

2009 Advisor E-Book

Guidelines for Preparing the
ADVISOR PROGRAM REVIEW DOSSIER
ORIGINAL "ONE-PAGER" FORMAT



DIVISION OF AGRICULTURE &
NATURAL RESOURCES

University of California
Cooperative Extension



Compiled and edited by
ANR Office of Academic Personnel in collaboration with
Academic Assembly Council Personnel Committee

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General Information

For 2009, there are two E-Books for CE Advisors. One documents the process for CE Advisors who choose to follow the dossier format (“one-pager format”) used in 2008 and prior years, and the other documents the new 2009 “theme” format. It is highly recommended that academics move to the new format in 2009, but some may choose to stay with the old format if, for instance, they have already begun preparation of materials in that format. Be sure to use the E-Book instructions for the format you choose.

This E-Book was prepared to help you write an effective program review (PR) using the old “one-pager” format. **NOTE: THIS IS THE LAST YEAR YOU MAY USE THIS FORMAT.** If you have questions, please contact:

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Submission timeline:

The deadline for uploading your PR is 11:59 PM, February 1, 2010.

There will be no extensions beyond the deadline.

- You will receive an e-mail from Carolyn Frazier notifying you that you can access your online Program Review web page through your portal by mid October.
- The on-line performance review system is available 24/7 until the deadline.
- You may upload your documents and make corrections/revisions by uploading a different document/version until the deadline.
- Your PR will be archived and available to you after the program review period but only to view and/or print it.
- **NO PRINT COPIES OF THE PROGRAM REVIEW DOSSIERS ARE ACCEPTED FOR OFFICIAL REVIEW.**

Where to Find More Information:

- Refer to the *UC Division of Agriculture and Natural Resources Administrative Handbook*; section 315 Appointment and Promotion policies.
- The Administrative Handbook, this “E-Book,” and other supporting materials are also available on the ANR web site http://groups.ucanr.org/Academic_Personnel/

- Prior to ANR's restructuring in October, Senior Administrative Council (SAC) was composed of Regional Directors, Program Leaders, and chaired by the Assistant Vice President of Programs. Their role is to reviews PR's and makes recommendations regarding merits and promotions to the Associate Vice President. Due to the restructuring, the current SAC composition is under review for this merit and promotion cycle but for consistency, every effort will be made to retain most of the current members.

Purpose of the Program Review Process

- Evaluate the performance of academics in Agriculture and Natural Resources (ANR)
- Measure accomplishments
- Provide a record of your professional history
- Assist candidate in establishing goals
- Help you establish a balanced program

Acronyms and Definitions

Acronyms

ANR: Agriculture and Natural Resources

PR: Program Review Dossier

AE: Annual Evaluation

AA: Affirmative Action

CD: County Director

SSP: Statewide Special Program (i.e., Small Farms)

RD: Regional Director

PL: Program Leader

REC: Research and Extension Center

SAC: Senior Administrative Council

AVP: Associate Vice President

Definitions

- **Clientele:** People or group of people that your program aims to serve.
- **Goals:** The purpose toward which an endeavor is directed
- **Outputs:** Products we create
- **Outcomes:** Changed knowledge, attitudes, skills, behavior/practices
- **Impact:** Social/health, economic, environmental/physical benefits to individuals, organizations, populations, communities.

Tips for Writing and Submitting an Effective Program Review Dossier

- **BEGIN EARLY!** Review your portal's E-submission website and begin to insert drafts of your PR sections. The website has a program that will convert your files into a PDF file (see Appendix A).
- Write a concise, readable, and comprehensive document that explains your program to supervisors and ad hoc committee members who may not be familiar with your program.
- Prepare your PR dossier using Times New Roman Font, size 11 or 12, with single-spaced text and 1-inch margins on all sides of each page.
- Use the most current edition of the American Psychological Association (APA) Publication Manual (5th Edition) or other current writing style handbook as a guide for all grammatical, punctuation, and bibliographic citations (see useful Websites). Your supervisor(s) and peers expect a PR dossier that is organized and formatted according to these instructions and will be better able to evaluate your accomplishments if you follow them carefully.
- If your program has emphasized one of the academic criteria for advancement, as opposed to being balanced, explain why this occurred.
- Where possible, avoid acronyms. However, if acronyms are used, be certain to define them in the text. Also, consider explaining them in an alphabetically sorted *Appendix*.
- Use the first person and active voice wherever possible in describing your activities and accomplishments. Use of the word "I" is not only acceptable; it is preferable as it identifies what you contributed. For example, state "I presented" rather than "Information was presented."
- Proofread carefully to minimize typographical errors and consider asking a colleague to review your dossier prior to submission.

