

Guidelines for Preparing Your

ADVISOR ANNUAL EVALUATION

2009



DIVISION OF AGRICULTURE & NATURAL RESOURCES

University of California Cooperative Extension



Revised August 28, 2009

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INTRODUCTION

The information in this booklet pertains to the Annual Evaluation (AE) for Advisors. For information on the AE for Academic Coordinators and Academic Administrators, please refer to the [Guidelines for Preparing your Academic Coordinator/Administrator Annual Evaluation](#).

For information on the Streamlined Merit, Merit and Program Review please refer to the the [E-Book, Advisprs Guidelines for Preparing the Dossier for Electronic Submission](#)

Annual evaluations are required of all ANR Academics (ANR Administrative Handbook Section 336) <http://danr.ucop.edu/admin%2Dhandbook/300/336e.htm>). This Annual Evaluation process assesses the Academic's annual activities and provides the Academic's supervisor with an update on accomplishments and future directions. However, if an Advisor has been in the position for less than six months of the review period, no AE is required for that period.

Submission of the Annual Evaluation is mandatory for all Advisors except in the following situations:

- An Academic is submitting a Program Review.
- An academic may defer an AE if he/she is on sick leave and/or family leave.
- An Advisors has held his/her position for six months or less by September 30, 2009

In general, the AE should include evidence of the past year's activities, accomplishments, impacts, and professional stature commensurate with a specific academic rank.

There are two templates for Annual Evaluations:

- One for Advisors and/or County Directors.
- One for Academic Coordinators or Academic Administrators.

CE Specialist who are not assigned to a campus should complete the template for advisors.

Performance expectations for the Assistant, Associate, and Full Title ranks are in Appendix A including administrative criteria.

A timeline describing the reporting periods for the Annual Evaluation is in Appendix B.

What has changed in the AE template from last year?

1. You need to electronically sign your Annual Evaluation to indicate that you reviewed it with your immediate supervisor.
2. If you disagree with your supervisor's review, you have the option to upload your comments in a separate document. (see page 9)

GENERAL DIRECTIONS

Key considerations for the development of your AE include:

- Be brief and concise.
- Limit your AE, Section A to 5-8 pages (excluding tables in Section B)
- The bibliography should cover only those publications developed during the period under review (October 1-September 30) and not previously reported.
- You have the option of using DANRIS-X to generate information for your AE, Section B.

There are five steps involved in completion of an Annual Evaluation:

Step	Description	Who
1	Upload the current approved Position Description (s). If your Position Description has not changed since the most recent review then there is no need to upload it.	Academic
2	Upload the completed Annual Evaluation Sections A-B as one document.	Academic
3	Upload the completed Annual Evaluation Section C. This section is reviewed only by the CD/Supervisor, unless you grant other administrators the opportunity to review this section. <i>(See Section C confidentiality instructions)</i>	Academic
4	Review Academic's AE Sections A, B, and C. Meet with Academic. Complete and upload Section D.	Immediate Supervisor
5	Review Academic's AE Sections A and B and Supervisor's evaluation (Section D) and so indicate. (If Academic has waived confidentiality of AE Section C, it will be part of the package to review also.)	Next level Supervisor

DIRECTIONS FOR EACH ELEMENT

POSITION DESCRIPTION(S)

The Position Description (PD), along with the academic criteria, provides the basis for evaluating your AE. Your PD must accurately reflect your assignment.

- Your PD must include: position title, nature and purpose of the position; major duties and responsibilities; internal and external relationships; and qualifications.
- Your PD must be signed and dated by you and your supervisor(s). If you hold a cross-county assignment all County Directors must sign the Position Description.
- **PD's no longer need to be scanned and uploaded.** The Performance Review/Annual Evaluation System now offers the ability to maintain a library of position descriptions from throughout your ANR employment history. The signed hard copies, however, should still be maintained in the regional office or next level supervisors file. (See Appendix A for additional instructions).
- Use an addendum to reflect special short-term assignments that do not warrant a revised PD, such as serving as Acting County Director or temporary cross-county assignment.

