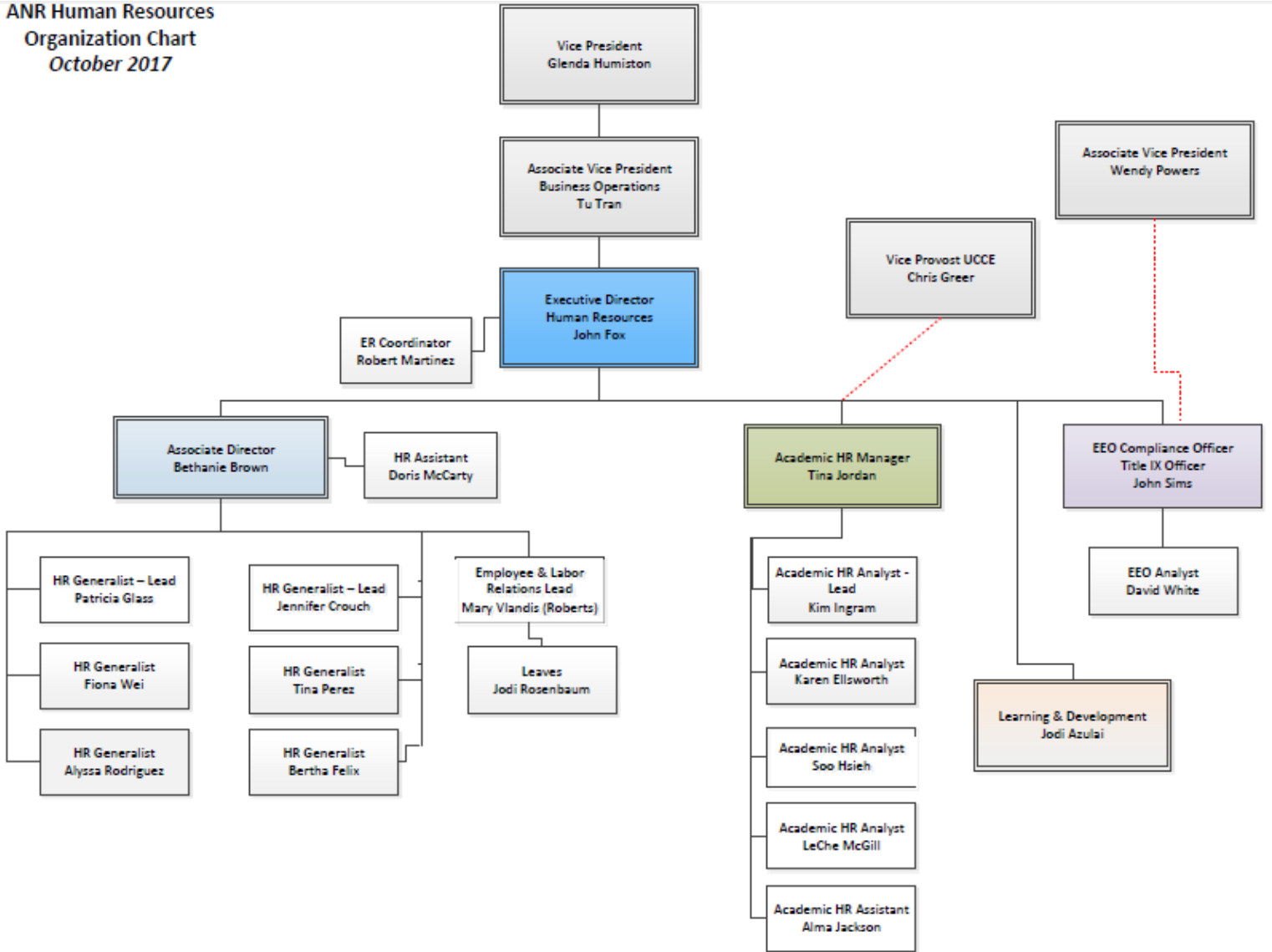
Development Services

Donations from individuals, corporations, and foundations help fund the development and delivery of ANR's research and education programs, and the California 4-H Youth Development program. The [Office of Development Services](#) supports ANR's programs by providing advice and assistance to county-based and statewide programs seeking private gifts from individuals, corporations, and foundations. Development Services provides policy oversight and guidance relating to fundraising campaigns, donor cultivation and solicitation of major gifts, gift acceptance and acknowledgement, the establishment of new endowed funds, planned gift negotiation and the development of promotional materials. Additionally, the office is responsible for the stewardship of existing endowments, maintains communication with ANR retirees, provides an online ANR retiree directory, sponsors retiree reunions, and publishes a bi-annual retiree newsletter. The California 4-H Foundation actively seeks private funding to support the California 4-H Youth Development Program, and offers fundraising training, advice and assistance to county-based 4-H programs.

For assistance with fundraising, UC ANR academics should contact the Office of Development Services. Specialists and AES faculty should contact the local dean's office for assistance with campus fundraising.

ANR Human Resources Organization Chart

ANR Human Resources
Organization Chart
October 2017



Human Resources

- **Academic HR**

The [Academic HR](#) office is the principal department for all academic personnel matters for the division including academic personnel policies and procedures in the areas of recruitment, advancement, compensation, and employee relations for county-based and statewide unit academic appointees in ANR. The Academic Human Resources office coordinates the annual academic merit and promotion process and the appointment of ad hoc peer-review committees in conjunction with the UCCE Academic Assembly Council Personnel Committee.

- **Staff HR**

[Staff HR](#) provides staff personnel services to all ANR county-based and other off-site units in the areas of classification, compensation, recruitment, employment, employee and labor Relations, interpretation of UC system wide personnel policies-collective bargaining agreements, and the People Admin C.A.T.S. (Classification Applicant Tracking System).

Office of the Controller and Business Services

The [ANR Office of the Controller and Business Services \(OCBS\)](#) has responsibility for compliance, risk and control; legal, audit and investigative matters; and management of OCBS functions:

- [Administrative Policies and Business Contracts](#) has responsibility for administrative policy interpretation and development; memoranda of understanding; support groups and affiliate groups; delegations of authority; business contracts; information practices (records requests/subpoenas); and conflict-of-interest issues.
- [Environmental Health and Safety](#) provides safety information and training illness and injury prevention programs, regulatory interpretation and applicability, approval of potentially hazardous procedures, and resolution of safety problems for all ANR units in order to maintain a safe workplace environment. EH&S is also the primary contact for local, state and federal agencies to inform ANR of regulatory requirements and to perform mandatory compliance functions related to health, safety and environmental issues.
- [Financial Services](#) provides leadership and technical expertise in the development, management, analysis, reporting and coordinating ANR financial activities. Ensures that the Division's financial affairs, including those of the Business Operations Centers, county offices, and special program offices are conducted in accordance with University business and finance regulations and funding agency constraints. Serves as the ANR liaison with UCOP and campus accounting units.
- [Risk Services](#) provides risk management advice and consultation; claims management; assistance with certificates of insurance, facility-use agreements and lease agreements; and information on the UC self-insurance programs, risk assessment, and background checks.
- [UCPath](#) is the University of California's new payroll and human resources information system, which will replace the 35-year old Payroll/Personnel System (PPS) that is currently in use. The UCPath project includes implementing more effective and efficient ways to deliver payroll and human resources services to UC employees.

Program Reporting and Evaluation

The [Office of Program Planning and Evaluation \(PPE\)](#) is responsible for coordination of statewide program planning, reporting and accountability for AES and CE programs. Also responsible for statewide program planning activities, including documenting and reporting ANR program impacts, coordinating strategic planning activities, supporting the Program Council, workgroups, ANR Program Planning Advisory Committees, and regular and special committees/groups, and providing support to advocacy and outreach efforts. The office is also responsible for ANR program reporting systems. This includes management and administration of the federally-mandated Current Research Information System (CRIS), the DANR Information System (DANRIS-X¹) reporting system, and reporting systems for 4-H Youth enrollments, and EFNEP and FSNEP program data. The office also provides leadership in compliance with federal program reporting requirements, including preparation and submission of the ANR Federal Plan of Work and Annual Report.

Resource Planning and Management

The [ANR Resource Planning and Management Office \(RPM\)](#) is responsible for the administration, analysis, and reporting of the Division of Agriculture and Natural Resources' budget. This includes all federal and state research and extension funds allocated to the ANR vice president.

¹ANR is in the process of developing a new online system called Project Board that will replace DANRIS-X and CASA, the ANR Portal, ANR Profile and AHR system. Phases of Project Board will be rolled out over the course of several years beginning in 2018.

APPENDIX G

Time Management Tips

Managing Clocks and Calendars*

Almost everyone at some point feels like they have not enough time to do the things they would like to do. Effective time management involves specific, learned skills which, when practiced over time, results in improved time management.

Below are some suggestions for helping you have better control of your time. This is just a start. Take the initiative to read a few of the many time management books on the market or enroll in a one-day seminar. You are bound to learn some skills which will be invaluable for years to come.

Eliminating Time Wasters

To help eliminate Time Wasters, here are some steps to take:

1. Set Objectives and Priorities

- Identify your most productive hour and maximize on that hour. Set it aside for your “A” priorities. Use it wisely. For most people the first hour of the day is their most productive.
- Distinguish between important and merely urgent. Always do the important tasks first.
- Set one major objective for each day. Write it down and achieve it.
- Take a few minutes for planning each day.
- Use a calendar.
- Develop a priority list.

2. Control the Telephone

- Develop a plan for screening and delegating telephone calls.
- Be more aware of the socializing you may do on the telephone.
- Plan your calls. Organize yourself before you begin to make calls.
- Group out-going calls for more efficiency.
- Instead of being irritated when the telephone rings, remind yourself that it is important to your job...you will then be less frustrated.