Tips for Collecting and Collating Information for Your Program Review

Dossier

- Before beginning, compile pertinent information. Your County Director (CD) and colleagues may offer guidance to develop an organized system of tracking activities. This may include:
 - a daily calendar for appointments, work on projects, committee service, extension activities, trainings, etc. (also record number of attendees and gender/ethnicity to use in the Contacts and Self-Assessment (CASA) of the Division of Agriculture and Natural Resources Information System (DANRIS). This will make the job of organizing the PR dossier much easier;
 - an electronic folder for the current review period with subfolders for academic criteria for advancement make it quick and easy to insert information. For example, when returning to the office after giving a presentation at an educational meeting, file the meeting agenda (where you are listed as a speaker) in the section labeled “*Extension*” and indicate the number of attendees and your role in the meeting;
 - an electronic folder for publications, abstracts, and other items;
 - a properly formatted Bibliography appropriate to your discipline so new additions may be added easily;
 - setting up the format for *Appendices*, in your computer i.e., *Extension Activities* and *Project Summary Table* so additions can be made periodically.
- Obtain assistance and guidance from your County Director and senior advisors in your office or discipline. It is very helpful to read a well-written PR of a colleague or mentor. Ask a colleague to review your initial drafts.
- Utilize the Academic Personnel website to view samples of all the sections in the PR, as well as to find other useful information.
- Most of all, do not be afraid to ask questions of your colleagues, County or Regional Director (RD) since they can offer valuable “tips of the trade.”
- Write for the intended audience: County Director, Regional Directors, Ad Hoc Peer Review Committee, Program Leaders, and the Senior Administrative Council (SAC).

Types of Program Reviews

This section describes the 6 types of Program Review (PR) Formats and the elements needed for the one-page format: (1) Term, (2) Merit, (3) Streamlined Merit, (4) Promotion, (5) Mid-rank Review and (6) Acceleration.

1) Term Review

Advisors with a definite appointment who are seeking reappointment are required to prepare a **Term Review Dossier**. Advisors in definite appointments who are eligible to request an indefinite appointment require three favorable biennial term reviews. Use the tables below to determine what to include in your dossiers (e.g., merit/term review follows merit guidelines)

REVIEW #	CONCURRENT WITH:	AD HOC COMMITTEE	GUIDELINES TO FOLLOW
1	Merit	ONLY - If negative review by CD, RD or SP Director	<ul style="list-style-type: none"> • Merit Guidelines • No Ad hoc review • Not eligible for an acceleration
1	Promotion	Yes	<ul style="list-style-type: none"> • Promotion Guidelines. • Cover entire period in rank • Ad hoc review • Up to 6 letters of evaluation* • Not eligible for an acceleration
2	Merit	Yes	<ul style="list-style-type: none"> • Merit Guidelines • Ad hoc review
2	Promotion	Yes	<ul style="list-style-type: none"> • Promotion Guidelines • Cover entire period in rank • Up to 6 letters of evaluation* • Ad hoc review
2	Acceleration	Yes	<ul style="list-style-type: none"> • Acceleration Guidelines • Up to 6 letters of evaluation* • Ad hoc review
3	Merit	Yes	<ul style="list-style-type: none"> • Merit Guidelines • Up to 6 letters of evaluation* • Ad hoc review
3	Promotion	Yes	<ul style="list-style-type: none"> • Promotion Guidelines • Cover entire period in rank • Up to 6 letters of evaluation* • Ad hoc review
3	Acceleration	Yes	<ul style="list-style-type: none"> • Acceleration Guidelines • Up to 6 letters of evaluation* • Ad hoc review

*Additional letters may be solicited by the Supervisor

2) Merit Review

A Merit PR dossier is prepared by candidates in the following cases.

- Advisors eligible for a term review only.
- Advisors seeking advancement within the ranks of Assistant, Associate, or Full Title except for Full title VI which is treated as a promotion.
- Those who are not eligible for, or do not want to use, the streamlined merit process.

MERIT PROGRAM REVIEWS		
WITHIN RANK	REVIEW PERIOD	NEEDED
Assistant	Period since most recent salary action	<ul style="list-style-type: none"> • position descriptions for period covered • fiscal crisis impact statement • 2-3 page self-statement • description of 4 academic criteria & Affirmative Action • extension activities table since last salary action • bibliography <p>(no letters of evaluation or publication samples)</p>
Associate	Period since most recent salary action	<ul style="list-style-type: none"> • position descriptions for period covered • fiscal crisis impact statement • 2-3 page self-statement • Description of 4 academic criteria & Affirmative Action • extension activities table since last salary action • bibliography <p>(no letters of evaluation or publication samples)</p>
Full Title I- IV	Period since most recent salary action	<ul style="list-style-type: none"> • position descriptions for period covered • fiscal crisis impact statement • 2-3 page self-statement • description of 4 academic criteria & Affirmative Action • extension activities table since last salary action • bibliography <p>(no letters of evaluation or publication samples)</p>
Full Title VII, VIII, IX	Period since most recent salary action	<ul style="list-style-type: none"> • position descriptions for period covered • fiscal crisis impact statement • 2-3 page self-statement • description of 4 academic criteria & Affirmative Action • extension activities table since last salary action • bibliography • up to 6 letters of evaluation* • 3 sample publications

*Additional letters may be solicited by the Supervisor

3) Streamlined Merit Package

A **Streamlined Merit** PR package is prepared by candidates in the following cases:

- Advisors on **indefinite status** who are seeking advancement in the Assistant, Associate or Full title I-V and are eligible to submit a streamlined merit.
- Participation in this process, if eligible, is optional.