SECTION A: NARRATIVE (Limit 8 pages, 11-12 pt. font)

General Performance and Accomplishments:

I. STATEMENT OF ASSIGNMENT

(You can retrieve this information from DANRIS-X)

- If you assumed other roles this year that are different from what is stated in your PD, then describe the changes in responsibility.
- Using DANRIS-X, indicate your programmatic assignment of FTE (ANR Issue/Knowledge Area/FTE). If you are not using DANRIS-X, then complete this section using the publication ANR Core Issues and Target Opportunities, 2005 (<http://ucce.ucdavis.edu/files/filelibrary/5595/23206.pdf>)

II. RESEARCH, EXTENSION AND CREATIVE ACTIVITY

- Describe major themes and goals of your programs and your accomplishments in meeting last year's goals.
- For each theme succinctly describe the following:
 - Your accomplishments in research and/or extending knowledge and creative activity
 - Emphasize evidence of impacts
- Describe administrative accomplishments and impacts (if applicable).
(You can retrieve this information from DANRIS-X)

How do you identify program themes?

A strategy to use to describe your major themes and goals is to list all of your projects first, and then group projects that target the same issue together. Each of these groups is a theme. You can look at these closely and identify the common goals.

Another strategy is to use core program issues (or knowledge areas within core issues) for an Advisor's program and use them as the framework for their themes.

Included below are real examples of how Advisors have consolidated their program reporting into themes:

Examples of themes:

4H Youth Development / CD

- Promote Youth in Governance
- Build Capacity of Youth Development Programs and Community Agencies
- Administer Contra Costa UCCE

Ag Productivity – Farm Advisor

- Improve viability of small farms
- Foster collaboration among farmers and ranchers
- Educate and connect consumers with local farmers and ranchers

Dairy

- Improve bio-security on farms
- Educate dairy farmers on effective waste management practices
- Strengthen compliance with regulations

Irrigation and Water Resources

- Cope with limited water supplies
- Address non-point source pollution
- Facilitate conjunctive water management

Nutrition

- Improve the nutritional behavior of low-income clientele
- Strengthen food security and quality
- Improve children's knowledge of food production systems

Marine Advisor

- Improve marine operator knowledge of invasive species
- Foster collaboration among marine resource stakeholders
- Educate operators about marine regulations

III. AFFIRMATIVE ACTION

Do not include your CASA information in this section. Administrators can access this information online. You should however, include the following:

- Accomplishments in personnel or programmatic affirmative action.
- Document your leadership role in the county in affirmative action.
- Summarize affirmative action outreach and accomplishments.

SECTION B-TABLES AND APPENDICES (no page limit, 11-12 pt. font)

Section B is intended to be all tables and no narrative from sections I-V. You can easily retrieve this information from DANRIS-X.

I. PROFESSIONAL COMPETENCE AND ACTIVITY

- List activities you have undertaken to improve your professional competence.
- List disciplinary societies/professional associations you are involved in (organization name, your role).
- List awards, honors or recognition you have received.

II. UNIVERSITY AND PUBLIC SERVICE (county, regional, state)

- List university service activities
- List public service activities

III. GRANT AND PROGRAM SUPPORT SUMMARY LIST (optional)

Title	Your Role	Funding Source	Duration	Amount

IV. EXTENSION ACTIVITIES

Meetings Organized (Classes/Short Courses/Demonstrations/Field Days/Other)

Begin Date- End Date	Event	Presentation Topic/no. of repetitions	Location(s)	Tot. No. Attendees

Educational Presentations (including oral presentations and posters)

Begin Date- End Date	Event	Presentation Topic/no. of repetitions	Location(s)	Tot. No. Attendees

Other (including media interviews)

Begin Date- End Date	Description	Tot. No. of Instances

V. BIBLIOGRAPHY

The bibliography shall include only those publications developed during the year in review.