Drop-in Visitors

- Realize that interruptions are part of the job and keep a positive attitude toward them.
- Close your door for quiet time occasionally.
- Allow time for interruptions and unscheduled events.
- If you have problems with visitors, you may want to meet them in the lobby or stand to conduct business. Visits will not last as long.

**Source: The following information has been adapted from “Managing Clocks and Calendars,” University of Minnesota Cooperative Extension, 1991.*

Making Meetings Work

- Always use an agenda and stick to it. Adjourn the meeting on time.
- When possible, make decisions without meetings. Never use a committee if it can be handled individually. Use the telephone or e-mail
- Delegate a chairperson for meetings.
- If holding a meeting, be sure the right people are there and it is the right place and time.

Crisis Situation

- Try to anticipate a potential crisis. We create many ourselves since we fail to plan or anticipate.
- Set deadlines for yourself and others. Live up to them.
- Remember Murphy's Law:
 - Nothing is as simple as it seems.
 - Everything takes longer than you think it will.
 - If anything can go wrong, it probably will.

Utilize Delegation

- Do not do it all yourself.
- Be clear in your communication about what you expect the other person(s) to do.
- Do not delegate what should be eliminated

Avoid Over Commitment

- Plan to avoid too many things happening at the same time.
- Learn to say "no" and be more assertive.
- Offer alternatives
- Plan time on your calendar for yourself.

Clear Cluttered Desk

- Clutter tends to expand to fill the space available.
- Keep papers moving so it does not settle.
- Devise a system to deal only once with items coming across your desk.
- Learn to use the wastebasket or recycling box.

Be Decisive

- Do not waste time regretting your failures
- Make important decisions in your prime time
- Indecision is a form of procrastination; act with boldness

Recognize Routine and Trivia

- Eliminate or delegate where possible.
- Emphasize results not activities
- Ask yourself, "How do trivial tasks add to your effectiveness?"

Take Time Out

- Take a "think" break instead of a coffee break.
- Carry note cards. Write down your ideas.
- Identify your prime time.
- Think about ways to improve your job results.
- Analyze your time to discover what to do, when, and why. Then improve it!!
- Eliminate one time waster from your life each week.

Office Management

Learning effective office management techniques will probably be as important to your job as learning program planning skills. Depending upon your previous work experience, you may have already developed good office management practices. If you have not had the opportunity in your career to work as an office team member, the following questions and exercises may be valuable to you. Many people in your career will contribute to your success as a UC ANR academic. Seek the input of your co-workers, supervisor, and office manager as you work through these sample scenarios. One of the most important team members in office management is your office support staff. Ask him/her what you can do to help develop and effective team relationship.

In discussion with your immediate supervisor, you need to identify who:

1. Opens your mail: _____
2. Takes your telephone messages: _____
3. Files your materials: _____
4. Schedules your time: _____
5. Does your typing: _____
6. Handles your accounting: _____
7. Purchases supplies, equipment, places orders for resources: _____
8. Handles travel: _____

Handling Correspondence

You have options how to mail correspondence. How would you send:

- A letter to clientele?
- 500 copies of a newsletter to your mailing list?
- A memo to a UC ANR academic in your office?
- A letter to the president of your professional society?

Discussion

What would you do in the following situations?

1. You are ready to sign a long letter and you discover a typographical error. It is a letter which really needs to be sent today and there is less than five minutes until office closing time. What should you do?
2. You discover, by chance, that you are not getting your telephone messages. What should you do?
3. You think that with some different office space arrangement and additional forms for written communications, the office staff could be more efficient and effective. What should you do?
4. It seems that no matter how far ahead of the due date you give work to the clerical staff, the work is seldom accomplished on time. What should you do?

5. You have advertised a program to be held in a room in your office building. On the day of the meeting, you realize that you forgot to schedule the room and someone else is using it. What will you do?
6. Would your action be different if in the above scenario the program was advertised to be held at a site other than your office building?

Extension Federal Mailing Funds

Federal Mailing Funds is a special mailing agreement between USDA and UCCE. It is available to Extension academics. Your supervisor and Office Manager can provide you further information on these mailing dollars.

The following are common misuses of the Federal Mailing Funds privilege:

1. Unauthorized people such as clerical support and 4-H leaders sending mail under their signature.
2. Quoting commercial prices in newsletters.
3. Mailing commercial information.
4. Advertising non-Cooperative Extension meetings in your newsletters, letters, or flyers.

APPENDIX H

Privacy and Information Security

In June 2010, President Mark Yudof convened the University of California (UC) Privacy and Information Security Steering Committee and charged it with reviewing existing privacy and information security policies, developing a new policy framework, and providing guidance to safeguard "protected" data.

The Committee issued its report early in 2013. Later that year, President Yudof concurred with the report and directed that each UC location designate a privacy official to broadly socialize privacy concepts. ANR has designated Administrative Policy and Business Contracts Director Catherine Montano as the ANR Privacy Official.

As also recommended by the Steering Committee's Report, ANR will form an ongoing location-specific Privacy and IT Security Board ("Board"). The Board will have the executive sponsorship of the ANR Vice President and Associate Vice Presidents, and will be structurally accountable to the ANR Executive Ethics & Compliance Risk Committee (ECRC). The Board will advise the Executive ECRC, which shall retain relevant decision-making authority. The Board may, however, independently implement uncontroverted, readily achievable opportunities for improvement in privacy and IT security compliance.

[ANR's Privacy and Information Security](#)

- About
- Privacy Law & Policy
- Privacy Guidance & Resources
- [Board Co-Chairs and Members](#)

[UC Cyber Security Awareness Course](#)

- Information Security Tips
- Computer Security Handout

[UC Policies and Guidelines](#)

- Electronic Communications Policy
- IS-2 Inventory, Classification, and Release of University Electronic Information
- IS-3 Electronic Information Security
- IS-11 Identity and Access Management
- Protection of Personal Information

APPENDIX I Acronyms

Refer to UC ANR Branding Toolkit website for the full [Acronym Directory](#).

AA	Affirmative Action
AAC	Academic Assembly Council
AAO	Affirmative Action Office
AES	Agricultural Experiment Station
AGSAT	Agricultural Satellite Corporation, Cooperative Extension
ANR	Agriculture and Natural Resources
ASCS	Agricultural Stabilization and Conservation Service
BOC	Business Operations Center
CAEHE	California Association of Extension Home Economists
CAFAS	California Association of Farm Advisors and Specialists
CAO	County Administrative Officer
CAPCA	California Association of Pest Control Advisors
CASA	Contacts and Self-Assessment
CD	County Director
CE	Cooperative Extension
CEO	County Executive Officer
CPIG	California Pork Industry Group
CRD	Community Resource Development
CSIT	Communications Services and Information Technology
C4-HA	California 4-H Association
FIS DS	Financial Information System Decision Support
DANR	Division of Agriculture & Natural Resources
DANRIS	Division of Agriculture & Natural Resources Information System
DHIA	Dairy Herd Improvement Association
EC	Executive Council
ECOP	Extension Committee on Organization & Policy (National committee of 12 state directors)
EEO	Equal Employment Opportunity
EFNEP	Expanded Food and Nutrition Education Program
EFFORT	ANR's Academic's Project/Activity Narrative Reporting System
EIPD	Endemic and Invasive Pests and Diseases
ES/USDA	Extension System/United States Department of Agriculture
FAAS	Farm Advisors and Specialists
FmHA	Farmers Home Administration
FTE	Full-time Equivalent
HFC	Healthy Families and Communities
IOC	Intercampus Order and Change form
IPM	Integrated Pest Management

KAC	Kearney Agricultural Center
MCP	Multi-County Partnership
NACAA	National Association of County Agricultural Agents
NAEHE	National Association of Extension Home Economists
NAE4-HE	National Association of Extension 4-H Agents
NASULGC	National Association of State University and Land Grant Colleges
NEA	Nutrition Education Assistant (work in EFNEP; also called Aides)
NFCS	Nutrition, Family and Consumer Science
OCBS	Office of the Controller and Business Services
PAF	Personnel Action Form
PAPA	Pesticide Applicators Professional Association
PC	Program Council
PECC	Pomology Extension Continuing Conference
PL	Program Leaders
POW	Plan of Work
PPAC	Program Planning Advisory Committee
PPRS	Program Planning and Reporting System
PR	Program Review
PRC	Program Review Committee
Program Rep	Program Representative
PVA	Position Vacancy Announcement
RAC	Research Advisory Committee
RCD	Resource Conservation District
REC	Research and Extension Center
RIC	Research and Information Centers
RPM	Resource Planning and Management
SCS	Soil Conservation Service
SERIES	Science Experiences and Resources for Informal Educational Settings
SFS	Sustainable Food Systems
SNE	Sustainable Natural Ecosystems
UC	University of California
UC ANR	University of California Agriculture and Natural Resources
UCCE	University of California Cooperative Extension
UCD	University of California - Davis
USDA	United States Department of Agriculture

APPENDIX J

An Affirmative Action, Civil Rights and Equal Opportunity Orientation Guide

The University of California, Division of Agriculture and Natural Resources (UC ANR), is an equal opportunity, affirmative action institution. The University prohibits discrimination in employment, programs and activities on the basis of race, color, religion, sex, gender, gender identity, gender expression, national origin, age, disability, veteran status, sexual orientation, genetic information or any other characteristic protected by law and is committed to maintaining an environment free from sexual harassment and retaliation. Inquiries regarding UC ANR's equal opportunity policies may be directed to: John Fox, Executive Director Human Resources and ADA Coordinator, (530) 750-1343; Email: jsafox@ucanr.edu; John I. Sims, Affirmative Action Compliance and Title IX Officer, (530) 750-1318; Email: jsims@ucanr.edu; or David White, Affirmative Action Analyst.

