

**Proposal for UC Riverside local title: Professor of Cooperative Extension X**

**From:** Louis Santiago <[santiago@ucr.edu](mailto:santiago@ucr.edu)>  
**Sent:** Friday, February 7, 2020 11:32 AM  
**To:** [dylan.rodriquez@ucr.edu](mailto:dylan.rodriquez@ucr.edu); Cherysa P Cortez <[cherysa.cortez@ucr.edu](mailto:cherysa.cortez@ucr.edu)>; Senate <[senate@ucr.edu](mailto:senate@ucr.edu)>  
**Cc:** Michelle Butler <[michelle.butler@ucr.edu](mailto:michelle.butler@ucr.edu)>  
**Subject:** Fwd: CE Specialist request

Dear Dylan,

Please find the attached request for creating a new title for Cooperative Extension Specialists.

Thank you,

Louis Santiago  
Professor of Botany & Plant Sciences  
Chair, CNAS Executive Committee  
3113 Batchelor Hall  
x2-4951

Begin forwarded message:

**From:** CNASDEAN <[cnasdean@ucr.edu](mailto:cnasdean@ucr.edu)>  
**Subject:** **CE Specialist request**  
**Date:** February 7, 2020 at 9:27:49 AM PST  
**To:** Louis S Santiago <[louis.santiago@ucr.edu](mailto:louis.santiago@ucr.edu)>  
**Cc:** CNASDEAN <[cnasdean@ucr.edu](mailto:cnasdean@ucr.edu)>, Agdean <[agdean@ucr.edu](mailto:agdean@ucr.edu)>, Rachel Alvarez <[rachel.alvarez@ucr.edu](mailto:rachel.alvarez@ucr.edu)>

Dear Lou,

With this email, we request the creation of a title that recognizes and value the research and outreach contributions of Cooperative Extension specialists in CNAS. Specifically, we request that the local title of UC Riverside Professor of Cooperative Extension X (where X is the name of the discipline or specialty) be created for those individuals appointed as UC Cooperative Extension Specialists at UC Riverside.

The proposed action for a local title received unanimous approval from the CNAS Executive Committee on January 21, 2020. Thus, we have forwarded this request onto the Provost, who has the authority to create local titles.

We now ask that the CNAS Executive Committee Chair transmit this request onto the UCR Division of the Academic Senate.

**Kathryn Uhrich, Ph.D.**  
*Dean, College of Natural and Agricultural Sciences*  
Professor, Chemistry

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## THE SPECIALIST IN CE

The Specialist in Cooperative Extension series is used for academic appointees in Cooperative Extension who are qualified by formal education and/or experience to conduct educational activities and mission oriented research in their area of specialty and who have responsibility for the interpretation, adaptation, and transmission of the results of relevant research. The Specialist in CE serves as a resource person to disseminate and instruct clientele on up-to-date information and research needs in his/her area of specialization. Clientele can be broadly defined to include commodity producers and growers, governmental and regulatory officers, policy makers, institutions, and UC County-based Advisors. Teaching of regular undergraduate or graduate courses is not a responsibility of this series; however, the Specialist in CE with an appropriate I&R FTE teaching component is expected to play a role in resident instruction and graduate education within academic departments. In addition, the Specialist in CE is expected to provide services to the University and private sectors and complement University educational programs, both on and off campus. The Specialist in CE is evaluated for merits and promotions based on their ability to meet these objectives when considered in total as defined in the UCR Addendum to the Call. Specialists in CE Series (see below). The series, like all other CE Academic titles, is unrepresented.

The Morrill Act of 1862 empowered the federal government to grant blocks of federal land to each state (30,000 acres for each member of the state's Congressional delegation) to sell and fund public universities for the benefit of agriculture and the mechanical arts. The University of California was created as the land-grant university for the state in 1868. The Hatch Act of 1887 gave federal funds to the land-grant universities to create Agricultural Experiment Stations. UC Riverside, the roots of which can be traced to the establishment of the Citrus Experiment Station in 1907, is one of the AES campuses in the UC system. The Cooperative Extension Specialists have been part of UC Division of Agriculture and Natural Resources since the establishment of the Cooperative Extension Service following the passage of the Smith-Lever Act by Congress in 1914. Although typically associated with Colleges that are part of the AES, the CE Specialists were not incorporated as members of academic departments until the early 1980s. Since that time, the CE Specialists have been integrated into the research, graduate education, service, and outreach missions of the departments. Individuals holding split CE/ I&R appointments have classroom teaching responsibilities that are expected of all professorial appointments.