Categorize the publications using the system described below:

- A = Popular articles, newsletter stories, UC Delivers. These are targeted at the clientele and/or layperson. (These include newspaper articles, trade journals, magazines and web-sites).
- B = Peer-reviewed scholarly journal. (A type of periodical that contains articles written by researchers and experts in a specific discipline aimed at other researchers in a particular field. An article in a scholarly journal is usually documented with footnotes and/or a bibliography. For the most part, scholarly journals are published monthly or quarterly and contain little advertising).
- C = Other peer-reviewed articles, publications. (A peer-review involves a blind review of your work and a refereed editorial process (with possibility of rejection) leading to publication. Examples include but are not limited to California Agriculture and ANR Publications).
- D = Technical reports and articles (Report to funding agencies, commodity groups; article in conference proceedings, workshop/training materials).
- E = Abstracts (Abstracts are limited in terms of the number of words and do not include footnotes or a bibliography. Examples are poster or presentation abstracts).

Please Note: This categorization system does not convey importance of one category over another. Categorization enables the administration to summarize information for federal reporting purposes and provides useful information to subsequent reviewers. Clientele-targeted information is encouraged and is highly valued by Administration.

Publications listed as "In press" must have been accepted for publication. Citations for these publications must include the journal or publisher and date of acceptance. A letter of acceptance must be included in the *Appendices* for these publications.

VI. SABBARICAL LEAVE PLAN AND REPORT

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

SECTION C. ADVISOR REVIEW: GOALS AND SELF-ASSESSMENT. (no page limit, 11-12 pt. font)

This section is your opportunity to evaluate your accomplishments and formulate goals for the next year. Provide a brief description of goals and a general self-assessment. *By default, this section will be seen and reviewed by your immediate supervisor only. You have the option of waiving this confidentiality and allowing access to other administrators. There is a box to check on the on-line Annual Evaluation site.*

I. SELF-ASSESSMENT OF PROGRAM

- Evaluate your program accomplishments.
- Assess the effectiveness of your relationships with ANR colleagues, supervisors, administrators and external clientele.
- Assess your record in providing reports and other measures of accomplishment, complying with University policies, contributing your share of “carrying the load” in office and team activities.

II. BARRIERS/OBSTACLES IN ACCOMPLISHING YOUR PROGRAM GOALS

III. GOALS FOR COMING YEAR: October 1, 2009-September 30, 2010

- Work/projects you intend to accomplish in the coming year and anticipated outcomes.
- What needs to be accomplished to advance in Step or Title?
- Anticipated multi-state extension activities.
- Anticipated collaborators (Name, Title, Organization).

Your supervisor will discuss his/her evaluation of your performance with you. You will see a section on the lower bottom of your screen that asks you to check a box to indicate that you discussed your Annual Evaluation with your supervisor.

Below the signature box, the following sentence appears:

If you disagree with the evaluation, or with any part thereof, you may upload comments as a separate document on the web by March 1, 2010.

ADMINISTRATIVE REVIEW

The AE is reviewed by both the CD/Supervisor and the RD or next level Supervisor. There are three components of the administrative review which are shown as Section D in the AE template:

1. The Supervisor will provide a narrative appraisal of what you have presented in Sections A, B, and C. This appraisal should address your performance in terms of balance and productivity and provide comments and constructive guidance to you. The CD/RD or Supervisor will assess your annual evaluation and respond to the following comments:
 - Indicate the areas in which the CD/Supervisor believes that the advisor is meeting expectations for his/her level in each of the four advancement criteria.
 - Indicate areas of concern and suggestions for improvement.
 - Approval or not of your goals. If not, recommendations for revising your goals should be provided.

2. The CD or RD or Supervisor will provide an assessment of your progress in terms of balance and productivity for your rank and step and your progress toward advancement to the next rank and step. The Supervisor will discuss with you his/her assessment of your performance. The CD/RD or Supervisor will select one of the following assessment statements.
 - Meets levels of expected excellence
 - Is deficient in expected levels of excellence

3. The next level supervisor (Regional Director, Program Leader or Assistant Vice President - Programs) reviews AE sections A and B as well as the CD/RD or Supervisor appraisal and assessment (Section D) and acknowledges that the review has been completed by checking a box. The next level Supervisor may also comment on the AE. Section C of your AE will be reviewed at this level only unless you waived confidentiality of Section C.

QUESTIONS

Question: *Am I required to download information from DANRIS-X?*

Answer: You are not required to use DANRIS-X. However, certain components of Section A and all of Section B Tables and Appendices and can be easily retrieved from DANRIS-X.