Civil rights compliance is an integral part of your position with the University of California. Benefits of programs are made available to all eligible participants in a non-discriminatory manner.

The following pages will detail your responsibilities, define terms, explain documentation, discuss laws, and complaint procedures.

Essential Terms

Following are essential terms related to Affirmative Action in Programs. More information on Affirmative Action, Civil Rights and Equal Opportunity can be found on the website of the Affirmative Action Office: http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/.

Affirmative Action: Actions taken to remedy the effect of past and present discrimination against certain groups. "Affirmative Action is an attitude and process which strives to assure that all potential clientele ...benefit from ANR programs in an equitable fashion." Wayne Schrader, Emeritus Advisor, San Diego County.

Affirmative Action/Civil Rights Complaints: There are established procedures for handling complaints related to discrimination or harassment – whether these complaints be programmatic/clientele related or workplace/employee personnel related. The procedures may be found at ANR's Discrimination and Sexual Violence Prevention website at http://ucanr.edu/sites/DiscriminationSexual_Violence.

Affirmative Action Files: Affirmative Action files are located in each County Cooperative Extension office. Staff needs to know the location and contents of this file. Contact your County/MCP Director for information regarding these files.

Civil Rights: The rights of individuals to receive equal treatment based on certain legally protected classes.

Discrimination: Different treatment or denial of benefits, services, rights or privileges to a person or persons because of their race, color, religion, sex, gender, gender identity, gender expression, national origin, age, disability, veteran status, sexual orientation, genetic information or any other characteristic protected by law.

Clientele:

Potential Clientele: In a given county or program, the potential clientele consists of all those individuals or organizations who have a need for, would benefit from, and who are eligible for participation in any existing or planned educational activity that might be conducted in the fulfillment of the program's mission. Depending on how the potential clientele is defined, the demographic makeup (i.e. the race, ethnicity and gender breakdown) of that particular population is derived from the "best" available source(s). This demographic breakdown becomes the *baseline* for that particular clientele group; it is the number and percent of persons eligible to participate in programs and related activities.

Actual Clientele: Actual participants in the applied research and/or educational programs carried out in the accomplishment of the CE program's mission are the *actual clientele* contacts. The number of these contacts (broken down by race, ethnicity and gender) are documented as either audience contacts or program enrollees (i.e. 4-H enrollees, EFNEP participants, Master Gardener volunteers).

Targeted Clientele: Targeted clientele are a subgroup of potential clientele and are potential participants in an education program or research project an academic is planning for a specific program year. They may also include a protected group whose percentage of participation is lagging behind their percentage in the baseline. For example, if Hispanics make up 40% of a clientele group but are only 5% of the actual contacts, Hispanics in that particular clientele group could become a "targeted clientele" for additional outreach activities to increase their percentage of participation (see "Parity" below).

Under-represented Clientele: This category of clientele are members of the federally defined "protected" groups (i.e. racial minorities and women) which have historically been underserved.

Compliance: A program is *in compliance* when parity of participation is achieved or when outreach efforts demonstrate that the opportunity to benefit from program services has been equitably offered to all potential clientele (i.e. when the All Reasonable Effort standard has been met, see below).

Parity: When the percentages of protected races and ethnicity and in the actual clientele contacts/program participants mirror (within at least 20 percent) their percentages in the potential (i.e. the baseline), then parity of participation (or *parity*) has been achieved.

All Reasonable Effort: All Reasonable Effort is defined as the utilization of three of the four federally approved outreach methods to ensure that eligible individuals from protected/underrepresented groups are aware of, invited to participate and benefit from appropriate ANR-CE programs.

Method 1: Use of mass media, including electronic and print outlets can include press releases, public service announcements (PSAs), radio and/or television appearances. Also, social media and other web-based avenues may also qualify as "mass media."

Method 2: Use of newsletters, posters, flyers, and print announcements distributed in a "mass mailing" type of process (either in hardcopy or electronic format).

Method 3: Use of personal letters (hardcopy or electronic) to targeted *individual* underserved clientele informing them of dates and times of program activities and specific invitations for them to attend and participate -- (*not* distributed in a "mass mailing" type of process).

Method 4: Use of personal, (e.g. face-to-face), contact to the same clientele described in Method 3, above.

Public Notification: The objective of public notification is to inform clientele of Cooperative Extension educational opportunities, and to assure such notification is equally accessible to everyone in order to protect against accusations of discrimination.

“And Justice For All” Poster: The ["And Justice For All"](#) Civil Rights poster is to be displayed in public areas of the CE facility where it may be viewed by employees and participants. This would include the reception area and any meeting rooms where members of the public may meet to participate in a CE program.

Nondiscrimination Statement: All information materials and sources, including ANR’s websites, brochures, bulletins, flyers, announcements, publications, catalogs, manuals, guidebooks, application forms, or other materials used to inform the public about ANR programs must include the [Nondiscrimination Statement](#). The inclusion of the [Nondiscrimination Statement](#) is required by federal regulations and reaffirms ANR’s commitment to equal opportunity and equal access to its programs and activities. *If the available space is too small for the full statement to be included, the informational material must at a minimum include the statement: “UC ANR is an equal opportunity provider and employer”.*

American with Disabilities Act: In accordance with the American with Disabilities Act (ADA), ANR does not discriminate on the basis of disability in employment, services, programs, or activities.

Reasonable Accommodation: Reasonable accommodation is a modification or adjustment to policies or programs to enable individuals with disabilities to have equal access to benefits and privileges of programs, services, and activities. Disability laws and regulations require the adaptation of environments, schedules, or other requirements to accommodate individuals with disabilities. Examples of accommodations are: changing or modifying existing facilities to make them accessible or usable; acquiring or modifying equipment; modifying tests, training materials, or policies to accommodate program participants with disabilities; and arranging for alternative means to access program information (Braille, large print, audiotape, sign interpreters).

Accommodation Statement: When conducting outreach activities, ANR meeting locations, and other facilities, including camps, must be open to individuals with disabilities. Therefore, the following statement should be used in advertisements: “The University encourages individuals with disabilities to participate in its programs and activities. If you need an accommodation or have questions about the physical access provided, please contact _____ at _____ in advance of your participation or visit.”

Affirmative Action Program Responsibilities:

1. Know the federal and state laws and the UC policies regarding Civil Rights and Affirmative Action.
2. Determine the potential clientele for each program.
3. Make a positive effort to extend the UC knowledge-base to protected groups.
4. Make an effort to understand the cultural, physical, and social diversity among clientele.
5. Document and assess Affirmative Action and public outreach achievements/impacts.

Understanding Diversity:

Our state has the richest mix of people with diverse culture, backgrounds, and life styles in the country. This diversity is one of our important sources of strength and growth.

Diversity is the concept that recognizes individual differences and appreciates the benefits that differences bring. The challenge today is to learn about other cultures in order to appreciate and value diversity.

Following are some places to start exploring cultural diversity as it applies to your program:

- Seek advice from veteran UC ANR academics to learn about possible successful outreach strategies and possible barriers.
- Connect with community-based grassroots organizations (i.e. the NAACP, Indian Tribal Council, etc.). If you're unable to locate them, consult with local school districts, Chambers of Commerce, or similar organizations in neighboring counties – or look for individuals who are active in the community that you want to serve.
- If you are in a position to hire staff or utilize volunteers, find individuals who are dedicated to and culturally attuned to the people you wish to serve. Try and learn from your staff and volunteers. Don't know something? Ask. This is the only way to get your answers.
- Get involved in community development networking or activities in your area.
- Explore the development of creative delivery methods.
- Take advantage of material available in the ANR Affirmative Action Unit's Resource Library: http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/Resources/
- Take advantage of any cultural diversity training opportunities that ANR should sponsor (or request training!).
- Explore initiating an Advisory Committee for your program area consisting of people who represent the community you wish to serve.

Providing programs that are sensitive to diverse cultures is not an easy task and the process can be slow. Success will require a persistent, long-term commitment to attempt to understand the culture you wish to serve.

Defining Program Clientele

It is every UC ANR academics' responsibility to plan their program(s) for the benefit of all clientele regardless of their race, color, national origin, sex, age, or disability. To meet this requirement, academics must carefully define their clientele using and/or developing accurate demographics. The potential program clientele's demographic breakdown gives the academic a baseline to evaluate how closely their actual contacts are mirroring the demographics of their baseline. Parity of participation (see "Parity" above) is the cornerstone of USDA Civil Rights compliance and is the goal each academic program should be working toward. For Affirmative Action reporting, therefore, it is very important that the UC ANR academic establish a demographic breakdown (i.e. a baseline) for each clientele group in their geographic areas of responsibility using the most current and reliable sources available. (Note: organizations and agencies are not considered to be "individuals" and therefore do not have a demographic breakdown.) As important as contact reporting is, the

reporting of outreach efforts is often crucial in determining compliance. If parity of participation is not achieved, an advisor can still be found to be in compliance if their reported outreach efforts establish All Reasonable Effort. (See “All Reasonable Effort” above.) In instances where program contacts achieve parity of participation, outreach efforts should be continued (in order to maintain parity) and reported into CASA¹.

a. Advisors

Clientele groups for Advisors in the plant sciences, for instance, typically include, but are not limited to: Owners, operators, managers of farms; PCAs and other consultants who advise or provide services to producers; allied industry and agency personnel who work with producers and/or advisers; packing and post-harvest operators; and sometimes field and/or farm laborers. Some Advisors include the general public when a significant amount of time is spent on backyard calls.

