Program Review Questions & Answers

Presented by the Academic Assembly Personnel Committee

Mark Bolda, 2024-25 Chair

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Overseeing the academic advancement process

Academic Assembly Personnel Committee

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

Academic HR *(Anna Lee & Pam Tise)*

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

Peer Review Committee (Vice Provost Daniel Obrist)

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

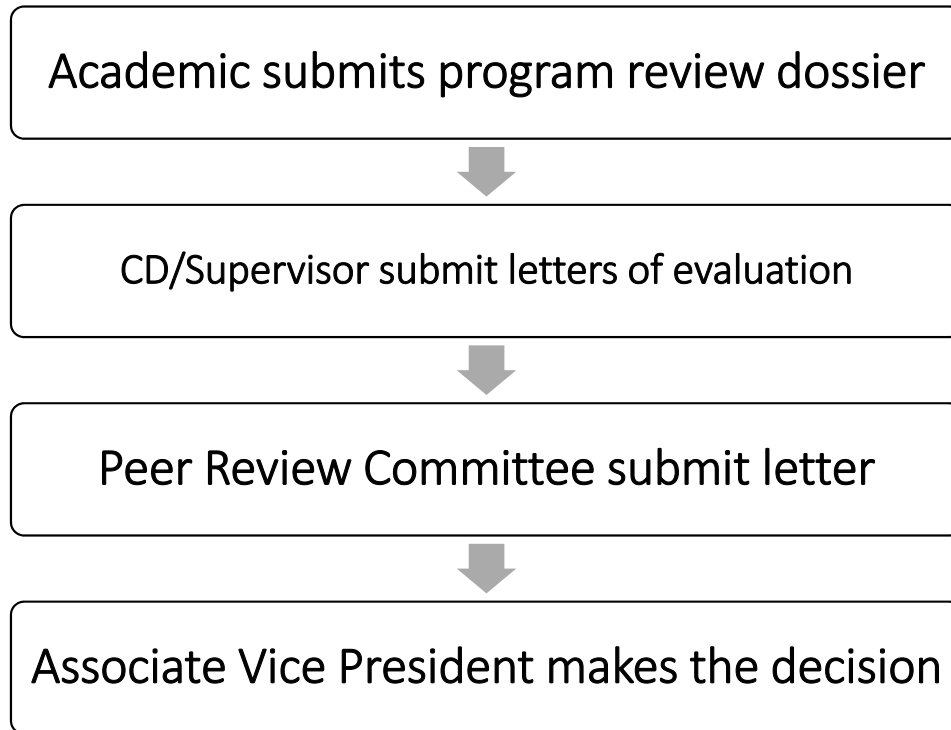## Associate Vice President (Brent Hales)

- Makes the final decision on advancement requests.
- Has delegated authority to establish all advancement procedures
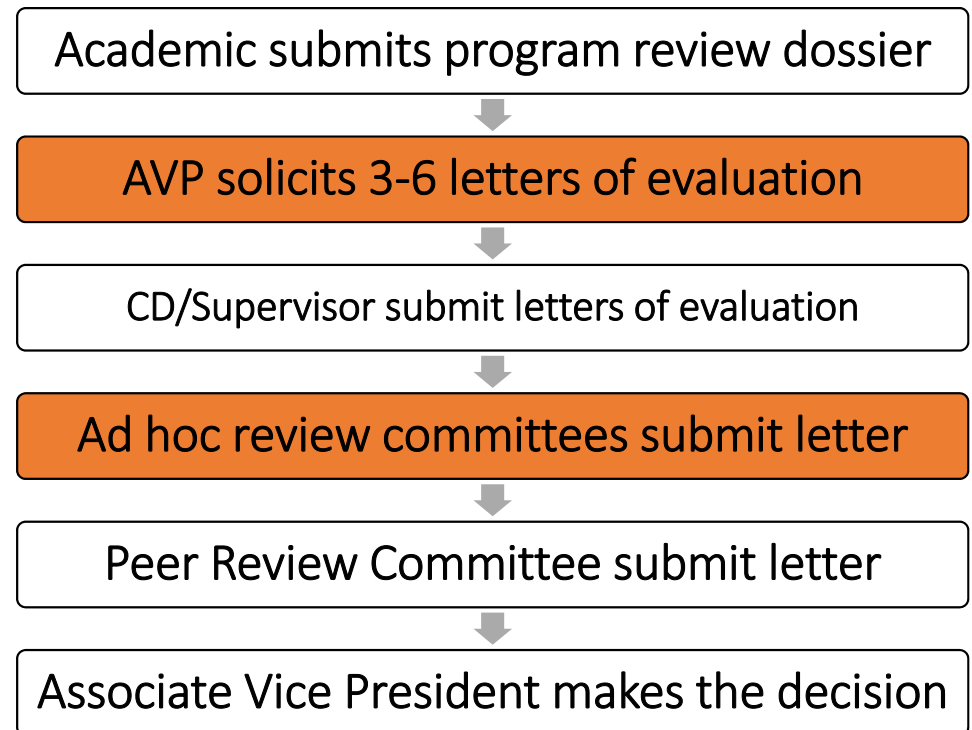
What is the Peer Review Committee (PRC)?