Question: *Should the bibliography cover my entire career?*

Answer: No. Include only those publications that were developed during the year covered by the AE. When you seek a streamlined merit, merit or a promotion your bibliography will include all publications in your career.

Question: *Can I defer submission of an annual evaluation?*

No. You cannot defer the submission of an AE, except as noted on page 2.

Question: *Do I have to submit an AE if I have been an Advisor for less than 6 months?*

No. Only academic appointees that have served for six months or more are required to submit an AE.

Appendix A: PERFORMANCE EXPECTATIONS FOR ACADEMIC ADVISOR RANKS

Criteria for Evaluating Performance

The following criteria serve as a guideline to evaluate the performance of Cooperative Extension Advisors. These guidelines recognize there are program differences and that activities should be tailored to local clientele needs and to an academic's position description.

A candidate for appointment, promotion, or merit increase in these title series shall be evaluated by four academic criteria and the performance expectations within each rank. There are three ranks for Advisors: Assistant, Associate, and Full Title.

Promotion shall be justified by demonstrated achievement in the academic criteria and, in addition, demonstrated professional growth and accomplishment and/or the assumption of increased responsibility. As an Advisor is promoted to higher ranks, the types of problems/issues increase in complexity, the Advisor plays a central role in problem solving and is able to document impacts beyond the region.

The following are the academic criteria as stated in the APM 335:

- (1) Performance in extending knowledge and information,
- (2) Performance in applied research and creative activity,
- (3) Professional Competence,
- (4) University and Public Service.

In the Academic Advisor series, the first two academic criteria are combined into one titled "Extending Knowledge and Information/ Research and Creative Activity." Both of these criteria have similar expectations for career progression and both need to be developed.

Significant outreach/diversity efforts are an integral part of Advisor's responsibilities in both program and personnel areas. Under each rank a description of expected affirmative action efforts is included. In each academic criterion, examples are provided to better illustrate the performance criteria.

Performance expectations for Advisors with administrative responsibilities of programs are included at the end of this section.

The following are definitions of the academic criteria and affirmative action:

(1)(2) Performance in extending knowledge and information/research and creative activity.

An effective extension program is a research driven education effort designed for the clientele and applicable to the problem being addressed, resulting in new knowledge or understanding, changed attitudes, new skills or practices

(3) Professional Competence.

Competence in the subject matter appropriate to the discipline is fundamental to individual success, and to the success and progress of UC ANR.

(4) University and Public Service.

Services to the University, ANR, and CE are a critical part of an academic appointee's responsibilities. Contributions to community and beyond are also expectations of the academic appointment, representing UC and the academic discipline.

(5) Affirmative Action

Outreach/diversity efforts are an integral part of advisor's responsibilities in both program and personnel areas. Within each rank, a description of expected affirmative action efforts is included. In each criterion, examples are provided to better illustrate performance.

A. Assistant Rank

Assistant rank is the entry level for academic appointees. Normal periods of service at rank and step are shown in the published salary scale. (<http://www.ucop.edu/acadadv/acadpers/tab0708/tabcont.html>)

At the assistant level, all four academic criteria for advancement need not be equally developed. For advancement in this rank, emphasis must be on the areas of extension, research and creative activity. Academics are expected to explore innovative ideas and methodology, and demonstrate the ability to interact well with colleagues and clientele.

Extension of Knowledge and Information/Research and Creative Activity:

- Demonstrate ability to assess program needs & priorities.
- Evaluate, and/or develop appropriate, innovative methodologies that enhance clientele's knowledge in the program area to the extent possible.
- Develop foundation of high quality educational programs (e.g. plan and deliver workshops, seminars, field days for clientele; or collaborate in delivering workshops).
- Develop research and/or creative activity in a collaborative and team-oriented atmosphere. Work with other UC academic colleagues to develop (write or edit) relevant publications for local clientele and related industries as appropriate (e.g., newsletter for growers/clientele; news articles, web page for the program, or other innovative methodologies).