Statistical information describing these clientele groups can be found in Ag Census Data, Agricultural Commissioner grower lists, Marketing Orders, Farm Service Agency (FSA) offices, Farm Bureau, California Association of Pest Control Advisers (CAPCA), and Pesticide Applicators Professional Association (PAPA) organizations, etc.

b. Nutrition, Family and Consumer Science (NFCS) Advisors

Clientele groups NFCS Advisors could include professionals in nutrition, health, education, and social services, such as dietitians, nutritionists, home economics teachers, school nurses, public health nurses, child care staff, non-profit agencies, community colleges and other agencies providing education or services to the public regarding food, nutrition, and parenting.

c. Expanded Food Nutrition Education Program (EFNEP)

The potential clientele for this nutrition education program is defined as households with children below 18-years of age at 185% of poverty level. The target audience is families, so gender is not enumerated. This statistical data is available from the ANR EFNEP office, and their source of information is the U.S. Census Data.

d. 4-H Youth Development Advisors

The Youth Development Advisor is not required to have youth as a defined clientele group since actual outreach and recruitment of 4-H youth members is the responsibility of the individual clubs. The potential clientele for 4-H Youth Development Advisors, instead, may consist chiefly of adult volunteers, and/or agencies/organizations dealing with youth, for example.

Since actual 4-H enrollment data is recorded in the 4hOnline Enrollment System, the 4-H Advisor is not required to enter 4-H enrollments as contacts into CASA; however, they are required to record their *outreach efforts* in CASA – this may include the summarizing of the individual club outreach forms which each club is supposed to file with the county office or it may be the outreach efforts the advisor undertakes in her own work with clientele groups other than youth, such as adult volunteers or agencies/organizations dealing with youth. Each clientele group the Youth Development Advisor may define, such as adult volunteer development, or organizations dealing with youth, would have separate baseline data. The contact data and outreach efforts for these other clientele groups are to be recorded in CASA by the 4-H Advisor.

¹ANR is in the process of developing a new online system called Project Board that will replace DANRIS-X and CASA, the ANR Portal, ANR Profile and AHR system. Phases of Project Board will be rolled out over the course of several years beginning in 2018.

Make a Proactive Effort to Extend UC Knowledge Base to Protected Groups

The extension of knowledge is one of the primary functions of a UC ANR academic. Once you have established your potential clientele, it is essential that you develop a variety of methods to reach them. People learn in different ways and learning is enhanced through repetition and experimentation, so a variety of teaching methods should be employed.

Special attention must be paid to protected groups to ensure that their needs are considered when planning your educational program. For example, a newsletter may reach some clientele while direct teaching is more effective for others. Seminars or workshops may be appropriate for some people and some subjects, but extensive publications or simple pamphlets may be called for in other circumstances. Mass media may be the best way to reach some audiences, and within that genre, newspaper, radio, and/or television each offer different strengths for different audiences. For some UC ANR academics, it may be desirable, when possible, to have meetings and/or materials translated to other languages.

In addition to the decision about what method of instruction to use, it is important to consider how you will inform your clientele of what is available to them. Announcements through media and your own mailing list may be adequate for your clientele or you may need to consider creative ways to reach people such as announcements through employers, organizations, and institutions.

The important issue in this responsibility is to match your method of extending knowledge to your clientele's style of learning. While it will not be possible to offer every method to all people, it is important to be creative and try to extend knowledge in a variety of ways.

Federal Reporting and Documenting Program Participation

I. Goals of Documentation and Program Assessment

- A. Be able to evaluate your Affirmative Action efforts and progress/impacts.
- B. Be able to provide reviewers with appropriate, specific documentation.
- C. Develop a recording system that is practical and efficient. (This system must accomplish Goals A & B – CASA could be utilized in this way.)

II. Documenting for CASA

A. Document Clientele Contacts

1. Regularly record individual contacts you make. Use a form or some other convenient method to note the name, race, ethnicity and gender of persons you individually contact regarding programmatic activities, research, education, etc. While telephone calls may be counted when used in outreach/ARE activities, they cannot be counted when used for an educational/programmatic clientele contact unless the advisor knows the gender and race of the caller. For clarification, this can be discussed with your County/MCP Director.
2. Regularly record group contacts you make when you deliver extension educational information to groups. Note the number of people and their race, ethnicity and gender breakdown within the group; or
 - a) If you host the meeting, include a sign-in sheet and invite attendees to self-identify race, ethnicity and gender. (When computing the total participation by race and gender for an event, gaps from participants who declined to state may be filled in by visual identification by the advisor. For instance, if only three

people self-identified as white and many others declined to state, if the advisor remembers seeing six people she considered as racially white in the audience, then she would add three (for a total of six) to the total of white participants.)

- b) If you are a guest speaker, mentally note and record the number of people and the race, ethnicity and gender breakdown of the audience.

B. Completing CASA

Each UC ANR academic has a little different way to summarize contacts. Some complete CASA on a monthly basis, while others will complete it on a quarterly or yearly basis. Consult with either your County/MCP Director or a UC ANR academic with a similar program. CASA summarizes the programmatic/outreach activities and associated clientele contacts that you have documented. This becomes the official record of your contact numbers and outreach efforts. The UC ANR academic's supporting documents or related hardcopy files and must be kept for three (3) years.

III. Documenting Annual Evaluations/Annual Plans/ Annual Reports/ Merit & Promotion, etc.

- A. Familiarize yourself with DANRIS-X² Reporting System accessed through your ANR Portal: <https://ucanr.edu/portal/> [If you are NOT able to login to the *UCANR Portal*, please send an email to help@ucanr.edu, outline your problem and someone will assist you]; for help with or more information concerning DANRIS-X and federal reporting requirements, contact Chris Hanson: (510) 987-0628; christopher.hanson@ucop.edu or Katherine Webb-Martinez: (510) 987-0029; Katherine.webb-martinez@ucop.edu
- B. Familiarize yourself with the Academic Human Resources website: http://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/ for guidelines, timetables, tips and training for help for the various reports and processes that inform the ANR academics' responsibilities and service to the people of California. For help with or more information concerning the contents of the Academic Human Resources website contact Kim Ingram: (530) 750-1282; kcingram@ucanr.edu.

Discrimination, Sexual Violence and Sexual Harassment Complaints

ANR is committed to creating and maintaining a community where all individuals who are employed or participate in University programs and activities can work and learn together in an atmosphere free of violence, harassment, discrimination, exploitation or intimidation. ANR will respond promptly and effectively to any report of harassment and discrimination and will take appropriate action to prevent, correct, and when necessary, discipline behavior that violates University policy.

I. Sexual Violence and Sexual Harassment Complaint Procedure

Any member of the UC ANR community may report conduct that may constitute sexual violence, sexual harassment, retaliation and other prohibited behavior by contacting the UC ANR [Title IX Officer, John Sims](#), or another Responsible Employee. A Responsible Employee in

²ANR is in the process of developing a new online system called Project Board that will replace DANRIS-X and CASA, the ANR Portal, ANR Profile and AHR system. Phases of Project Board will be rolled out over the course of several years beginning in 2018.

UC ANR who receives a report alleging sexual violence or sexual harassment must promptly notify the UC ANR [Title IX Officer](#) even if the individual making the report requests that no action be taken. Responsible Employees include academic appointees, all personnel of the UC ANR Human Resources Office, and directors, managers and supervisors.

All UC employees (except those specifically identified and designated as confidential employees) are required to notify the Title IX Officer if they receive information from a student about a possible incident of sexual violence or sexual harassment. [UC Davis Center for Advocacy Resources and Education](#) (CARE) and the UC Davis [Academic and Staff Assistance Program](#) (ASAP) can offer confidential consultations without reporting the incident to the [Title IX Officer](#).

Anyone who is aware of an act or acts of violence can anonymously report the incident by reporting the incident to The UC Whistleblower hotline at <http://www.ucop.edu/uc-whistleblower> or (800) 403-4744.

ANR's Sexual Violence and Sexual Harassment procedures may be found in the [Administrative Handbook](#) and on ANR's Discrimination and Sexual Violence Prevention website under [Reporting Sexual Violence and Sexual Harassment](#). The University of California systemwide Policy on Sexual Violence and Sexual Harassment is available online at <http://policy.ucop.edu/doc/4000385/SVSH>.

II. Discrimination Complaint Procedure

All reports of discrimination, harassment, sexual harassment or sexual violence should be reported to the Affirmative Action Compliance and Title IX Officer. The Discrimination, Harassment, Retaliation Complaint Form can be used to report complaints. To submit your complaint using the form, please make sure to save changes to the document and email the completed form to:

1. **John Sims**, jsims@ucanr.edu, Lead Discrimination/Affirmative Action Compliance Officer/Title IX Officer.
2. **John Fox**, jsafox@ucanr.edu, Executive Director Human Resources, ADA Compliance Officer.
3. **David White**, dewhite@ucanr.edu, Affirmative Action Analyst.

Electronic reports of other misconduct, including sexual harassment and discrimination can be submitted through the [EthicsPoint for Office of the President](#) online reporting system.

For more information, please visit UC ANR's Discrimination and Sexual Violence Prevention website at http://ucanr.edu/sites/DiscriminationSexual_Violence.

Whistleblower Hotline

To report what you may suspect is unethical, illegal, or improper governmental activities, the incident can be reported to the UC Whistleblower hotline at <http://www.ucop.edu/uc-whistleblower> or (800) 403-4744. It is independently operated to help ensure confidentiality.

APPENDIX J

An Affirmative Action, Civil Rights and Equal Opportunity Orientation Guide

Civil Rights Laws, Authorities, and Regulations

(For more complete information on UC policy, refer to the Administrative Handbook, Section 601-VI, Appendix I.)