Elements of the Streamlined Merit Package:

A streamlined merit must include the following documents:

1. Position Description(s) for period under review*
2. Fiscal Crisis Impact Statement
3. Self-Statement. (no more than 5 pages)
4. Annual Evaluations for period under review**
(2 AE's for a 2 year cycle, and 3 AE's for a 3 year cycle).
5. Project Summary Table for period under review
6. Extension Activities for period under review
7. Bibliography for entire career

* Items #1 and #4 will appear on the candidates' streamlined merit web page.

Streamlined merits are due **February 1, 2010**.

**For more information on the Annual Evaluation please refer to the *Annual Evaluation Guidelines* at:

http://groups.ucanr.org/Academic_Personnel/Annual_Review/

Review Process: Streamlined Merits follow the same review process used for the regular merit review process. Candidates receive notification of the decision at the same time as all academics seeking salary advancement.

4) Promotion

A **Promotion** PR dossier is prepared by candidates in the following cases:

- Seeking advancement to the next rank
- Seeking advancement to Full Title VI

PROMOTION PROGRAM REVIEWS			
FROM	TO	TIME COVERED	NEEDED
Assistant	Associate	All years in Assistant rank	<ul style="list-style-type: none"> • position descriptions for period covered • fiscal crisis impact statement • 2-3 page self-statement • write-up for 4 academic criteria & Affirmative Action • extension activities table since last salary action • bibliography • 3 sample publications • up to 6 letters of evaluation*
Associate	Full Title	All years in Associate rank	<ul style="list-style-type: none"> • position descriptions for period covered • fiscal crisis impact statement • 2-3 page self-statement • write-up for 4 academic criteria & Affirmative Action • extension activities table since last salary action • bibliography • 3 sample publications • up to 6 letters of evaluation*
Full Title V	Full Title VI	All years in Full Title rank (except for self-statement)	<ul style="list-style-type: none"> • position descriptions for period covered • fiscal crisis impact statement • no more than 8 page self-statement covering ENTIRE career since your hire • write-up for 4 academic criteria & AA covering your career in Full Title. • extension activities table since last salary action • bibliography-highlight years in Full Title. • 3 sample publications • up to 6 letters of evaluation*

*Additional letters may be solicited by the Supervisor

5) Mid-rank Review

An (optional) **mid-rank** PR dossier is prepared in the following cases:

- Advisor is seeking advancement to Full Title, Steps III or IV **AND**
- It is requested by an Advisor who would like an additional peer review **OR**
- It is requested by a supervisor (CD or RD) who would like an additional review of the Advisor's work.

6) Acceleration Program Review

Accelerated PR dossiers are prepared by candidates seeking an advancement that occurs earlier than normal. An acceleration represents a significant salary action intended to recognize exemplary efforts beyond what is typically accomplished. **The dossier must clearly demonstrate evidence of exceptional achievement in at least one of the academic criteria. Also, productivity and progress in *all four* academic criteria should be greater than would normally be expected for the individual's rank and step.** An acceleration may be a merit or a promotion.

TYPE OF ACTION	TIME COVERED	NEEDED
Merit	Period since last salary action	<ul style="list-style-type: none"> • position description(s) • fiscal crisis impact statement • acceleration statement (3 page limit) covering period since last salary action • write-up for 4 criteria & AA • extension activities table since last salary action • letters of evaluation • bibliography • 3 publication samples • up to 6 letters of evaluation*
Promotion	Period since last promotion	<ul style="list-style-type: none"> • position description(s) • fiscal crisis impact statement • acceleration statement (3 page limit) covering period since last salary action • write-up for 4 criteria & AA • extension activities table since last salary action • bibliography • 3 publication samples • up to 6 letters of evaluation*

*Additional letters may be solicited by the Supervisor

Elements of the “One-Page” Program Review Dossier Format

The following instructions provide guidelines on how to prepare your Program Review using the one-page activity format. In this section, a brief description is provided for each of the required elements.

1. Position Description
2. Acceleration Statement (a) or Self-Statement (b)
3. Fiscal Crisis Impact Statement
4. Academic Criteria for Advancement
 - a. Extension/Research and Creative Activity
 - b. Professional Competence
 - c. University and Public Service
 - d. Affirmative Action
 - e. Administration
5. Bibliography
6. Publication Examples (if applicable)
7. Letters of Evaluation (if applicable)
8. Extension Activities Table
9. Grant and Program Support
10. Letters of Publication Acceptance
11. Sabbatical Leave/Plan Report

1. Position Description

The Position Description (PD), along with the academic criteria, provides the basis for evaluating your PR. 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 supervisor 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.

2A. Acceleration Statement – limit 3 pages
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- The *Acceleration Statement* should clearly summarize why you believe you deserve an acceleration.
- Focus on those activities that resulted in significant impact on your clientele, such as measurable changes in behavior or attitude; original research discoveries; or significant contributions to the University.
- Do not just repeat the description of activities and accomplishments contained in other sections of the dossier.
- Do not exceed three pages.
- Do not submit a self-statement if you submit this statement.

