

## Expectations by level – UC ANR Advisors

“**Extension scholarship** is the systematic generation, integration and application of knowledge based on both concepts and practice with the intent of improving people’s lives.

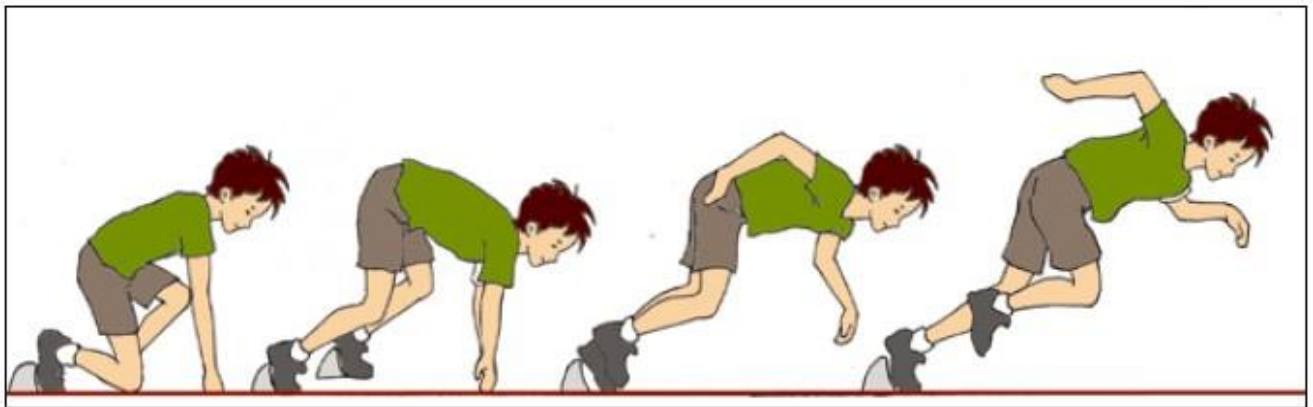
**Scholarship of Extension** takes place through an interactive, dynamic and expanding process in which both concepts and practice are advanced through a continuing process for improving knowledge that is validated by peers.”

### Standards of Scholarship

The criteria used for evaluating portfolios on excellence in Extension education are built upon principles of scholarship.

Portfolio expectations shift over the course of a CE Advisor’s career with an expectation that evidence of scholarship builds over time. Standards include:

1. Define measurable objectives, goals and questions
2. Review of literature, theory, and best practices
3. Choose appropriate methods and analyses
4. Communicate results effectively for measurable impact
5. Challenge assumptions (were the goals achieved? How results add to the field?)
6. Reflect critically on work and future implications



### References:

- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- McGrath, D. M. (2006). The Scholarship of Application. *Journal of Extension* [On-line]. 44(2). Available at: <https://www.joe.org/joe/2006april/a8.php>
- Smith, K. L. (2004). Scholarship: Shout about it. *Journal of Extension* [On-line]. 42(5). Available at: <http://www.joe.org/joe/2004october/comm1.shtml>

**Table: Summary expectations by level – UC ANR Advisors**

Notes: 1) **Impact** is the primary objective. 2) The E-Book has more detail on expectations for Advisors at the various ranks ([https://ucanr.edu/sites/anrstaff/Personnel\\_Benefits/Academic\\_Personnel/PR\\_Dossier\\_Examples/](https://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/PR_Dossier_Examples/) )

**Applied Research and Extension**

	<b>Assistant 1-6</b>	<b>Associate 1-5</b>	<b>Full</b>
<b>Program</b>	Establishing programmatic focus*	Established 'niche' area with clear programmatic focus.	Sustained scholarship within a widely valued programmatic area
<b>Audience</b>	Primarily within counties served	Local and regional with possible national applications	Local with likely national and international applications
<b>Needs and Priorities</b>	Needs assessed and priorities identified with relevance to ANR Public Values	Clear articulation of the pathway to condition changes	Documentation of condition changes and impacts of your programming in relation to priority needs
<b>Communication / Dissemination</b>	Science-based recommendations being communicated to address local needs	Science-based applied research being communicated to reach a broader audience. Assuming leadership roles in developing information for dissemination.	Expanded leadership roles in the development and dissemination of science-based applied research
<b>Network and collaboration</b>	Functioning as part of a research and extension network (with collaborators and clientele both inside and outside UC ANR)	Established network of collaborators and clientele with increasing leadership in roles in research (PI) and Extension.	Recognized authority in research and Extension. Broad network established. Highly effective organizer and mentor.
<b>Recognition/ Competency</b>	Sought after as a local speaker or source of practical information	Identified as a trusted source of information locally with increasing regional recognition.	Recognized as a leader and "Expert" in their field. Widely sought after as a speaker and a trusted information source for policymakers.
<b>Impact</b>	Identifying condition change data required and beginning to collect some data to demonstrate medium-long term impact. Can articulate some examples of local impact or behavior change.	Direct impact being generated and documented. Condition change data being collected to demonstrate medium-long term broader impact.	Documented behavioral change and impact clear through condition change indicators.