1. **Title VI of the Civil Rights Act of 1964**
Prohibits discrimination based on race, color, and national origin in programs and activities receiving Federal financial assistance; and USDA Implementing Regulation, 7 CFR Part 15, Subpart A and Subpart C.
2. **Title VII of the Civil Rights Act of 1964, as amended**
Prohibits discrimination in employment on the basis of race, color, religion, sex (including pregnancy), or national origin.
3. **Title IX of the Education Amendments of 1972**
Prohibits discrimination based on sex under any education program or activity receiving Federal financial assistance; and USDA Implementing Regulation, 7 CFR Part 15 a.
4. **Americans with Disabilities Act of 1990, Titles I and V, as amended**
Prohibits discrimination on the basis of disability in all services, programs, and activities.
5. **Section 504 of the Rehabilitation Act of 1973**
Prohibits discrimination based on disability; and USDA Implementing Regulation, 7 CFR Part 15 b.
6. **Section 503 of the Rehabilitation Act of 1973, as amended**
Prohibits discrimination on the basis of disability in employment and requires that Federal contractors take affirmative action to employ and advance in employment qualified individuals with disabilities.
7. **Age Discrimination Act of 1975**
Prohibits discrimination based on age in programs or activities receiving Federal financial assistance.
8. **Age Discrimination in Employment Act of 1967, as amended**
Prohibits discrimination in employment against individuals 40 years of age or older.
9. **Equal Pay Act of 1963, as amended**
Prohibits gender discrimination in compensation.
10. **The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended**
Prohibits job discrimination and requires affirmative action to employ disabled veterans, recently separated veterans (within three years of discharge or release from active duty), other protected veterans (veterans who served during a war or in a campaign or expedition for which a campaign badge has been authorized), and Armed Forces service medal veterans (veterans who, while on active duty, participated in a U.S. military operation for which an Armed Forces service medal was awarded).
11. **California Fair Employment and Housing Act (FEHA)**
Prohibits harassment and discrimination in employment because of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, marital status, national origin, ancestry, mental and physical disability, medical condition, genetic information, age, military or veteran status, pregnancy, denial of medical and family care leave.

APPENDIX K

Promoting Yourself

As you go through your ANR career, you should always look forward to your next advancement. Make sure that you are familiar with the criteria for advancement and devote significant attention to those accomplishments that carry the most weight in an evaluation process. Do not be hesitant to apply for advancement if you feel you have accomplished the expected requirement in less time than is expected for those accomplishments, once you have gone through your first review cycle.

During your first year of employment, review the criteria for promotion with your supervisor and examine the Academic Policy Manual section on promotion. A key to successful career advancement is having an accurate position description and gearing your program of work to your position description.

Keep a file noting all of your personal development activities and professional accomplishments. Keeping accurate records on a regular basis will help you prepare a detailed performance review dossier. Keep a copy of all major program materials such as awards, honorariums, extramural funding, class materials, handouts, fliers, evaluation results, significant letters from other professionals and clientele regarding your leadership activities, and any articles published in a scholarly or industry journal, chapters in a book, magazine articles, or other contributions to lay publications. Your file will be useful for annual reports and performance counseling. Begin today and you will develop a personal and valuable tool for the future.

Information about academic personnel policies and procedures can be found at the ANR [Academic Human Resources](#) website.

APPENDIX L

Developing a Position Description

1. A Position Description describes the purpose and clientele of an academic's work. It also outlines the major responsibilities, relationships and qualifications associated with the position. The PD is an important piece of an academic's merit and promotion dossier and should be kept up to date.
2. Newly hired academics generally have 6 months to finalize their first PD. Other academics are encouraged to revise their PD if they have a change in programmatic or administrative responsibilities. This is the academic's responsibility.
3. For newly hired academics, AHR will collaborate with, and support, the academic with the drafting of an initial PD within three months of the start date. This will include language from the vacancy announcement (PVA) created for their position and standard PD language. They will also be sent the following link to the AHR website where they can find PD directions and information: http://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/Academic_Position_Description_Template/
4. The academic should discuss the PD draft with their immediate Supervisor (County Director, REC Director, Statewide Program Director, Institute Director, Vice Provost of CE, Vice Provost of SWPs and SIs, AVP, etc.) and make any necessary changes and/or additions. Special attention should be made concerning 4-H YD, NFCS, MG, MFP or other statewide program responsibilities, supervisor and/or budget responsibilities, if a Qualified Applicators certificate, Certified Rangeland Manager certification, California Registered Forester certification, or other certification is required, and who should be signing the PD. Refer to the PD directions and examples if need be.
5. The academic should send the draft PD back to AHR who will perform a final review before the PD is sent to additional reviewers for comment and signature. Additional reviewers may include:
 - Statewide Program Directors – for academics with statewide program responsibilities (IPM, 4-H, NFCS, Master Gardener – see the PVA for details).
 - Vice Provost of Strategic Initiatives and Statewide Programs
 - Vice Provost of CE – will review and sign all academic PDs.
6. AHR will coordinate with the academic on the final version of the PD.

APPENDIX M

Needs Assessment Exercise

Background:

“Why do we need a Needs Assessment?”

- Effective purpose statements inform your prospective participants what you are doing and why, as well as what their role(s) in the needs assessment are up front.
- Needs assessments help inform our applied research and education efforts to meet the priorities of the clientele and communities we serve.
- The results will help inform our program assessment and program development over time.

The needs assessment may be informal based on individual site visits and/or small group discussions or formal, structured surveys and/or structured focus groups.

The initial needs assessment, no matter how it is structured, should be information oriented, not action oriented. Action plan(s) should be informed by the results of the needs assessment.

What outcomes do you hope to have based on this needs assessment?

- An awareness of the key issues facing your potential clientele (define) in your programmatic area (define) so that a focused research and extension program may be developed to address specific issues (to be defined).

Setting Up for Your Success in UC ANR *(continued)*

Context

Stakeholder Analysis (5 minutes)

Who are the key Stakeholders?
(individuals or groups)

What are their expectations of your program?

Stakeholder	Expectations

How does this needs assessment link to organizational, departmental, or overall program goals? Where are you at in your program development, specifically? What is happening in UC, UC ANR, locally that influences your program?

What factors might affect your capacity to develop a needs assessment?

NEEDS ASSESSMENT TARGET AUDIENCE(S)

Who will you target and why?

Setting Up for Your Success in UC ANR *(continued)*

Who might be missing?

Any potential underserved clientele requiring separate effort(s)?

Desired Outcomes from a Needs Assessment

By the end of the needs assessment process, I hope to:

How will you communicate the results of your assessment with participants?

How might these results inform your next steps?

APPENDIX N

Academic Advancement and Salary Information

ACADEMIC ADVANCEMENT

Refer to AHR's website [Merit and Promotion Process and Trainings](#). You will find there the following related information:

- [E-Book 2016-2017](#)
- Program Dossier Resources
- Supervisor Review Forms
- Merit & Promotion Training 2017
- Promotion to Full Title VI Training
- Upper Level Merit: Full Title VII+ Training
- Additional Training Resources

SALARY INFORMATION

Below salary tables that are effective Fiscal Year 2017-2018:

[CE Advisor](#)

[CE Specialist](#)

[Academic Administrator](#)

[Academic Coordinator](#)

[Professional Researcher](#)

[Specialist Series](#)

[Project Scientist](#)

APPENDIX O
Extension Mentoring: Steps Leading to Greater Program Effectiveness

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(See next page)

Also found at website: <http://www.joe.org/joe/2010august/a3.php>



Extension Mentoring: Steps Leading to Greater Program Effectiveness

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Abstract: Mentoring is frequently used by many Extension programs as an ongoing methodology for helping new educators better understand their roles and responsibilities. This article is based upon a longitudinal mentoring study to determine value, benefit, and steps towards greater effectiveness. The population included mentors, mentees, and immediate supervisors, and the methodology is based upon focus group research conducted over an 18-month mentoring period. The results of the study reported here are focused on the areas of mentor selection, training, pairing, interaction, and recognition. Recommendations are widely applicable to other Extension programs looking to improve their mentoring programs.

Background

A knowledge-based organization such as Extension must have effective processes in place to continually develop its intellectual capital. The rapid development of a global economy and increasingly complex and changing social, economic, and environmental conditions call for a greater need for the intellectual growth of the leaders and employees within every organization. The need for intellectual growth is accelerating because of technological change and changing demographics (Ladewig & Rohs, 2000).

Extension educators have complex and demanding jobs requiring them to stay abreast of the issues that are affecting families and industries within their county (Place & Jacob, 2001). Educators are typically specialized in different areas, such as livestock, horticulture, family consumer science, 4-H/youth development, or community development. Their tasks become ever more complex because of a vast diversity of job responsibilities, which include conducting Extension programs, teaching, evaluating, providing office support, and serving as technical subject matter experts (Conklin, Hook, Kelbaugh, & Nieto, 2002). Extension needs new employees to develop skills quickly to the level at which they can perform their work efficiently and effectively.

The primary focus of the study reported here involved new Extension educators who are in the entry stage of their careers (Kutilek, Gunderson, & Conklin, 2002). New Extension educators may feel overwhelmed with all of the information regarding the organization, job duties, and operational policies and procedures. New agent orientation and training is one of the first experiences educators have with professional development. Mentoring is another tool for orientation and training.

The overall outcome of a formal mentoring program can result in benefits for the mentee, mentor, and the organization (Megginson, Clutterbuck, Garvey, Stokes, & Garrett-Harris, 2006). Mentees will benefit from the program by gaining knowledge, guidance, and support, while the mentor will gain personal satisfaction, assistance on the job, and loyalty from the mentee, and the organization benefits by having knowledgeable and seasoned employees, reduced turnover, and increased productivity (Mincemoyer & Thomas, 1998).

A mentor is an influential senior organization member with advanced experience and knowledge who is dedicated to providing upward mobility and support to a mentee's professional career. A mentee is an individual who is new to a particular job or career and would benefit from the knowledge, guidance, and support of a senior member in the organization (Mincemoyer & Thomas, 1998).