2B. Self Statement – (2 pages for a merit/3 pages for a promotion with the exception of a promotion to Full Title VI which allows up to 8 pages)
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The self-statement should provide readers with your program's "big picture". You must clearly connect your activities and accomplishments, especially those in the *Extension, Research, and Creative Activity* section, with your program's mission and objectives:

- Include brief descriptions of your overall program goals or issues addressed; clientele or audiences reached; methods you used to determine clientele needs; and a summary of your significant accomplishments and impacts.
- Include career phases, changes in job assignment, and external factors that influenced the balance within your program.
- It is recommended that you divide your *Self-Statement* into sections corresponding to the same broad groups of activities and projects used in the *Extension, Research, and Creative Activity* section. Examples will be found on the Academic Personnel website.

- Use formatting, such as subheadings or bullets that make it easier for readers to grasp your message.

3. Fiscal Crises Impact Statement

- This ½ page statement is a means for you to describe any impact resulting from the recent/current fiscal crisis. For example, you may have lost staff; lost grant funding or lost community partners due to the crisis.
- If you have not experienced any impact, just write – “no impact”

4. Academic Criteria for Advancement

Sub-sections:

- a. Extension, Research and Creative Activity
- b. Professional Competence
- c. University and Public Service
- d. Affirmative Action
- e. Administration

a. Extension, Research and Creative Activity

Careful organization and presentation of this section is important:

- Include an outline of projects organized according to your presentation in the *Self-Statement* to help readers see the course and logic of your program. The outline should be placed at the beginning of this section.
- You may add a short description of each broad category (not to exceed ½ page in length), including overall results and impacts at the beginning of each subsection. These descriptions are useful for supplying information that could not fit within the page limitations of the *Self-Statement*.
- Divide each broad category into subsections based on divisions that occur naturally in your program, such as major goals or issues, commodities, discipline areas, or projects.
- Further divide each subsection into descriptions of individual projects or areas of activity.
- **Limit each project description to one page.**
- Start each project description on a separate page.
- There is no limit to the number of one-page project descriptions. However, there is no value to large quantities of descriptions. Quality is valued over quantity.

- If you perform major administrative responsibilities not directly related to a specific program area, describe these activities in this section using the same guidelines (see Administration)

Use the following subheadings and format in writing your one-page project descriptions:

Project title and duration. Include duration of research, extension and creative activity (including administrative) projects (i.e. from month/year to month/year).

Collaborators. Provide names and affiliations of colleagues who worked with you on the project. Identify the Principal Investigator and include internal and external collaborators. If you have a long list of collaborators, you can save space by adding this information to the optional grant support table in the appendix and cross referencing it (see *Appendices*).

Grant support. List sources and amounts of any applicable grant funds you received to support the activity. If you have multiple funding sources, you can save space by providing the total here and adding detailed information to the optional grant support table in the appendix (see *Appendices*).

Background, rationale, and objectives. Include your reason for focusing on a project: how you identified the need for it; why it was important for your clientele; how it fit within the overall goals of your program your intended outcomes; and audience(s) served.

Research methods or creative activity. (Omit this section for projects or activities that lack a research or distinctly creative component). For research projects, provide a brief description of experimental design or method used (not protocol details). Include scope and size of project (e.g., number of sites, cooperators and/or collaborators) and project duration. For either, briefly describe any innovative approaches to problem solving; creative use of resources or collaborations; and imaginative adaptation of new methods.

Extension methods. (Omit this section for projects or activities that lack an extension component.) Briefly describe educational activities you conducted as part of the project. Include workshops and presentations you delivered; new materials or resources you created or adopted; and clientele groups served. If applicable, cross reference these descriptions to entries in your list of extension activities in the appendix (see below). Extension efforts (e.g., invited presentations) not linked to a specific project or activity should be included in the list of extension activities document.

My role. Identify the role you played in research and extension activities, including your contributions as a team member. Briefly describe your role in obtaining grant support for team projects.

Results. Summarize what you accomplished and/or produced in this project. For example: number of participants; brief explanation of overall results; evidence participants gained new knowledge; and how

you disseminated results. When applicable, cross reference publications or other projects, to *Bibliography* entries. Describe how and when you anticipate completing work that is currently in progress.

Impacts. Impacts are how we measure our success. A product is created (results/output); our clientele's knowledge, attitude, skills, behavior or practices are changed because of the product (outcome); and then there is a benefit to an individual, organization, or community that can be a social, health, economic, environmental, or physical condition (impact). A project may have impacts that fall into one or more of these categories. Sometimes impacts can be easily quantified, such as a financial impact, or may be harder to quantify, such as consumer confidence. Appendix G has examples of impacts.

b. Professional Competence

Report your activities in two subsections: *Professional Development and Training* and *Evidence of Professional Competence*. Use a table format for each sub-section. There is no page limit. Examples for both sections will be available on the Academic Personnel website:

http://groups.ucanr.org/Academic_Personnel/Elements_of_the_Program_Review_Dossier/

Professional Development and Training

List activities you performed to increase your professional competence including: workgroup and non-workgroup trainings, membership in professional societies, and attendance at conferences, symposia and workshops. Where applicable, provide the date and/or duration of the activity or training. Include any special leaves you took, such as a study leave.