In every state except California and Mississippi, individuals holding the title Cooperative Extension Specialist can also hold the title Professor. Of the 25 CE Specialists at UCR, we have individuals who hold CE Specialist titles, split I&R/ CE Specialist titles, split OR/ CE Specialist titles, or split I&R/ OR/ CE Specialist titles. Consequently, we have individuals who can hold professorial titles and others who cannot. In the area of applied research at UCR, the I&R faculty and the CE Specialists are recruited from the same pool of candidates, they attract graduate students from the same pool of applicants, and they place graduates in the same range of careers. Titles may appear to be a small thing, but when we have lost CE Specialists to other institutions, the title inequity did play a part in the decision to leave because it clearly signaled a second-class status within the institution.

## Proposal for UC Riverside local title: Professor of Cooperative Extension X

Currently, there are at least two local titles that are currently being used on the UCR campus. Current and former members of the Academy of Distinguished Teachers can use the title UC Riverside Distinguished Teaching Professor. LSOEs/LPSOEs can use the title Professor of Teaching. If it is possible, and accepted, to create a local title of Professor of Teaching, it should also be possible to create a local title Professor of Cooperative Extension X (where X is the name of the discipline or specialty). We are not proposing equivalent status for the CE Specialist title in the APM or membership in the Academic Senate. However, at the local level, we propose creation of a title that indicates that we recognize and value the research and outreach contributions of these individuals.

The title “Professor” is universally recognized nationally and internationally. The title Cooperative Extension Specialist is not. It is not commonly used outside of California. Individuals holding the CE Specialist title, particularly in the early stages of their careers when they are trying to establish networks of collaborators, write successful grant proposals, and develop professional reputations can be (and have been) perceived as technical support staff by those who do not recognize the title rather than highly skilled independent academics. Cooperative Extension can be confused with University Extension, which is much more common, but has a very different role and impact. The title Extension Specialist can get confused with Research Specialist which is a different title in the APM with very different expectations in job responsibilities. Creation of a local title may reduce impediments based on lack of familiarity and bring them into alignment with their national peers.

As a result of consultation with the Vice Provost for Academic Personnel, it has been established that the Provost has the authority to create the local titles and we will be working with his office to make the case. However, it would be a significant advantage if we can demonstrate that there is Senate support or comment for the proposal. The starting place for that action was unanimous approval of the request for establishment of the local title by the CNAS Executive Committee. The request for Senate comment will be transmitted to the Division by the CNAS Executive Committee.

### **Criteria for Merits, Appraisals, Promotions, Advancements or Quinquennial Reviews (from the UC Riverside Addendum to the Call. CE Specialists)**

A candidate for a merit increase, appraisal, promotion, advancement or quinquennial review in this series shall be evaluated by the following criteria. Individuals may not necessarily perform all activities in the sections suggested below; analyze the impact of those activities performed by the following indicators:

- (1) Performance in Extending Knowledge and Information - Specialists in CE must develop and conduct an educational program aimed at appropriate off-campus clientele groups. The Specialist in CE serves as a resource person to disseminate information and instruct clientele on up-to-date information and research in his/her area of specialization. Clientele include CE County Advisors, other Specialists in CE, AES researchers, growers, industry representatives, governmental agencies, and other end users. The Specialist in CE systemize knowledge, technologies, and

practices in their area of responsibility and disseminate this information through the use of leaflets, newsletters, bulletins, news releases, electronic media, etc., and also by presenting this information or arranging for its presentation at workshops, meetings, short courses, field demonstrations, and other educational programs. The program should extend knowledge and information to those clientele groups to assist them in their abilities to understand and address problems facing them. The program should serve the University's outreach mission. Outreach applies intellectual expertise to identify issues and communicate solutions within the community or society. Activities could include interaction with other Specialists in CE, Advisors, workgroups, and programs; developing and presenting educational materials; preparing and distributing newsletters to clientele groups; participating in meetings with clientele; working with public or private schools; teaching University Extension courses or short courses; developing and presenting in-service training courses; organizing and/or participating in workshops, field tours, or symposia.