Objectives

The study reported here sought to determine how a mentoring program could benefit new Extension employees, mentors, and the Extension organization. Determining effective guidelines and procedures for a formal University of Florida Extension mentoring program was a secondary objective within the study. There were three primary objectives:

1. To document the benefits and values of mentoring to new Extension faculty.
2. To document the benefits and values of mentoring to seasoned Extension educators.
3. To determine guidelines and recommendations for a structured mentoring program based upon results from this pilot program.

Methodology

Components of the Study

The pilot study consisted of a number of parts, which are detailed in this article. In essence, a group of new Extension faculty (mentees) was paired up with colleagues who served in a mentoring role (mentors). The selection of the mentors was based upon the mentees' area of need, the geographical area, and parallel program areas. The mentors received orientation training on effective mentoring, communication skills, and expectations. An orientation session was held for mentees to help them understand the pilot program, what to expect from mentors, and their responsibilities. A mentoring handbook was developed and reviewed in the orientation sessions. The purpose of the mentoring handbook was to provide a guide for the mentors and mentees as to their roles and specific assignments that they needed to accomplish during the mentoring period. Both formative and summative evaluation methodologies were utilized to collect data that would address the three primary objectives.

Population

The study involved four purposive populations: A) mentees, 15 of the newest county faculty in Extension who had not yet completed new faculty orientation; B) 15 mentors, who were selected by the District Extension Directors (DEDs) of the particular district where the mentees and mentors were located; C) 13 County Extension Directors (CEDs) who had a participating mentor or mentee in their office; and D) DEDs who had a mentor or mentee in their district (this involved four of the five DEDs in the state).

Data Collection and Analysis

Two data collection procedures were used to collect information for the three objectives. The first method was formative evaluation questionnaires, which consisted of open-ended questions to obtain the participants' opinions of and recommendations during the actual program. The second method used was summative evaluation focus groups. Focus groups provided the study with depth and breadth of the participants' perceptions. The data collected from these two methods helped the researcher detect common themes that the participants stated throughout the study.

Because the data was primarily qualitative, a standardized process was utilized for analysis (Ary, Jacobs, & Razavieh, 2002). This process consisted of four categories: analysis, interpretation, judgment, and recommendations (Archer, 1987). The data was examined by organizing it into primary categories. The data was further reduced into controllable secondary categories using a cut-and-paste method of organizing data into groupings based on the subject (e.g., selection process, pairing process, etc.) by which the data referred to as well as the type of response (positive or negative) for that subject.

Data interpretation involved defining descriptive patterns and associations and linkages among these patterns. This consisted of finding common themes that emerged from the data. Logic comparison was used by the researcher in determining similarities and dissimilarities between the participants' perceptions of the pilot mentoring program. From the common themes, major and minor themes emerged and were used by the researcher to make judgments on the findings and then recommendations were formed.

Results and Discussion

Objective One: Document Benefits and Values of Mentoring to New Extension Faculty

Each of the four participant groups was surveyed to determine the benefits and values the new Extension faculty gained from the mentoring program. It was noted that the mentees in this program were very happy to have a mentor designated for them who was not a direct supervisor, such as a DED or CED. First, having a mentor who was designated for the mentee decreased the stress of mentees having to find a person they could trust to informally talk to about their problems, questions, and concerns. This provided a sense of comfort for discussion of issues that they did not fully understand. The mentees expressed that they did not like to be in a position where their supervisors would look down on them for asking such simple or uneducated questions.

Mentees also gained valuable knowledge in areas such as: learning how to find and build relationships with important clientele in the community, learning how to manage volunteers, knowledge of how the Extension services works, learning technical information about their program area, learning how to develop an advisory committee, and gaining knowledge on creating systems to effectively report on their plans of work (POW) and reports of accomplishment (ROA).

Objective Two: Document Benefits and Values of Mentoring to Seasoned Extension Educators

The data for objective two was collected from the CEDs, the mentors, and the mentees formatively and summatively. Overall, the results were positive. It was noted that the mentors gained great personal satisfaction by being able to comfort and share knowledge with their mentee. They did not only gain personal satisfaction, they also gained fresh new perspectives on the way they viewed Extension and the programs that they conducted. New faculty members were excited and enthusiastic to learn about the Extension organization and their program area; consequently, they brought new ideas and perspectives that the mentors had not previously thought about.

This mentoring partnership between the mentors and mentees also provided benefits for the mentors by giving them the ability to meet and get to know someone new who is in their program area. The connections between the mentors and mentees have led to working relationships for conducting collaborative and multi-county programs. Mentors were also able to gain recognition from their supervisors for being a mentor. Mentors also benefit because serving in this role will be looked upon favorably as they apply for promotions or engage in their annual evaluation.

Objective Three: Determine Guidelines and Recommendations for a Structured Mentoring Program

The participants provided a clear view of what was valuable and what needed to be changed to make mentoring most effective for the mentors, mentees, and the organization as a whole. For this objective the main aspects evaluated in the program were: selection of mentors, pairing of the mentors and mentees, mentoring handbook, orientation, contact and interaction, incentives and rewards, and the role of state coordination.

Mentor Selection

Participants were unanimous that DEDs and CEDs should work together to choose mentors because they know the seasoned educators and they also know who would be the best quality mentors. There were different thoughts on how and when the mentors should be chosen. Some felt that a group of mentors should be selected once or twice a year and then trained as a group and that this would create a pool of trained mentors who could be called upon throughout the year when new employees are hired and are in need of a mentor. Some DEDs felt that mentors should be chosen and trained on an "as-needed basis" when new faculty are hired.

It was evident that all of the participants wanted someone who had a keen desire to be a mentor. In other words, mentees wanted a mentor who would make the mentoring relationship a priority. The participant groups all described an open, knowledgeable, and caring person to be a good mentor candidate. Senior faculty who had been successful in their own programming tended to also be effective in mentoring new faculty.

Pairing Process

There was some original thought about letting the mentees have a chance to pick their own mentor; however, most of the participants were in favor of the DEDs and the CEDs picking a mentor for the mentee. This would allow the mentees to have someone designated for them to talk to within the first

couple of weeks of starting their new position. However, pairing mistakes can be made; consequently, there needs to be an easy way to exit the relationship.

Overall, mentors and mentees were happy with their pairings. It was evident that the pairs who had similar personalities, were close in location, had similar program areas, and the same type counties (i.e., rural/rural or urban/urban basis) were better able to focus on similar issues and concerns.

Orientation

The orientation for the mentors and mentees was perceived to be a benefit in that it brought everyone to the same point of understanding regarding expectations, guidelines, and procedures to be followed.

Some participants wanted group training, with the mentors and mentees to start the program together; however, most participants wanted to utilize distance education technologies such as teleconferencing, conference calls, or Web modules as much as possible because of time constraints. The participants realized that face-to-face interactions tended to be the most effective way to interact; however, use of technology was the most convenient and efficient.

Overall, the participants made it clear that they preferred having the training delivered as Web modules because training for mentors could be done on an as-needed basis. This method would also allow the seasoned mentors who were already knowledgeable about the information being taught to focus on the specific information they need.

Mentoring Handbook

A mentoring handbook was issued to all of the mentors and mentees. The mentoring handbook was an interesting issue because the mentors thought that it was a very helpful tool in the mentoring process to make sure they were staying within the guidelines and completing necessary steps. The mentees, on the other hand, perceived the handbook to be more troublesome in that they felt like they always had to log all of their activity, and this made it more like a chore rather than simply having a relationship with their mentee.

The mentees explained that they would prefer a very detailed task-list that they could go over with their mentors weekly or monthly to talk about. The mentees stated that they did not know where to start, so having a timeline with tasks to be completed throughout the first year was a great benefit. The mentees should be informed that a handbook is to serve as a reference for guidance with the mentoring program. It should not prove to be a hindrance to the relationship.

Contact and Interaction

Contact and interaction between the mentors and mentees provided a significant effect on the effectiveness for the mentoring pair. It was felt that the first initial contact should be face-to-face in order to start the relationship off with personal interaction and build a solid foundation for the rest of the relationship. After this first initial interaction, frequent contact is vital to keep the relationship growing and helping the mentees with their growth and development in the organization.

A great deal of positive feedback was given from the mentees in regards to how much they learned and grew from the contact they had with their mentors. Mentees reported having a variety of contact, such as phone calls, email, face-to-face meetings, travel, and programming together. Email and phone calls were used the most out of convenience, but the mentees also benefited from the hands-on learning from partnering with mentors with programming.

Time was the biggest factor that affected the pairs in a negative way. As a result, the participants recommended that the mentors and mentees schedule time at the very beginning of the relationship to be able to meet or talk weekly or monthly. The mentoring program must be high on the participants' priority list from the beginning of the program; otherwise the contact and interaction between the pairs will be neglected.

Incentives and Rewards for Mentors

It was clear from each participant group that the mentors should not be given any incentives to be a mentor; i.e., they should want to serve and not have to be incentivized to be a mentor. Mentees need mentors who naturally have a sincere desire to help develop them into productive educators.

However, there were two nonmonetary incentives suggested for mentors. The participants thought that simply recognizing mentors in an Extension annual meeting would be beneficial and that perhaps the Extension organization could pay for a particular professional development activity for participating mentors. Along with the recognition and support for professional development activities, it was also suggested that the mentors should include their mentoring work in their annual work plan and accomplishment report in order to make mentoring an integrated part of their position in order to effectively plan and schedule for mentoring tasks.

Statewide Mentoring Program Coordination

Within this mentoring program, a state coordinator was responsible for the overall coordination and leadership of the program, including guidelines, procedures, training curriculum, and the training and orientation sessions. Additionally, the state coordinator was available if any of the participants had a problem or issue to discuss.

The participants appreciated the statewide uniformity and structure of the mentoring program. Consequently, mentors were better prepared to develop effective mentoring relationships.