Evidence of Professional Competence

List activities that reflect your professional standing including: professional society presentations; books or journals you edited; articles you reviewed or refereed; professional offices held; consulting work; professional recognition and awards received; and sessions you chaired at professional society meetings.

c. University and Public Service

Report your activities in two subsections: *University Service* and *Public Service*. Use a table format for each sub-section. There is no page limit. Examples for both sections are on the Academic Personnel website.

University Service

List activities that demonstrate your leadership role and contributions within the University including memberships and contributions to committees, workgroups, and task forces. Indicate leadership roles; whether the effort involved a specific program or department, or served the entire University; and whether the activity addressed issues of county, regional, state, national or international significance.

Public Service

List activities and events in which you used your professional expertise to benefit groups or efforts outside the University. Indicate who benefited from the activities and if the activity was at the community, county, regional, state, national or international levels. Include recognition you received for public service and professional contributions to communities, industry, government, and other organizations. Items listed here should relate to your field of expertise or your Cooperative Extension assignment.

d. Affirmative Action

Where relevant, you should describe your Affirmative Action (AA) activity in your *Self-Statement* and sections of the PR dossier describing each of the four academic criteria. The purpose of the separate AA section is to highlight your efforts and accomplishments.

- Include a short narrative description of the under-served audiences you intended to reach and the methods you used to reach them.
- Provide specific information about your activities.
- Describe efforts you made with, or through, other organizations.
- Describe research you conducted with underrepresented audiences.
- Do not exceed two pages

Note: It is expected that all candidates will have completed the CASA process for each year covered in the PR. Failure to fulfill annual CASA reporting requirements may result in a negative recommendation from both the County Director and Regional Director.

e. Administration

Advisors with significant administrative responsibilities as described in their PD are encouraged to describe their efforts under specific categories such as County administration, FSNEP administration or 4-H Club administration. Advisors in assignments that are predominantly administration report their efforts and achievements in all four academic criteria.

Effective leadership by those with administrative duties shall be considered as appropriate criteria in evaluation for promotion, merit, or acceleration. Documenting administrative ability and performance can be addressed using the criteria listed below. A PD that indicates the percentage of time allocated to administration must be included. In addition, an organizational chart that allows the reader to understand the nature and extent of the administrator's responsibilities is recommended.

Self-Statement. Include a clearly delineated description of your work in administration, which you then expand upon in the ***Extension, Research, and Creative Activity*** section. While there are no set criteria, the following categories and related examples may be considered:

- Facility acquisition or enhancement.
- Resource development (county budget, other UC funding, extramural funding, support groups, etc.).
- Advocacy and Relationship building (county government, public relations, enhanced communication).
- Staff development and support (mentoring, evaluation, training, morale).
- Expansion, oversight, and program development (position creation and recruitment, new program areas, volunteer program management, program evaluation, compensating for staff vacancies).
- Overarching administrative responsibilities (office structure and systems, staff supervision, policy and procedures).

Professional Competence. List evidence of:

- Leadership in professional societies and groups, local boards, consulting work and advisory groups related to administration.
- Participation in professional development (in-service training, sabbatical, study leave).
- Recognition by colleagues/clientele for administrative leadership.

University and Public Service. List evidence of:

- Contributions to regional and/or University committees and workgroups.
- Contributions to county, community, regional, and statewide activities.

Affirmative Action. Describe efforts to reach underrepresented clientele. Include evidence of:

- Outreach programs and staff training provided.

- Innovative programs that effectively impact under-served and minority populations.
- Staff efforts regarding parity and equity compliance.
- Include evidence of appraisal of affirmative action activities in evaluating staff performance.

5. Bibliography

- The *Bibliography* must cover your entire career.
- Clearly highlight publications produced during the current review period using shading or borders. It would also be helpful to star (*), and/or **bold** publications that support your acceleration request.
- List entries in chronological order (i.e., with your most recent work last).
- For multi-authored publications produced during the current review period, you **MUST** annotate your citations **with a sentence explaining your role in the publication and/or activities that led to it**. Just stating you were a co-author is insufficient.
- Use a single format for bibliographic citations that is considered standard for your discipline. Be sure that date of publication and page numbers are included for each entry. Examples of bibliographic citations are on the web site or follow the APA Publication Manual.
- Categorize the publications using the system described below: there is no need to rearrange pre-existing bibliography, add the corresponding letter at the beginning of the citation. Please note that this system does not convey importance of one category over another. Categorization enables the administration to summarize for federal reporting purposes. Clientele-targeted information is encouraged and is highly valued by Administration.