Professional Competence

- Enhance skills and knowledge in assigned program area(s) and acquire additional skills as needed. (e.g., join a professional society and attend a meeting; complete a short-course; work with mentors).
- Participate in UC Workgroups.
- Build credibility with clientele. Seek opportunities to attend and participate in clientele/industry/community sponsored functions and establish clientele network.
- Develop professional relationships that may produce long term and meaningful University contributions.

University and Public Service

- Seek opportunities and serve in activities that support ANR. (e.g. volunteer to assist with UC conferences, meetings, and workgroups)
- Serve in activities that support the local unit (e.g., county committees).
- Serve in public activities (e.g., judge a science fair, serve on committees).

Affirmative Action

- Demonstrate understanding and dedication to the Division's Affirmative Action program (<http://groups.ucanr.org/ANR/AA>), including identifying and defining clientele (establishing appropriate baselines) and developing methods to serve them.

B. Associate Rank

The Associate rank is intended for academic appointees who demonstrate significant potential for a productive career within Cooperative Extension. Normal periods of service at rank and step are shown in the published salary scale.

(<http://www.ucop.edu/acadadv/acadpers/tab0708/tabcont.html>)

Advisors in this rank must demonstrate an ability to effectively set program priorities, make long-range program planning decisions, interact well with colleagues and clientele, and demonstrate impacts from extending knowledge and/or conducting research & creative activity. The academic program should clearly demonstrate that it is moving toward balance among the four academic criteria for advancement.

Extension of Knowledge and Information/ Research and Creative Activity

- Demonstrate initiative and leadership by delivering high quality programs that address clientele needs and/or community issues.
- Demonstrate the ability to develop a focused research/education program based on evolving clientele needs and the ANR strategic plan (<http://ucanr.org/vision/>).
- Develop an area of expertise within your program area that is relevant to clientele needs.
- Collaborate with colleagues and community partners in program development, implementation and evaluation.
- Serve as an author in a variety of publications (e.g. newsletters, articles for popular press, web-based applications, UC Delivers, and/or contribute to peer-reviewed publications).

Professional Competence

- Demonstrate growth by improving skills and knowledge.
- Participate in professional conferences and ANR workgroups.

University and Public Service

- Serve in activities that support and/or represent ANR, the broader UC-community, or other academic entities. (e.g., academic search committees, Academic Assembly Council committees, statewide program advisory committees/councils, ANR workgroup committees, conference planning committees, industry and government related committees that serve local needs).
- Serve in activities and/or committees that support the local unit.
- Participate in activities that serve the public (e.g., serving on committees and board of directors).

Affirmative Action

- Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele.

C. Full Title Rank

This section is divided into three categories, Steps I-V, Step VI and Steps VII-IX. Normal periods of service at rank and step are shown in the published salary scale.

(<http://www.ucop.edu/acadadv/acadpers/tab0708/tabcont.html>)

Full Title rank is reserved for academic appointees who are successfully making positive contributions to their discipline and whose program shows evidence of growth, depth, clientele and colleague respect, professional improvement, and outreach/diversity efforts and accomplishments.

Candidates considered for promotion from the Associate to Full Title rank must demonstrate continued professional growth and leadership in their program area. Advisors must have an excellent program, incorporating the four advancement criteria including affirmative action efforts.

1. Full Title, Steps I-V

Extension of Knowledge and Information/Research and Creative Activity

- Demonstrate excellence in developing educational programs that are effective in teaching and/or advising program clientele which contribute to the discipline.
- Participate in applied research and/or scholarly activity as evidenced by their presentation and publication record.
- Focus program on the research extension continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research based information).
- Serve as an author in a variety of publications (e.g. UC Delivers, articles for popular press, newsletters, peer-reviewed publications).
- Collaborate in acquiring internal and/or external funding for research, extension and/or creative activity.

Professional Competence

- Demonstrate sustained professional growth and contribute to subject area.

- Demonstrate sustained growth in skills and knowledge (e.g., present at a professional society).
- Be recognized for leadership and expertise at local, regional and/or statewide levels.
- Serve as principal investigator and/or co-principal investigator in applied research and/or extension projects.

University and Public Service

- Serve in activities that provide leadership and support to further ANR, UC goals and objectives (e.g., UC, governmental, and other pertinent academic entities, leadership in workgroup activities).
- Serve in activities that provide leadership and support to the local unit.
- Provide leadership and support for activities that serve the public.