- Effectiveness of training programs, leadership support, and cooperation provided to County CE personnel or 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, media releases, software, etc.)
- Use by colleagues, AES researchers, etc., of field problem definitions and related information
- Contribution to overall program analysis, planning, and accomplishment
- Change in clientele or industry practices as a result of educational efforts
- Design and use of systematic methods to assess social or economic benefit of activities or programs
- Effective leadership of, or teamwork with, County CE personnel to identify and reach a broad range of clientele

(2) Performance in Mission-Oriented Research and Creative Activity - Specialists in CE are expected to develop, conduct, and publish the results of applied research. Specialists in CE provide leadership for planning and coordination of research related to their area of specialization. They conduct and publish results of research directed toward resolution of significant issues or problems independently; in addition, they may work in collaboration with departmental researchers, other researchers, or CE personnel. The research should be reflected in a mix between technical non-refereed and technical refereed publications. Specialists in CE should have a program of applied mission-oriented research or creative work that supports the extending knowledge program. The term mission-oriented research describes that area in the research continuum that extends from basic research to the application or extension of research information. This research may be very applied in nature and has, as a goal, the solution of a problem facing society related to the production and

utilization of food, fiber, and natural resources, or in the area of human resources, in contrast to the goal of creating knowledge for the sake of a discipline. The publication outlets used should be appropriate for reaching the segments of society facing the problem dealt with, as well as other professionals seeking solutions for the problem. Activities may include publishing articles in popular and trade/industry magazines; writing articles for newspapers, radio, or visual media; developing computer software; writing newsletter articles; and publishing articles refereed or peer-reviewed in scholarly journals.

- Publication of research and/or creative activity in appropriate outlets, including peer-reviewed journals and shared authorship papers
- Ability to translate effectively disciplinary information to lay terms and vice versa
- Leadership in research and/or creative activity
- New technology, practices, or adaptations developed as a result of research activities; the role of the Specialist in shared or joint developments should be identified
- Relationship of research and/or creative activity to overall priorities and goals
- Letters of acceptance must be included for any refereed item listed as In Press.

**Difference List:**

For each co-authored item on the Difference List (excluding abstracts or reports), candidates should indicate whether they are the corresponding author, explain their role (a maximum of 3-4 sentences) in terms of both intellectual practical participation, and provide information about the collaborators (e.g., graduate student, post doc or technician; rank and institution of collaborator). It is acceptable to say member of collaborator's group where the exact rank may be unknown. For items co-authored with other senior investigators at either UCR or another institution, the candidate should indicate either their or their research group's percent effort, whichever is more appropriate.

- (3) Professional Competence and Activity (Review Panels, Professional Societies, Honors, Invited Presentations/Papers, National/International Recognition) - Specialists in CE are expected to regularly engage in professional activity which is directly related to their professional expertise and achievement. When possible, candidates listing presentations as "keynote," "plenary", or "distinguished" are encouraged to supply supporting material in the form of an invitation email/letter or conference program brochure. These items can be placed in Other Section in eFilePlus.

- 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) Fellowship and Extramural Grant Activity - as relevant and appropriate, the

candidate shall provide a list of all grant activity, including research grants, training grants, facilities grants, etc., listed on a separate page in the format shown in Attachment F of the Call. Examples of other types of grants that should be listed under this category include (but are not limited to) Divisional Senate Awards such as the Senate Omnibus Awards (travel only and/or research and travel), Senate CoR Fellowships, and Regents Faculty Fellowship and/or Development Awards. Under Award Status, use the following criteria: Current, Expired, Pending, Not Awarded (previously Declined/Denied) and Declined by Candidate.

For multi-investigator grants, indicate the candidate's role in the grant (PI, Co-PI, collaborator, consultant), the name of the PI (if not the candidate), the number and names of Co-PIs, UCR amount, and amount to candidate. If the candidate has shared PI status on a grant (e.g. if new dual PI status on NIH grants) choose Co-PI and explain dual PI status under comments. Any grant agency acronyms should be clearly identified.

- (5) University and Public Service - Specialists in CE are expected to serve on committees at the department, College or School, campus, regional, system-wide, and national levels. They provide leadership for education of the public regarding issues relevant to their area of expertise, maintain liaison, and respond to county, State and federal agencies, industry organizations, and related external groups. They participate in the affairs of appropriate professional societies and funding agencies and review research proposals, journal manuscripts, and publications in their area of expertise. Specialists in CE are evaluated on both the amount and the quality of their service to the department, the College or School, the campus, the University, and the public, with particular attention to that service which is directly related to their professional expertise and achievement. Information should be listed only once and as much as possible, organized by activity in chronological order, including beginning and ending year(s) of participation and the candidate's role (e.g. Chair, member, co-Chair and other), rather than repeating an activity. List department, college or school, Senate, administrative and systemwide service under separate categories. Ad hoc committee service (without revealing the name of the candidate) should be listed under Senate service.