A	Popular Articles, newsletter stories, UC Delivers. These are targeted at the clientele and/or layperson. (These would include newspaper articles, trade journals, magazines, websites, presentations).
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. (Examples include, but are not limited to: Agronomy Journal, American Journal of Veterinary Research, Applied and Environmental Microbiology, Journal of Adolescence, Journal of Environmental Quality, Journal of Nutrition Education and Behavior, Journal of Soil and Water Conservation,

	Journal of the American Society for Horticultural Science, North American Journal of Fisheries Management, Rangeland Ecology and Management, Journal of Youth Development).
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).

- 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/email of acceptance must be included in the *Appendices* for these publications.
- If a publication is listed among the current bibliography as “In press” for a salary action, it should not be listed again among current bibliography in a subsequent PR dossier after it is published. (You are only given credit once.)
- It is appropriate to also cite non-printed works in the *Bibliography*. These might include slides or digital media, video or audiotapes, computer software, or website design and may be categorized as A or D. In addition to the information normally cited in a bibliographic reference, the citation for web site design or work published on a web site should include the name of the web site, its Universal Resource Locator (URL), and the date your material was last revised.
- Regular newsletters with multiple editions should be cited only once, and their citations should include volume and issue numbers. Original articles in specific issues can be separately cited. Newsletter articles on which you were a co-author can be cited with an annotation describing your contribution. When the same article is published in multiple locations, include all references to publications by volume and issue in a single citation (see examples on the website).

6. Publication Examples

- These publications may be clientele newsletters, articles, books, monographs, Power Point presentations, digital media, videos, manuals, reports, information sheets, or others.

- Choose three items of which you are most proud and that best represent your program and abilities. A brief description of each item should precede the three publication samples.
- Scanning or changing the format to upload publications is the responsibility of the candidate. General instructions are on the e-submission website.

7. Letters of Evaluation

- It is your responsibility to enter the names and contact information of **up to six** individuals from **outside of your home county office** who may be willing to write letters of evaluation and who can truly evaluate your program.
- You are encouraged to include letters from non-UCCE peers who are familiar with an important aspect of your program and that can provide a broader perspective. These could include letters from external clientele, agency personnel, or advisors, specialists, and faculty from other states. Letters showing collaboration with out-of-state researchers or industry contacts demonstrate growth and influence of your program beyond California. It is helpful if those who are solicited for letters understand the evaluation criteria.
- You can provide your supervisor with the names of individuals whom you do **not** want to be solicited for evaluation letters. ***This information should be communicated to your supervisor via e-mail.*** Include your concerns about why these individuals may not be objective in their evaluation of you.
- Your supervisor may solicit the letters, stating your current rank and step, and the rank and step you are being considered for, from the individuals whom you recommend. In addition, your supervisor may solicit additional letters from other individuals who are not on your list but are knowledgeable of your program. All letters submitted will be included in your review.
- The on line Program Review web site will generate electronic letters to solicit an evaluation of a candidate. RD's, Supervisors, or CD's may choose to write their own letters following the sample on the online PR web site.

8. Extension Activities Table

- List extension activities in support of your program area that were conducted since the last salary action in chronological order using a table format.

- For each activity, list the meeting date, name, topic, location, and number of attendees.
- If you hold large numbers of meetings of similar purpose in which your role remains constant (e.g., you are teaching the same content, facilitating the same agenda, etc.), you may consolidate them using a collective time frame, title, description, role, general location (usually your county), and an estimated average attendance.
- Divide the list of activities using the following subheadings:

Meetings organized (also list your role in organizing the meeting)

Educational presentations at meetings (including oral presentations and posters)

Other (including news media interviews)

List only those extension activities that are directly related to your program assignment. Do not include consultations such as farm calls, meetings with individuals, or staff meetings. List educational or outreach activities for non-clientele groups such as students, foreign visitors and scientific colleagues in the *Professional Competence* or *University and Public Service* sections as appropriate.

9. Grant and Program Support

This section is highly recommended but optional. Include a table listing project title, PI status, role, sources, amounts and duration of grant support (monetary, service value, or in-kind) associated with your extension and research activities. This table may be a summary or compilation of information also provided under the grant support subheading of activities described in the *Extension, Research and Creative Activity* section, or a means of providing individual sources for projects or activities supported by multiple funding agencies.

10. Letters of Publication Acceptance

These are required for publications in the current review period that are listed as “In press” in the bibliography. Do **not** list publications that have been submitted but not yet accepted. If not in electronic format, scan and upload into the appropriate section.

11. Sabbatical Leave Plan/Report

You must upload plans and reports on sabbatical leaves that have been completed during the review period.

Appendices

A. Instructions for Uploading Your Program Review

Most sections are required and will be identified as ‘required’ in red. Your dossier is not complete unless all required files have been uploaded.

To upload one of the files-

- Click on the section name from the main page, e.g. Self Statement
- Click on the ‘Browse’ button next
- Find the file on your computer. Your file must be one of the following types:
 - Portable Document Format (Acrobat)-- **.pdf**
 - Microsoft Word-- **.doc**
 - Word Perfect-- **.wpd**
 - Rich Text Format-- **.rtf**
 - PowerPoint-- **.ppt**
- When you have found and selected the file, click **Save Your File**. Depending upon the file size, and your connection speed, it may take a few minutes to save the file.
- The file will be converted into PDF format and once it is uploaded, the next screen in your computer will show the status as “uploaded.” The date and time of the upload will be displayed. If your file will not upload, converting it to PDF prior to upload will remedy most problems.
- If you want to make a change to your document or submit an updated version, you may do so until the submission deadline (see instructions to Review/Change file). Only the most recent version will be on the website. Older versions are not displayed.