Recommendations and Implications

The recommendations from the study reported here can serve towards establishing a framework for an effective Extension mentoring program. Overall, it was highly evident that there needs to be consistent statewide training, curriculum, procedures, guidelines, and expectations for mentoring. This comprehensive approach ensures consistency and a higher level of rigor for mentoring. Mentors and mentees will both know what is expected of them as well as what they will obtain from the program.

Participants appreciated the value derived from mentoring in that mentees stated that they were grateful that they could go to a third-party person who was not one of their supervisors. This permitted a mechanism for mentees to discuss various problems or issues that they were facing—particularly those items that they were reluctant to discuss with those in supervisory roles.

Mentors should be those who have a true desire to be a mentor, i.e., those who truly want to assist in the growth and development of new Extension colleagues. They need to have strong organizational and technical knowledge to help a mentee understand the complexities of the Extension organization as well as what it takes to be a successful Extension educator. Mentors must have sound interpersonal characteristics, including openness, caring, patience, and a positive/upbeat attitude, and they must be good

listeners. In addition, good mentors must be successful in their own careers to be in the best position for guiding new mentees.

There are a myriad of ways that mentors can assist mentees to be most successful. Some of the most prominent from the study included: guiding the mentee on assessing clientele needs, along with developing programs and being most responsive toward meeting those needs; advising mentees on determining who the key stakeholders and collaborators are and then assisting mentees on how to develop a working relationship with them; guiding mentees on managing their work load and balancing work and family; and helping mentees learn the ins and outs of the Extension organization.

Extension educators and systems would benefit greatly from a comprehensive statewide mentoring program. Such a program would have the potential to decrease stress as well as lessen burnout among new educators. In turn, effective mentoring leads educators to become more productive through opportunities to discuss, share, and observe with seasoned professionals. Moreover, a sound approach to mentoring will result in a highly effective Extension system—one that supports its educators to be their best, which in turn leads to greater customer satisfaction and significant clientele impact.

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APPENDIX P - CHECKLIST Office Procedures

Know your office procedures.

Resource people who can assist you are your supervisor, your co-workers, and your office manager.

Time Frame

During the first two weeks on the job, check them off in the order of immediate need or opportunity.

Daily Routine

- On the first day of the job, locate your office and your office files
- Keys and information about the building and custodians
- Office hours
- Breaks, lunch arrangements, etc.
- Parking arrangements
- Building security or lock-up
- Telephone procedures and etiquette
- Handling incoming and outgoing mail

Office Procedures

- Staff meetings, office conferences (dates, times, locations)
- Bulk mail requirements/other mail
- Clerical responsibilities and procedures (typing priorities, preparing letters, filing, newsletters, signing letters, completion of expense vouchers, etc.)
- Discuss how to work with the clerical support and what can be expected of him/her
- Interoffice communication (routing mail, work slips, keeping office informed about schedules, etc.)
- Discuss expenditures/reimbursements covered by expense accounts, Corporate credit/phone cards, tax identification number, program development funds, etc.
- Discuss county budget, record keeping, etc.
- Pay check procedure
- Use of county vehicles or mileage reimbursement
- How to handle emergencies such as accidents, flat tires, etc.
- Office equipment and special procedures:
- Learn how to operate office equipment
- Learn how to reserve and operated audio-visual equipment
- Learn about distribution or circulation of general mail, etc.
- Other procedures unique to your office
- Scheduling meeting rooms
- Staff list
- Regular newsletter(s)
- Filing system

Review these items in the office:

- Filing system
- Lists of important program area contacts
- Cooperative Extension (CE) Administrative Handbook (Located on the Web)
- Listings of materials available through the University Media and ANR Affirmative Action Office
- Computer hardware and software available
- UC Injury and Illness Prevention Program
- Safety and evacuation procedure

Special Procedures

- Sick Leave
- Vacation Leave
- University and County Holidays
- Family Medical Leave
- Maternity and Paternity Leaves
- In-service training days and funding
- Purchasing supplies
- Purchasing of equipment and theft-sensitive equipment
- Managing program funds
- Working with UC ANR and with other UC academics
- Procedures for obtaining technical assistance and educational resources

APPENDIX P - CHECKLIST Your Role

Know your role, specific duties and responsibilities.

Resource people who can assist you are your supervisor, your Mentor(s), Program Leader(s), Workgroup Chair(s), and other UC ANR academics.

Time Frame

There will be a general job description available when you begin. Your specific job description will evolve over your first year of employment in consultations with your supervisor and other UC ANR academics in your specialty.

- _____ If available, read the current plans of work (county/state) identify those areas that refer to your job responsibilities.
- _____ With your supervisor, review job expectations, program responsibilities, and area of program expertise of each person on the county staff.
- _____ With your supervisor, develop a specific job description that identifies your duties, responsibilities, and relationships with other staff members
- _____ Understand your role as a Cooperative Extension “educator,” not just a disseminator of information.
- _____ List your major duties and/or responsibilities
- _____ List areas of joint responsibility with other staff members
- _____ Identify required reporting activities, e.g., CASA, Monthly Leave Reports, Self-assessments, etc.
- _____ Identify lines of accountability and evaluation.
- _____ Discuss how you will be evaluated on the duties and responsibilities identified
- _____ With your supervisor, review the methods used for performance appraisal and have a good understanding of what is expected.
- _____ With your supervisor and mentors, discuss your community involvement and professional society involvement.
- _____ Spend time with experienced staff members in your county and surrounding counties and with your Program Leader to become familiar with their programs, methods used, and areas of expertise.
- _____ Review the UC ANR calendar with your supervisor to determine those events or activities that involve you.
- _____ Discuss professional image (appearance, behavior, attitude, and office relations) with your supervisor and co-workers.
- _____ Discuss your role in professional associations/societies with supervisor, County Directors, mentors, and co-workers
- _____ Familiarize yourself with the professional improvement opportunities, including Study Leave, Sabbatical Leave, and professional development, etc.
- _____ Understand the volunteer management system and your role in its administration (if applicable).
- _____ Discuss as a total staff teamwork responsibilities and interdisciplinary programming.
- _____ Discuss your specialization area with your mentor(s) and appropriate Program Leader.

- _____ Familiarize yourself with the variety of ANR workgroups.
- _____ Discuss with the Workgroup Chairperson your role in the workgroup.
- _____ Discuss the concept of professional ethics with your supervisor and co-workers. Review "[UC Ethics Briefings](#)."
- _____ Discuss with your supervisor and county staff the content, intent, and application of the Affirmative Action Plan, the Civil Rights Compliance Plan, and the Equal Employment Opportunity Plan.
- _____ Discuss with your supervisor the importance of confidentiality.
- _____ Review with your supervisor and/or Office Manager, the UCCE Procedures Guide.
- _____ Become familiar with the Core Issue Areas identified by UC ANR. How do you develop programs to impact one or more of these issues? Familiarize yourself with the ANR Core Issue Grant Proposal process.
- _____ Learn to write an issue statement.
- _____ Learn to develop Long-range Impact Statements and associated indicators with your supervisor.
- _____ Develop skills in identifying and involving clientele assessing needs and understanding effective uses of community networks.
- _____ Develop and use skills to design teaching, learning, and research plans.
- _____ Explore issues involved with Affirmative Action
- _____ Review the Affirmative Action files in the County office.
- _____ Discuss the content, intent, and application of the Affirmative Action Plan, Self-Assessment Reports, the Civil Rights Compliance Plan, and Equal Employment Opportunity Plans.

APPENDIX P - CHECKLIST

Extension Methods and Research

Understand methods and approaches in non-formal education and applied research.

Resource people who can assist you are your supervisor, other County Staff, Statewide Program Director, Strategic Initiative Leader, and Specialists.

Time Frame

This is a continuous process throughout the career of any staff member.

What is Critical Thinking?

According to Craig A. Hassel, author of Critical Thinking, "It is a way to use one's mind to better understand the thinking of other people, their ideas and perspectives. It allows us to think more independently and to better recognize built-in biases of ourselves and others. Critical thinking helps us to understand the limits of our knowledge and rethink conclusions in the light of new knowledge. It is a way we can control our thought so that we do not limit ourselves mentally."

How Are Methods and Research Accomplished?

Some examples are to assist clients in:

- Identifying alternative ways to deal with problems
- Using different problem-solving strategies, and
- Development criteria to judge a possible solution to defined problems.

_____ Discuss the role of the UC ANR academic as an educator.

_____ Discuss effective methods which can be used in a teaching/learning situation and identify when to use each method.

_____ Open meeting

_____ Lecture

_____ Leader training

_____ Small group discussion

_____ Clinics/seminars

_____ Research results/tours

_____ Non-formal, research-based education

_____ Focus groups

_____ Consultations

_____ Office

_____ Telephone

_____ On site, at home or farm

_____ Audio, video, or compact disk training tools

_____ Computer assisted learning

_____ Newsletters

_____ Identify teaching/research methods for which you need to develop further skills.

_____ Identify the essential elements in setting up an effective learning situation/effective research situation.

_____ Identify educational methods used most effectively in the county.

_____ Learn how to develop a timetable for program delivery:

- Clerical and other staff involvement
- Ordering materials
- Printing handout materials
- Issuing publicity releases
- Sending letters to participants/clientele
- Planning for evaluation of programs
- Discuss best methods in conducting research.
- With whom will you coordinate your research project?
- Sources of funding:
 - Donor funds
 - Grants
 - Other
- Where will the research be conducted?
 - Research station
 - Cooperator's property/home
- How will research results be evaluated, results printed, and disseminated?

APPENDIX P - CHECKLIST Your County

Know the characteristics of your county and its people.

Resource people who can assist you are your supervisor, other staff members, and key leaders in the county.

Time Frame

During the first three months of employment and on a continuing basis thereafter.

