

Evaluating Split Appointments: Specialist in Cooperative Extension with a Professional Title

(See Sections APM-334 and UCD-334 for guidance on Cooperative Extension appointments and Section APM-210 for professorial appointments.)

Specialists in Cooperative Extension (CE) are educators and researchers having a fundamental role within the Land Grant Universities. They develop educational and research programs within their discipline to address the needs of clientele, and they carry out those programs on and off campus. Each Specialist in CE is charged to provide Statewide leadership in his or her area of responsibility, develop outreach programs, train CE Advisors and other clientele, and conduct research that addresses the needs of the State's rural and urban constituencies. Specialists in CE work with Agricultural Experiment Station (AES) and professorial appointees to bring relevant knowledge and technology to bear on the problems of clientele. Specialists in CE are expected to demonstrate expertise in their disciplines as well as the ability to interpret, synthesize, adapt, and convey knowledge and information through traditional and nontraditional teaching methods.

In contrast, the Professors' role is to educate, primarily resident instruction for students matriculating in degree programs, and perform basic and/or applied research in a discipline. Their work may deal with applied issues as is done by the Specialists in CE, but is frequently focused on the more fundamental issues of their disciplines. As with Specialists in CE, Professors are expected to demonstrate expertise in their disciplines as well as the ability to interpret, synthesize, adapt, and convey knowledge and information through traditional and nontraditional teaching methods.

The following summary and evaluation guidelines are intended to be used in personnel actions relating to Specialists in CE nominated for or holding fractional professorial appointments.* Emphasis and clarification is offered primarily in the areas of (1) teaching and (2) research, creative, and scholarly achievements.

Summary of responsibilities of split appointees

In addition to the responsibilities normally associated with Specialists in CE (Section UCD-334), those holding I&R appointments are expected to play a role in resident instruction including graduate education within academic departments. The extent of involvement will vary depending upon the level of I&R appointment, but at the discretion of the department chair will generally involve responsibility for an academic class. Additionally, the research component of an I&R appointment carries with it an expectation of concept-oriented or foundational research. The expected degree of accomplishment in this area also will vary depending upon the percentage of the I&R appointment.

Evaluation guidelines

Appointment actions for Specialists in CE with I&R responsibilities will require evaluation by the Academic Senate, through the Committee on Academic Personnel (CAP). Subsequent merit and promotion actions will require evaluation through the college/school personnel committee (CPC/SPC) or CAP, depending upon the action. Evaluations for appointment, merit, and promotion actions should be carried out jointly by the appropriate Senate and Academic Federation committees to assure a balanced review (see Section UCD-334-80-b).

The primary instrument for evaluating the accomplishments of Specialists in CE with professorial appointments is their individual job description and the agreement with the department chair regarding the I&R teaching. These provide a context for and a characterization of the percent of effort expended in each area of responsibility. Merit and promotion actions will be awarded based on high quality of accomplishments. The departmental letter and supporting documentation should clearly present and

evaluate the quality of the appointee's accomplishments in the following areas. (Note: In accordance with Federal laws, equal opportunity/affirmative action are integral parts of each appointee's responsibilities in programmatic and personnel areas.)

1. Extending knowledge and teaching

a. Extending knowledge and information

A CE Specialist's ultimate responsibility is education. This activity takes place on and off campus, in organized or informal meetings or field demonstrations, and through all appropriate print and electronic media. Programs involving direct contact with clientele often are initiated and organized by CE Advisors or other clientele groups to serve county, regional, State, institutional, or industry needs. (Clientele are defined broadly as any constituency that makes use of disciplinary information from the appointee's expertise.) A major responsibility of Specialists in CE is to educate their clientele about recent advances in knowledge and technology and to encourage the use of new and improved practices. Information extended may originate from a wide variety of sources including research conducted by AES scientists, researchers in other states or countries, or governmental researchers, or from the appointee's own research.