\* Includes some form of logic model or logframe developed to show issues, goals and objectives.

**Professional competence**

	<b>Assistant 1-6</b>	<b>Associate 1-5</b>	<b>Full</b>
<b>Development</b> (life long learning):	Demonstrated effort to enhance both technical and extension skills and develop professional relationships	Expansion of competency, including adoption of new methods and skills, sharing skills with colleagues, deeper understanding and demonstration of scholarship	Demonstrated lifelong ability in identifying self-development needs, and implementing new approaches and technologies to better serve your audience
<b>Recognition/Competency</b>	Beginning to establish oneself as the “go to” person in your discipline by colleagues and local clientele	Established as a “go to” person at the local and state levels. Development of a national reputation for expertise in a defined field.	Established authority at the local, state and national levels. Developing of international recognition for expertise.

**Service**

	<b>Assistant 1-6</b>	<b>Associate 1-5</b>	<b>Full</b>
<b>Internal</b>	Contribute to change and management (local committees, workgroups, program teams, strategic initiatives)	Drive change and management within the broader UC community	Lead change and management (including mentoring)
<b>External</b>	Contributions to local external organizations	Contributions to local, state and regional committees and groups	Leadership in local, state, regional national and international areas

**Full title - steps**

	<b>Applied Research and Extension</b>	<b>Demonstrated Competency</b>		<b>Service</b>	
<b>Full title 1-5</b>	Focus: Locally recognized and likely recognized at both national and international levels for research and Extension leadership. Sustained excellence in scholarship within a focused programmatic area. Strong evidence of authorship and collaboration. Program impact documented behavioral change and associated change in conditions.	Demonstration of an engaged professional that reaches audience through appropriate means.	Established expert at the local, state and national levels. Development of international recognition for expertise. Serve as PI in applied research and/or extension.	Lead change and management (including mentoring) within the broader UC community	Leadership to local, state, regional national and International
<b>Full Title 6</b>	Advancement may be granted with evidence of a balanced and outstanding program. Must show significant contributions and continuous professional growth in all four academic criteria for advancement.  Advancement may be granted with evidence of exceptional contributions in their program area resulting in significant benefits. Must demonstrate continuing superior performance and professional stature in their field.	Demonstrate sustained superior performance and professional stature in your field.	Established expert at the local, state, national and/or international levels	Lead change and management (including mentoring) within the broader UC community	Leadership to local, state, regional national and International
<b>Full Title 7 – 8</b>	Advancement may be granted with strong evidence of a well-balanced program with outstanding performance. Reserved for persons of the highest distinction whose work has been nationally recognized and acclaimed.	Demonstrate sustained superior performance and professional stature in your field.	Established expert at the local, state, national and/or international levels	Lead change and management (including mentoring) within the broader UC community	Leadership to local, state, regional national and International
<b>Full Title 9</b>	Demonstration of additional merit and distinction beyond the performance of Step 9. Performance in a stellar manner in all four advancement criteria.	Demonstrate sustained superior performance and professional	Established expert at the local, state, national and/or international levels	Lead change and management (including mentoring) within the broader UC community	Leadership to local, state, regional national and International

<b>Full Title Above Scale</b>		stature in your field.  Demonstrate sustained superior performance, leadership and professional stature in your field.	Established expert at the local, state, national and/or international levels	Lead change and management (including mentoring) within the broader UC community	Leadership to local, state, regional national and International
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\* Assistant, Associate and Full Title “Levels” are UCOP defined.

+ At the assistant level, emphasis must be on developing 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. i.e., all four academic criteria for advancement need not be equally developed for advancement in this rank.

Examples