Once you have uploaded all of the required documents, you will see a message similar to this:

“This Annual Evaluation CD/Advisor is complete. On 19-Nov-09 it will become available to your immediate supervisor.

Prior to 17-Nov-09, you can update any of the documents by clicking on the document name, and uploading a new file.”

Review/Change file

You can review, or change the files you have in the system at any time prior to the system being closed (Feb 01, 2010 at 11:59 p.m.).

To review a file-

- Click on the file name from the main menu
- Under the blue header will be a grey section. That section will have a link to review your current document.
- To change the file you have in the system, follow the same steps used when first adding a document. Click the ‘browse’ button and upload the file.

Documents Allowing Multiple Entries

Some documents will allow multiple files to be uploaded. You may have different versions of the file that you need to include. These are listed on the main page under the grey bar.

To upload a NEW version of a file-

- Click on the section name from the main page
- Provide a 'Version Name' for the file ex.: 'Sabbatical Leave – Mexico'. Each version of the file will have its own name.
- Click on the 'Browse' button next
- Find the file on your computer. Your file must be one of the following types:
 - Portable Document Format (Acrobat)-- **.pdf**
 - Microsoft Word-- **.doc**
 - Word Perfect-- **.wpd**
 - Rich Text Format-- **.rtf**
 - PowerPoint-- **.ppt**
- When you have found and selected the file, click on 'Save Information'. Depending upon the file size, and your connection speed, it may take a few minutes to save the file.
 - To edit a file that allows multiple versions, or to review the file, you will need to click on the version name. Follow change/review instructions for single files.

Deleting Files

If you need to delete any files-

- Click on the file name from the main menu.
- Scroll to the bottom of the page, and click on 'Delete This File' link.
- Verify deletion.

B. 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

C. Checklist for the Completed Program Review Dossier

Sequence of Organization

- _____ a. On line Academic Profile page information--(ensure rank and step are listed correctly.
If you need to change it, contact Andra Strads.)
- _____ b. Position Description(s), all within period of review
- _____ c. Self-Statement OR Acceleration Statement
- _____ d. Fiscal Crisis Impact Statement
- _____ e. Academic Criteria for Advancement
 - _____ Extension, Research and Creative Activity
 - _____ Professional Competence
 - _____ University and Public Service
- _____ f. Affirmative Action
- _____ g. Bibliography
- _____ h. Publication Examples (scanned and uploaded) } *All promotions,*
- _____ i. Letters of Publication Acceptance (scanned } *accelerations, and merits*
and uploaded) } *FT VI-IX*
- _____ j. Letters of Evaluation (added by supervisor) } *All third term reviews,*
} *promotion, accelerations,*
} *and Merits from FT VI-IX*
- _____ k. Extension Activities Table
- _____ l. Grant and Program Support (recommended)
- _____ m. Sabbatical or Study Leave Plan and Report (scanned and uploaded)

Throughout these instructions reference has been made to scan a document. If you have an electronic version of the file, for example, Sabbatical Leave Plan, then upload that document.

D. 2010 Schedule for Merits, Promotions and Term Reviews

Date	Activity	Program*
October	Confidential letters of evaluation solicited by immediate supervisor. Ask to return letters as soon as possible, but no later than January 25, 2010	PR and M
October 5	DEADLINE for Regional Directors (RD), Program Leaders (PL), Statewide Program Directors (SPD) and Supervisors to notify Academic Personnel Office of names of eligible employees proceeding with PR including deferrals (all others are presumed to be preparing Annual Evaluations)	All
October 9	On-Line System OPEN to all Academics for PR's and AE	PR, AE
Mid October	Results of appeals from 2009 Cycle anticipated	PR
October 19	DEADLINE DANRIS-X Report and CASA FY 2009 (Oct. 1, 2008-Sept 30,2009)	
October 22	DANRIS-X Annual Evaluation retrievals (Sections A,B&C) available	
Oct & Nov	Requests for Regional Mentoring Committees forwarded to RD	PR and M
Mid November	Assembly Personnel Committee nominates persons to serve on ad hoc committees	PR
November 17	DEADLINE for on line entry of Annual Evaluations	AE and SM
November 18	On-Line System CLOSED for Annual Evaluation entry	AE
November 19 thru December 17	Annual Evaluations OPEN to immediate supervisors	
November 20	Ad hoc committees approved by Associate Vice President and appointed by Academic Personnel Director	PR
December 17	Immediate Supervisor completes Annual Evaluation Review and meets with Academic	AE
December 17	END of Annual Evaluation process if no salary action	AE
	If approved to proceed, Streamlined Merit actions now follow PR deadlines	SM
December 18	On-Line System OPEN for Streamline Merit entry	AE
December 18 - January 22, 2010	Next level Supervisor reviews Annual Evaluations	AE
January 13 or 14	TRAINING Ad Hoc Committee Chair in Davis	PR
January 22	DEADLINE for Annual Evaluation on line review by next level supervisor	AE
January 25	DEADLINE for confidential letters of evaluation	PR