Affirmative Action

- Continue to update clientele baseline data and show evidence of program efforts to reach and serve your defined clientele.

2. Full Title, Step VI

Advancement may be granted when the Program Review dossier presents evidence of a balanced and outstanding program, and shows significant contributions and continuous professional growth in the four academic criteria for advancement over the individual's entire career. At least three years of service in the preceding step are expected before advancement to Full Title, Step VI.

Extension of Knowledge and Information/Research and Creative Activity:

- Demonstrate sustained excellence in program delivery and contribute to discipline at the local, state and national level.
- Provide leadership for collaborative research and/or creative activities (e.g. Principal Investigator for research project).
- Demonstrate effective extension of knowledge and dissemination of research findings using appropriate communication media (e.g., presentations, workshops, popular publications, web sites, etc.).
- Clearly demonstrate evidence that extension and research is part of the continuum (integrate research and education programs where research leads to education while working with a network of colleagues to extend research-based information).
- Serve as an author in non-peer reviewed and peer-reviewed publications that have significance beyond the local level. It is recognized that co-authorship is essential and will be recognized.

Professional Competence

- Demonstrate expertise in at least one aspect of program area.
- Demonstrate significant participation in activities that serve the public beyond the local and/or regional level.
- Intellectual leadership as demonstrated by recognition for expertise among peers and clientele at state and multi-state level (e.g. speaker at national and/or international conference).

University and Public Service

- Provide sustained leadership for activities that support ANR, UC and/or other academic entities.
- Demonstrate increased leadership to local unit.
- Provide increased leadership for activities that serve the public.

Affirmative Action

- Continued evidence of integration of Affirmative Action into academic criteria.
- Demonstrate efforts that reflect a positive and sustained commitment to Affirmative Action.

3. Full Title, Steps VII, VIII, and IX

Full Title, Steps VII, VIII and IX are for persons who have made exceptional contributions in their program area or discipline, resulting in significant benefits to the state of California, the nation, and contributing favorably to the prestige of the University of California.

Candidates must demonstrate continuing superior performance and professional stature in their field as evidenced by the candidates' recognition and significant contributions to the field or profession. They must also demonstrate peer leadership, originality and ability to effectively collaborate with others. At least three years of service in the preceding step are expected before advancement to the next Full Title step.

Advancement to Step IX is reserved for persons of the highest distinction whose work has been nationally recognized and acclaimed. Individuals must show strong evidence of a well-balanced program with outstanding performance in all four of the academic criteria for advancement. Demonstrate efforts that reflect a positive and sustained commitment to Affirmative Action. Demonstrate recognition from peers and clientele at a local, state, and national or international level.

Extension of Knowledge and Information/Research and Creative Activity

- Demonstrate excellence in program delivery (e.g., program consistently contributes at local, statewide, and/or national level).
- Provide leadership in research and creative activity that is relevant to local needs and is statewide or national in scope.
- Extend research findings using appropriate communication mediums (e.g., UC publications, journal articles, workshops, presentations, etc).
- Participate and collaborate in activities that generate new knowledge in the discipline.
- Makes substantial contributions including serving as an author in a variety of publications that are peer reviewed, scholarly, and reach clientele beyond the local level.

Professional Competence

- Demonstrate outstanding performance in all areas of their program as evidenced by sustained superior performance and professional stature in their field.
- Intellectual leadership as evidenced by recognition for their expertise among peers and clientele at local, statewide, multi-state, national and/or international levels (e.g. speaker, serve on editorial board of journal, reviewer of peer reviewed publications, national committees, professional society boards, etc.).

University and Public Service

- Serve in leadership roles in activities that support ANR, UC and/or other academic entities.
- Provide leadership to local unit.
- Demonstrate leadership for activities that serve the public (e.g. member of state or national board).
- It is essential that the advisor provides mentoring and leadership to newer advisors and demonstrates support for working on critical needs/projects that best serve the University and clientele (e.g., special UC or industry related committees, cross county assignments, Acting CD, etc.)