Extension programs are based on a thorough analysis of your county situation. To provide appropriate professional leadership in your program development activities, you must conduct a personal "know the county" campaign. Learning the basis information about the county provides you with a sound basis for judgment as you assist in shaping county Extension programs. Ignorance of basic issues, even by the new UC ANR academic, can be viewed as a sign of indifference or a lack of concern. So, begin your awareness campaign in the first few weeks of your Extension appointment.

What do you need to know? No one can give you all the answers. Important county issues vary among the clientele in the program area. Use the following list as a spring board for your awareness campaign.

- _____ Locate the following publications in your office. They will help you get an overview of issues in your county.
 - _____ Plan of Work, if available
 - _____ Local Chamber of Commerce publications
 - _____ Documents on county history
 - _____ Census report
 - _____ Affirmative Action records and Self-Assessments
 - _____ 4-H Statistical Report (for 4-H Youth Development Advisors)
 - _____ Latest County Crop Report (for Ag Advisors)
- _____ Geographic characteristics
 - _____ Location of towns, cities, and other landmarks. (obtain a copy of the county map.)
 - _____ Topography, including special geographic features.
- _____ Social characteristics
 - _____ Ethnic/cultural groupings
 - _____ School districts
 - _____ Socio-economic and educational level
 - _____ Political characteristics
 - _____ Active community organizations

- _____ Economic characteristics
 - _____ Types, locations, and economic value of various industries
 - _____ Major sources of employment
 - _____ Makeup of workforce

- _____ Demographics
 - _____ Population
 - _____ Other census characteristics

- _____ History of county
 - _____ Tour of the county

- _____ Meeting locations

- _____ Facilities and services available (Be sensitive to handicapped clientele needs.)
 - _____ Whom to contact
 - _____ Who has authority to sign:
 - _____ Certificate of insurance
 - _____ Hold harmless clause
 - _____ Meeting room size
 - _____ Rotation of location sites for programs

APPENDIX P - CHECKLIST The Organization

Understand the organization and administration of ANR/University of California Cooperative Extension.

Resource people who can assist you are your supervisor, office staff, and Personnel Services Unit.

Time Frame

During the first six months:

- _____ Extension Organization
- _____ Administrative structure and individual responsibility (See Organization Charts.)
- _____ Organization of the Vice President (VP) of ANR, Associate VPs, Vice Provosts, Department Chairs, Statewide Program Directors and Strategic Initiative Leaders
- _____ Review the state and county budgeting procedures, the financial structure of ANR and how it affects your position
- _____ Academic Assembly Council
- _____ EEO/PER Counselors (See Affirmative Action Section)
- _____ Resource material common to your particular position or job responsibilities
- _____ Background of California Cooperative Extension
 - _____ History
 - _____ Land Grant institutions
 - _____ Relationships with the federal, state, and county governments
 - _____ Mission of ANR and CE
- _____ Review the materials you received on benefits during the hiring process. Know who to contact at the University with Employee Benefits questions
 - _____ Health benefits
 - _____ Savings plans
 - _____ Life insurance
 - _____ Disability/Workers' Compensation
 - _____ Retirement program
 - _____ Vacation and sick leave
 - _____ Family Medical Leave
 - _____ Employee ID card
- _____ Education benefits
 - _____ Sabbatical leave/Study leave
 - _____ In-service education and funding
 - _____ Academic Assembly Council/Professional society funds

APPENDIX P - CHECKLIST

Program Development

Understand the University of California Cooperative Extension's program development process.

Resource people who can assist you are your supervisor, other county staff, other UC ANR academics in your program area, and if applicable, Statewide Program Director.

Time Frame

During the first two years of employment:

- Ask your supervisor for a copy of any previous Program of Work, if available.
 - Identify contributions you can make to the plan or in developing a plan.
 - Discuss potential interactive roles with other staff.
 - Become familiar with and participate on appropriate work groups.
- Prior to developing programs:
 - Identify the program planning roles for each staff person with whom you will relate.
 - Needs Assessment (Review with your supervisor)
 - Identify clientele (individuals and groups)
 - How do you establish clientele numbers?
 - What constitutes a clientele contact?
 - How to document clientele contacts?
 - Develop skills in writing personal and program goals
- Understand issue-based programming. What is an issue? How do we/you determine which issues we/you should address?
 - Analyze the meaning and implications of ANR and CE's mission in programming
 - Become familiar with the major issue areas identified by Cooperative Extension. How do you develop programs to impact one or more of these issues?
 - Learn to write an Issue Statement
 - Learn to develop Long-range Impact Statements and associated indicators.
- With your supervisor:
 - Understand system-wide Programmatic Core Issues in relation to local needs. (Work closely with work groups.)
 - Develop skills in identifying and involving citizens, assessing needs, and understanding effective uses of community networks.
 - Develop and use skills to design teaching/learning, and research plans.
- Explore issues involved with Affirmative Action
 - Review the Affirmative Action files in the county office.
 - Discuss the content, intent and application of the Affirmative Action Plan, Self-Assessment Reports, the Civil Rights Compliance Plan and EEO Plans.
 - Know the names and locations of the EEO/Personnel Counselors.

APPENDIX P - CHECKLIST Marketing and Public Relations

Identify and meet key stakeholders as determined by the job, situation and program plan.

Resource people who can assist you are your supervisor and other staff members.

Time Frame

Priorities for meeting these people will be based on the local situation.

Marketing is an exchange process. Whatever you offer must meet the needs of the clients. Your programs are your products. Programs must meet the needs of clients or your promotional efforts will not be effective. Marketing requires analyzing and deciding which programs to provide and which public sectors to target for your programs. Know your market niche.

The role of public relations is to identify, establish, and maintain mutually beneficial relationships between California Cooperative Extension and its various clientele. Your success will depend on your ability to conduct a strong public relations component to your program.

Listed below are some people you will want to meet. As you get acquainted with these people, we suggest you start a directory with their names, address, and telephone numbers.

- _____ Identify key stakeholders. Set time to meet with:
 - _____ County Board of Supervisors (Work with your supervisor)
 - _____ Volunteer leaders (If applicable to your program.)
 - _____ Personnel in other county offices
 - _____ Elected officials (legislators, mayors, city council, etc.)
 - _____ Key agency directors (Ag Commissioner, Health Department, Social Services, ASCS, community educators, etc.)
 - _____ Community leaders in your program area

- _____ Identify local media. Set time to meet and discuss your mutual needs. When speaking through any medium remember: **Your message must offer something of value to the audience.**
 - _____ Newspaper editors and reporters
 - _____ Radio station personnel
 - _____ Television station managers, including cable television
 - _____ Trade magazines in your program area
 - _____ Develop or review New Releases List and coordinate with whoever is responsible for news releases and meeting announcements.
 - _____ Meet with County Information Officer.
 - _____ Get slated on the County Board of Supervisors agenda for introduction as the new UCCE academic.

_____ Public relations seek to influence your clientele's attitude toward the organization. Therefore, you need to be concerned about image:

_____ Personal

_____ Office

_____ Telephone answering

_____ Publications/Newsletters

_____ Name of programs labeled and identified

_____ Effective public relations start with good communications internally. Get to know:

_____ County staff

_____ UC ANR academics in your program area

_____ Campus-based Specialists/Faculty in your program area

Source: Adapted from materials printed by Dani O'Reilly, Public Relations Leader, Minnesota Cooperative Extension.

APPENDIX P - CHECKLIST

Volunteer Management

Become aware of the involvement of volunteers and their role in Cooperative Extension programming.

Resource people who can assist you are your supervisor, Statewide Program Directors and staff, and other county staff.

Time Frame (If applicable)

This is a continuous process throughout the career of any Extension Academic.

- Discuss with your supervisor, Statewide Program Director, and other staff Members volunteer roles in the county program
 - 4-H junior, teen, and adult leaders/4-H Leader's Council
 - Master Food Preservers
 - Master Gardeners
 - Other

- Discuss with your supervisor or appropriate Statewide Program Director, procedures for working with volunteers
 - Identification
 - Selection
 - Fingerprinting and Clearance
 - Orientation
 - Training
 - Utilization
 - Recognition
 - Evaluation

- Learn the principles of Volunteer Management

- Learn the methods used with volunteer groups:
 - Small group discussion
 - Meeting facilitation
 - Brainstorming
 - Volunteer empowerment
 - Other

APPENDIX P - CHECKLIST Professional Development

Understand the professional development options available and develop your own plan.

Resource people who can assist you are your supervisor, Statewide Program Director, mentor(s), and other UC ANR academics.

Time Frame

During the first year you should develop a plan with your supervisor. Recognize that this is a continuous process during your career.

- _____ Familiarize yourself with the current program development and in-service education offerings.
- _____ Familiarize yourself with the Sabbatical/Study Leave policies
- _____ Know the CE Professional Associations:
 - _____ CAEHE--California Association of Extension Home Economists
 - _____ C4-HA--California 4-H Association
- _____ Become involved in your professional societies
- _____ Develop a Professional Development Plan with your supervisor with focus on your specialization/program area
- _____ Familiarize yourself with the University's and ANR's policies and procedures for academic merits within rank, and promotions to a higher rank
- _____ With your supervisor, review the information needed for your merit documentation. Also, review the Guidelines for Preparing Your Program Review. The ANR [Academic Human Resources](#) website contains links to all the relevant academic personnel reference materials.

APPENDIX P - CHECKLIST Evaluation

Understand the methods of evaluation for academics.

Resource people who can assist you are your supervisor and Academic HR Analyst.

Time Frame

During the first six months and a continuous process during your career.

- Understand the difference between Definite Term and Indefinite Career Status and the process for acquiring Indefinite status.

- Annual Evaluation Process

- Salary Action(s)
 - Merit
 - Promotion
 - Acceleration

- Academic Assembly Council Personnel Committee
 - Ad Hoc* Peer Review