Date	Activity	Program*
February 1	DEADLINE for Streamlined Merits, Promotions, Merits, Accelerations and Term Reviews	PR, M, SM
February 1	On-Line System CLOSED to academics submitting PR, M, SM at midnight	PR, M, SM
February 2 – 9	Immediate supervisor checks that PR's are complete and uploads letters of evaluation if needed	PR
February 2 thru March 1	Immediate supervisor reads PR and prepares review and recommendation	PR, M, SM
February 11- April 2	PR's OPEN to Ad Hoc Committees	PR
February -March	Ad Hoc Committees meet, complete recommendations and write reports	PR
March 1	DEADLINE for immediate supervisor Review and Recommendation	PR, M, SM
March 2 thru March 31	Regional Director/SPD reads PR and prepares review and recommendation	PR, M, SM
March 31	DEADLINE for next level supervisor review and recommendation	PR, M, SM
April 5	DEADLINE Ad Hoc Committee Reports	PR
April 6	On-Line System CLOSED to Ad Hoc Committees	PR
April 19	Ad hoc committee reports are made available to Senior Administrative Council	PR
Early May	Senior Administrative Council reviews all dossiers and makes recommendations (merits on ad hoc basis) to Associate Vice President	PR, M
By June 4	Final decisions made by the Associate Vice President	PR, SM, M
By June 11	Final decisions provided to RD/CD/SP Directors and Supervisors by Academic Personnel Office Academic Personnel Office prepares letters for employee notification	PR, M, SM
	On-Line system RE-OPENED for all academic personnel immediately after letters are issued	

Note: all deadlines are at midnight of the due date

***Key:** AE = Annual Evaluations
M = Merits (except accelerated merits, streamlined merits and upper merits)
PR = Program Review (Promotions, Term Reviews, Accelerations (inc. Merits))
SM = Streamlined Merits

E. Useful Websites

Administrative Handbook, Section 300 - Academic Personnel http://groups.ucanr.org/ANR_admin_policies /Division of Agriculture and Natural Resources Administrative Handbook/300_SERIES - HANDBOOK PURPOSE AND ORGANIZATION.htm

ANR Academic Personnel http://groups.ucanr.org/Academic_Personnel/

In this site you will find:
E-submission (Guidelines for Preparing your Program Review Dossier)
Frequently Asked Questions
Program Dossier Examples, and the PR Training slides.

American Psychological Association (APA) <http://www.apastyle.apa.org/>
This link provides helpful information on “editorial style” which lends ideas for preparing a Dossier. It consists of rules or guidelines to ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- as well as many other elements that are a part of every manuscript

Dictionary.com <http://dictionary2.classic.reference.com/writing/>
Help with style, punctuation, spelling, etc

F. Examples of Impact Statements

Impacts in Social or Health Conditions:

- 10% decrease in incidence of food-borne illness
- Reduction of 50% in cases of back injury
- 20% increase in voluntary compliance with regulations
- 19% increased consumer confidence in safety of processed foods

Impacts in Economic Conditions:

- Annual savings of \$300,000 in costs for hand weeding
- Average reduction of 20% in monthly spending on food
- 1,000 fewer worker-days/year lost due to illness
- 500 new jobs created

Impacts in Environmental or Physical Conditions:

- 25% reduction in average shallow groundwater nitrate concentration
- 8,000 acres of agricultural land protected in land trusts
- 50% reduction in incidence on no-persistent, aphid-borne viruses
- Restoration of riparian habitats
- Improved health of ecosystem and native species
- Reduction of acres of rangelands lost to Yellow star thistle.

Briefly explain what impacts your program had on your clientele, community, or environment. To help you with determining impacts, ask yourself the following questions:

- Who will apply the new knowledge and recommended practices or be affected by them?
- What social or economic benefits were derived?
- How did clientele attitudes or practices change?
- How did your efforts enable the public or clientele groups to make more informed decisions?
- How has your work been adapted or extended by others to benefit people beyond your clientele?
- What impact did publications or other extension products you produced have on the public or your clientele?
- What are the affirmative action implications of your work?

For projects that are in progress or long term in nature, state what difference you anticipate making. For example, “We expect that 70% of growers will use our information to comply with state standards.”

Performance Expectations for Academic Advisor Ranks

The Program Review dossier must provide evidence of the activities, accomplishments, impacts, and professional stature commensurate with the specific academic rank.

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 and 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. Advancement to step VI is considered a promotion.

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. Co-authorship is essential.

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. Individuals must show evidence of recognition from peers and clientele not only at a local and state level, but also at the national and/or international level.

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.
- Make substantial contributions including serving as an author in a variety of publications that are peer reviewed, scholarly, and reach clientele beyond the local level.

Professional Competence

- 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.