Affirmative Action

- Demonstrate a sustained positive commitment integrating Affirmative Action into all academic criteria and demonstrate significant leadership in programs that benefit defined clientele (e.g., share your expertise on best practices with colleagues including strategies to integrate your defined clientele into all aspects of program development).

Performance Expectations for ANR Advisors with Administrative Responsibilities

All Advisors' performance are evaluated according to four academic criteria: (1) Performance in Extending Knowledge and Information, (2) Performance in Applied Research and Creative Activity, (3) Professional Competence, (4) University and Public Service and Affirmative Action.

Academic leadership is, in itself, a significant academic activity. Advisors with administrative responsibilities may also be evaluated by administrative performance expectations described herein. The degree to which these expectations will be used to evaluate an Advisor's performance will depend on the candidate's position description and their administrative assignment.

It is expected that Advisors with administrative responsibilities will remain active in both extension and applied research in order to maintain their capacities in the appropriate discipline. However, Advisors who discharge their duties effectively may have reduced time for extension and applied research. Reduced activities in those areas that result from active administrative service should be recognized as a shift in the type of academic activity rather than a shift away from academic pursuits. Therefore, it is entirely appropriate to award a merit or promotion advancement, primarily for demonstrated excellence in service in the administrative appointment, when accompanied by evidence of continued productive involvement in the four academic criteria and affirmative action. (Refer to APM 335-10(b))

Promotions in rank and advancement up to Step V of an academic with administrative responsibilities should be considered with these criteria in mind. However, advancement above Step V of the Full Title should require substantial justification beyond excellence of administrative service, unless the Advisor has a 100% FTE administrative appointment.

Criteria for evaluation:

- *Accountability and Governance.* Demonstrates execution of goals and objectives which provide opportunities for growth of the individual and supports the overall success of the strategic objectives of the organization, both locally and statewide. Adheres to University principles of transparency and openness in working with all constituents. Acts as an advocate for ANR programs and consistently represents a positive image of UCCE to the community.

- *Collaboration and Communication.* Demonstrates a proactive approach to establishing effective relationships with key internal (local and statewide) and external constituencies; understands the diverse needs and agendas of various stakeholder groups; creates and fosters an environment that ensures collegiality and information sharing, while recognizing the need for timely decision making. Effectively communicates with line managers, academic staff and clientele. Maintains effective working relationships with Boards of Supervisors, County Administrative Officers and other support groups. Cultivates political and/or industry support for ANR. Maintains familiarity with academic programs in his/her administrative unit. Effectively communicates information on opportunities (e.g., grants, in-service training) to individuals in the unit.

- *People Leadership.* Provides an environment of individual growth and career development, recognizing and utilizing skills of others through clear, specific and timely performance feedback; develops and retains talented staff; provides coaching and mentoring. Delegates effectively and recognizes superior performance. Administers policies fairly and consistently. Develops and maintains teamwork among academic and support staff. Takes appropriate disciplinary actions, when required. Assists individuals in the unit with interpretation and implementation of UC, ANR and County policies.

- *Inspiring Innovation and Leading Change.* Inspire and develop opportunities for new and innovative approaches and greater contributions to research and dissemination of knowledge developed at the University. Drives organizational and/or programmatic change initiatives by helping members of his/her unit define measurable outcomes; energizes others at all levels and ensures continued commitment when facing new challenges; and collaborates with various stakeholders. Develops program priorities and direction in conjunction with members of the unit. Effectively motivates members of the unit to explore new or innovative ideas and approaches.

- *Resource Management and Financial Budget:* Develops financial strategic goals and objectives to achieve accountability and stewardship of University, County and program resources (operational, financial and human), in a manner consistent with ANR's objectives and initiatives. Adheres to established budget and resource allocations, ensuring optimal and efficient use of all resources. Provides support to staff within resource constraints. Effectively secures, manages, equitably allocates and monitors extramural support budgets.

- *Diversity.* Demonstrates an active and engaged commitment to diversity. Works to establish a climate that welcomes, celebrates and promotes respect

for diversity of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran. Ensures equal opportunity in search and recruitment processes by ensuring diverse representation on committees. Promotes equity in advancements by describing review process for new members of the unit, and encouraging participation in career advising or mentoring programs. Provide training opportunities and timely feedback to academics and/or staff for affirmative action efforts. Demonstrates an understanding of ANR Affirmative Action policies and complies with reporting requirements.