- 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, etc.)
- Specialist's institutional leadership, exercise of peer responsibilities, and effectiveness in developing and maintaining cooperative efforts among researchers, industry, citizens, CE staff, and others
- Effectiveness in developing and maintaining liaison and cooperative

working partnership between CE, industry, research agencies, and others involved in the program

- Effort and effectiveness in aiding and counseling peers and non-peers

(6) Extension Activity - The checklists for merit, appraisal, promotion, advancement or quinquennial review actions include a section entitled “Extension Activity.” This section should include:

- Interaction with other Specialists in CE, Advisors, workgroups, and programs, which result in activities such as development and presentation of educational materials
- Preparation and distribution of newsletters to clientele groups
- Participation in meetings with clientele
- Work with public or private schools
- Instruction of University Extension courses or short courses
- Development and presentation of in-service training courses
- Organization and/or participation in workshops, short courses, field tours, or symposia

Include those activities which educate CE Advisors or other clientele groups to serve County, regional, institutional, or industry needs. Evidence of accomplishments would include preparation of publications directed to user groups and decision-makers in agricultural and natural resources and to consumer groups; establishment of computer networks; and preparation of films, videotapes, slide sets, etc. Do not repeat those items which are listed under Professional Activity and University/Public Service.

(7) Specialists in CE with a Professorial (I&R) Title - In addition to the responsibilities normally associated with Specialists in CE, those holding fractional I&R appointments are expected to play a role in resident instruction and graduate education within academic departments. The extent of involvement will vary depending upon the percent of I&R appointment, but generally will involve responsibility for an academic class. Clearly demonstrated evidence of high quality in teaching is an essential criterion for appointment, advancement, or promotion. More than one kind of evidence should accompany each file. For examples of evidence for teaching effectiveness, see APM 210-1-d-(1). Additionally, the research component of an I&R appointment carries with it an expectation of concept-oriented or basic research. The expected degree of accomplishment in this area also will vary depending upon the percent of I&R appointment. This type of appointment will require review by the CAP (for the I&R portion of the appointment), and final authority is with the Chancellor for appointments at Assistant IV and above.

(8) Specialists in CE with an Agronomist (OR) Title - The goals of the Specialist in CE component of an appointment of a person with a split CE/OR appointment are



parallel to the missions of the AES and may overlap them. The goal of the Specialist in CE is to develop and conduct a research-based education program aimed at appropriate clientele groups off-campus. On the other hand, the role for the AES component of the appointment is to carry out research or other creative activity, the work being aligned to the mission of the AES. Research done for the CE portion of the appointment in many cases may be identical to the research done for the AES portion of the appointment, as the mission of the AES may align well with the academic direction of the appointee's discipline and outreach program.

However, work for the AES in some cases may differ substantially in content. An AES appointee is also expected to teach and perform other outreach activities, but the purpose of these activities is to provide people and groups served by the mission of the AES with information derived from or related to the research of the appointee. This teaching may occur on or off-campus. Frequently, a person with a split appointment may use research-based information from the AES portion of the appointment in his or her Extension teaching. Professional competence activities of the AES portion should serve the academic discipline in a way appropriate to the professional interests and skills of the appointee. The professional competence activities for the AES portion of a split appointment clearly overlap with the professional competence activities of the CE portion of the appointment. In a similar way, the service component of an AES appointment is guided by the organizational needs of the AES and the needs of the clientele as they relate to the mission of the AES. The service work for the CE portion of an appointment may overlap considerably with the service work done for the AES portion of the appointment because both are based upon the research competence of the appointee and organizational needs of the University and the community.

It should be clear to persons with split FTE appointments and to those evaluating accomplishments of those persons, that the goals and missions of both components of a split FTE appointment must be met, whether they are met by identical or discrete accomplishment. Specialists in CE holding fractional OR appointments will be expected to have one or more Agricultural Experiment Station (AES) projects supported by Federal and State funds earmarked for mission-oriented research, both basic and applied, and consistent with the academic plan and mission of the College or School, as well as the California AES.

Although reviewers shall be rigorous and objective in evaluating a candidate's qualifications within the established criteria, reviewers shall exercise reasonable flexibility in balancing, when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another area. However, this balance may not be achieved by an absence of performance in any of the specified areas. In order to achieve a synergy, the partial appointments in each series have to be realistically evaluated with an eye toward encouraging the synergy. A merit increase or promotion is based on individual qualifications and meritorious performance and is not automatic after a stated

number of years of service.

The University of California is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process (APM 210-1-d). The new language added on July 1, 2015 does not add a fourth category of evaluation, but seeks to recognize contributions to equal opportunity and diversity within the existing categories of research, teaching, and service.