Evidence of accomplishments includes, but is not limited to, organization of and participation in workshops, short courses, symposia, and informational meetings; preparation of publications directed to user groups including decision-makers; establishment of computer networks; and preparation of films, videotapes, slide sets, etc. Information that indicates quality of performance, growth, and accomplishment includes:

- Effectiveness of training programs, leadership support, and cooperation provided to county CE personnel or clientele.
- Effective leadership of, or teamwork with, county CE personnel to identify and reach a broad range of clientele.
- Range of educational methods used, with new or improved educational methods utilized.
- Use by county CE personnel and/or clientele of information or educational products developed (e.g., publications, audio-visual packages, software).
- Change in clientele or industry practices as a result of educational efforts.

It is important to evaluate the quality of the appointee's program and its effect on society within the context of the job description.

b. Resident instruction

The extent of involvement in resident instruction will vary depending upon the level of I&R appointment and the instructional needs of the department as defined by the chair, but generally will involve responsibility for an academic class and mentoring of graduate students.

The departmental letter and supporting documentation should address the nature, level, and success of the candidate's involvement in resident instruction. Promotion actions also require peer evaluations of teaching effectiveness. Other indicators of involvement in academic instruction include student advising, assessments of graduate student mentoring, service on qualifying examinations, thesis committee service, and publications done in collaboration with students.

2. Research and/or creative activity

Research and creative activity carried out by a Specialist in CE with a professorial title is aimed at resolution of existing or potentially significant issues or problems in California, although the problems may extend outside the State. Such problems and issues often are identified by CE county advisors and clientele groups. Collaboration and cooperation with AES and professorial faculty, with other Specialists in CE, and with CE Advisors is usual. The research is expected to provide important new insights or approaches to the solution of problems. Activities should be of high quality and exhibit scientific rigor, originality, innovation, and creativity. Because of the problem-solving or mission orientation of research in CE, and the need to reach appropriate clientele, appointees are expected to publish in a variety of technical, semitechnical, or popular outlets to communicate effectively with a user audience.

To fulfill the research component of the I&R appointment, appointees will be expected to engage in concept-building research. It is expected that the appointees will link the two types of research (concept-building and applied) and use both to further the accomplishments in extending knowledge and outreach.

Examples of dossier information that indicates performance and accomplishment include:

- Publication of research and/or creative activity in appropriate outlets, including peer-reviewed journals and shared authorship papers.
- Leadership in research and/or creative activity.
- Cooperation with others in addressing problems and opportunities.
- New technology, practices, or adaptations developed as a result of research activities.
- Level of difficulty or challenge in the problem addressed.
- Relationship of research and/or creative activity to overall program priorities and goals.

It is important to evaluate the quality of the appointee's program and its effect on society within the context of the job description.

3. Professional competence

The expectations for professional competence for Specialists in CE with an I&R appointment are similar to other academic members of the University of California, as are expectations of participation in the activities of appropriate professional and scientific societies. Information that indicates performance, growth, and accomplishment includes:

- Contribution to programmatic, administrative, or organizational direction and leadership.
- Commitment and effectiveness in development and maintenance of productive cooperative relationships (e.g., committee service, workgroup participation).
- Effectiveness in developing and maintaining liaison and cooperative working partnership among CE, other University colleagues, interest groups, research agencies, and others involved in the program.
- Effort and effectiveness in aiding and counseling peers and non-peers.
- Type and degree of participation in disciplinary and professional societies.
- Professional competence or recognition, including awards, honors, fellowships, grants, peer and non-peer respect, collegial testimony.

4. Service

Specialists in CE with an I&R appointment are expected to serve on the same general types of committees as other campus-based academics. In addition, appointees typically provide liaison between campus-based research and off-campus technology users. This role may require that appointees work with agencies, organizations, industry groups, and CE Advisors to coordinate cooperative projects and maintain relationships with both external and internal groups.

* Professorial appointments are referred to as "instruction and research" (I&R) positions. Hence, split appointments are colloquially referred to as I&R/CE appointments.