- *Client Service.* Understands that UC ANR is a large, complex organization with many internal and external clients. Carries out UC ANR's organizational philosophy to provide the best possible customer service in support of its mission: extension, applied research and information dissemination. Is accessible to clients. Solicits and actively uses clientele input. Recognizes clientele needs and the impacts of current and potential ANR programs.

- *Health and Safety.* Understands that safety and environmental issues are essential elements of ensuring the continued success of UC ANR and its employees. Maintains a safe, healthy and environmentally sound workplace. Provides periodic safety training, as appropriate.

- *Principles of Community.* Fosters a positive working and learning environment by maintaining a climate of collaboration, fairness, cooperation and professionalism. Practices and integrates these basic principles in all interactions.

- *Professionalism.* Maintains an effective educational and applied research program in non-administrative discipline. Keeps current in subject matter. Participates in professional societies and associations (local, state and national). Provides a positive image to unit members and clientele.

Appendix B: 2009-2010 Timeline for Annual Evaluation

Steps	Due Date	Action
Preparation of Annual Evaluation (AE) for the period of January 1 to September 30, 2008*	November 17, 2009	Completion and submission of sections A, B, and C of AE by Academic.
Review of AE by Supervisor	December 17, 2009	Supervisor meets with Academic and completes Section D of AE.
Review of AE by next-level Supervisor	January 22, 2010	Next-level Supervisor confirms review of AE.

*Not required in years that the Academic is writing a Program Review or has been in the position for six months or less.

Appendix C: Instructions for Uploading Your Position Description

- The Performance Review/Annual Evaluation System offers the ability to maintain a library of position descriptions from throughout your ANR employment history. The signed hard copy, however, should be maintained in the regional office or next level supervisor file.
- The uploaded PD must be verified electronically by your supervisor (CD/RD/Director) before it will be available to other reviewers such as Ad hoc committees and SAC.
- County Directors who are the primary supervisors for advisors with cross-county assignments will be responsible for the electronic signature of the PD. The remaining cross county supervisors will have read-only access.
- You may electronically store as many Position Descriptions as you would like. All of your PD's will be available in the coming years to speed the process of using the PR/AE system.

To Upload Position Descriptions-

- From the PR/AE system, click on 'Position Descriptions' from the list of files.
- Click on 'Upload a new PD.'

Enter the start date for the position description (08/10/2008 format) and the end date if applicable. The PD can also be given a descriptive name, for instance: "Interim County Director – 2006".

- If you have any cross-county assignments covered by this Position Description, select one from the drop-down list. After saving you will be brought back to the same screen where you can add as many cross-county assignments as appropriate.

Selecting a cross-county assignment will give the cross-county CDs the ability to view your dossier. Only the primary County Director will be submitting a review. Other cross-county County Directors will have read-only access.

- Click 'Browse'/'Choose File' and locate the file on your computer. Files must be Microsoft Word, or Adobe Acrobat (PDF).
- Click 'Upload File.'

- The new file will be added to the list of Position Descriptions, and it will automatically be activated for the current action. Un-check the 'Use PD this period' box if this Position Description is not appropriate for this review period.

Once a Position Description is in the system, it must be approved by your supervisor. Supervisors will see a list of Position Descriptions when viewing a candidate's dossier. Once a Position Description has been verified, the date of verification and the supervisor's name will be displayed when the Position Descriptions are listed. This does not replace the official supervisor's PD. The supervisor's verification confirms that the uploaded PD is the same as the official copy.

PDs not verified will not be displayed to reviewers other than your immediate supervisor.

To edit a Position Description in the system

- Click on 'Position Descriptions' from the main menu
- From the PD menu, click on the date or name of the PD
- Modify text or upload a new document
- Click 'update file'
- **Once a PD has been approved, you will not be able to edit or replace the file.*

To delete a Position Description

- From the PD menu, click on the date or name of the PD
- Click 'Delete PD'
- Click 'ok' in the verification box