- 16 PRC members appointed by the Associate Vice President for three years with overlapping terms.

- Strives to reflect the breadth of UC ANR's programmatic areas, title series, and administrative assignments.

- Makes recommendation to the AVP

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Multiple step process

Merit

Academic submits program review dossier

⬇

CD/Supervisor submit letters of evaluation

⬇

Peer Review Committee submit letter

⬇

Associate Vice President makes the decision

Promotion

Academic submits program review dossier

⬇

AVP solicits 3-6 letters of evaluation

⬇

CD/Supervisor submit letters of evaluation

⬇

Ad hoc review committees submit letter

⬇

Peer Review Committee submit letter

⬇

Associate Vice President makes the decision

Evaluation criteria

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

Four advancement criteria for CE Advisors*:
- applied research and creative activity
- extending knowledge and information
- professional competence and activity
- university and public service

Additional consideration: affirmative action/civil rights compliance/diversity, equity, and inclusion

* Differs for Academic Coordinators and Academic Administrators.

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Affirmative Action and Diversity, Equity and Inclusion (DEI or EDI)

- While AA and DEI are not advancement criteria, they are critical to all parts of an academic's program.

- Project Board captures Affirmative Action and Civil Rights Compliance, but you should also reflect on these in your narrative.

- DEI is the lens through which we do our work. It is about who we are or who we want to be as an organization.
  - Your narrative should synthesize how you are being equitable and inclusive in your program delivery.

- Do not neglect this section.

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Elements of the Program Review dossier

Academics submit a Program Review dossier that summarizes their accomplishments and outcomes/impacts over the review period.

Required elements

- Position description
- Cover page
- Program summary narrative (Merit: 5 pages, Promotion: 8 pages)
- Supporting documentation
- Bibliography
- Goals (optional to include in dossier)

Other elements

- Acceleration statement (if applicable)
- Summary of publication examples (optional)
- Sabbatical leave and report (if applicable)
- Work plan (if applicable)

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The purpose of the program review narrative is not to tell us how busy you are; it's to tell us what impact you're having.

For each theme, narratives should include: outcomes

Outcomes – measurable change in:

• **clientele learning** (knowledge, attitude/intent to change, skills)

• **clientele behavior/practices**, and/or

• **policy/decision-making**

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

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

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For each theme, narratives should include: impact

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

Evidence of impact **(or anticipated impact)** may be demonstrated through empirical data collected by the academic, workgroup projects, and/or inferred impact as shown through reasonable inferences from scholarly literature.

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Feedback from reviewers: Position Description

- Position descriptions must be uploaded with the PR.
- Plan ahead! Position descriptions **require the signature and date** of the academic, their immediate supervisor, their supervisor's supervisor, and the Statewide Program Director (if applicable).
- Use an addendum for short-term changes in responsibility.

Feedback from reviewers: writing a compelling narrative

- The program narrative must convey clear themes, each focused on at least one impact (or anticipated impact)

- Clearly relate your activities to your progress towards your intended outcomes, impacts, and condition changes

- Tell the story at a higher level; avoid too many details
  - Avoid literature review or project methods

- Highlight your role

Feedback from reviewers: supporting documentation

- Academics decide how to share their activities in a format to support their program summary narrative (e.g. tables, bulleted lists, C.V. or other method).

- If using the Project Board output, review the exported files, and edit as needed.

- Do **not** include required UC trainings (e.g., sexual harassment or cybersecurity)

- Denote your level of support from grants, or in-kind support, in Project Summary

- Only include activities from the current review in your supporting documentation

Feedback from reviewers: bibliography

- Your bibliography should clearly describe peer reviewed and non-peer reviewed publications in separate sections.
  - Peer reviewed publications are not an expectation in the lower ranks, but they are increasingly important as the academic progresses in their career.
- Citations should be further identified using the letter designations in the eBook (see pages 32-33).
- Highlight or color-code the citations from the current review period. (Or only include publications from the current review period.)
- Identify your activity/role in multi-author citations.
- A hyperlink to the publication is recommended.

Additional tips for preparing an effective program review

- Start early! Read the Ebook!

- Know your audience: supervisor, peer review committee, ad-hoc (if applicable), and Associate Vice President.

- Make it readable; use lay terms; avoid acronyms. Reviewers may not know your discipline well.

- Proofread. Then, have colleagues proofread, especially some from other disciplines.

- Be concise. If relevant, use graphics/graphs to show impact.

- Acknowledge teamwork, but be specific about your role. Consider using active voice sentences.

- Be accurate. Use up-to-date statistics.

- Remember that you are evaluated against the advancement criteria for your rank (see Ebook pg. 35-45) and your position description.

- Include administrative accomplishments (where applicable).

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Final Q&A Session

- **Friday, November 13 (2 – 3 pm)**

- Please come with your questions!

Thank you for attending today's training!

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

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