

340-4 **Definition**

Continuing Educator titles are for University Extension (UNEX) appointees who, as professional educators of lifelong learners, represent the University in serving the public through planning, coordinating, and implementing continuing education programs, classes, conferences, short courses, discussion groups, and lectures. They may also produce fine arts events, films, television productions, and other media programs. In addition, they may extend the resources of the University through UC/industry/government collaboratives.

By exception, the Chancellor may authorize use of the Continuing Educator titles in departments or units outside University Extension.

340-8 **Levels**

Appointments may be made to levels I - III.

340-10 **Criteria for Appointment**

a. Criteria for Appointment to Titles at All Levels

The criteria for appointment to titles at all levels will include the appropriate academic and/or professional background and experience. Normally the appointee should have received the highest level terminal professional degree (e.g., MBA, MFA, MPH) or academic doctorate in the programmatic area. The Dean may also require demonstrated significant professional achievement in the particular programmatic field.

b. Criteria for Evaluating Performance at All Levels

- (1) Academic planning and curriculum development
- (2) Program administration/management/marketing
- (3) Human resource management and development
- (4) Professional competence
- (5) University and public service

See Appendix A for description of criteria for appointment and merit increases.

c. Criteria for Appointment to a Specific Level

A determination of the appropriate level for an appointment or for a change in level shall take into consideration such factors as program size and complexity.

Criteria may include the following:

Program Scope – measured by the size of programs (numbers of courses/programs/events/community meetings, enrollments, revenue, etc.); number and level of support staff directly reporting to the Continuing Educator; and the programmatic infrastructure (e.g., computer or scientific laboratories; sound stages; television studio);

Program Complexity – for example, whether programs are unique to Extension, whether there is an established curriculum in the field or courses that are equivalent to regular University courses, whether programs are subject to external accreditation review;

Interface with UC faculty and/or with industry sectors - the kinds and diversity of professional and academic relationships that need to be managed in order to assure the success of the assigned activities.

Evaluators may consider the independent coordination of a broad network of affiliated programs as equal in complexity to the management of a large University organization with many professional support staff. Consistent with campus and University-wide norms and objective external data for comparable positions in both the private and public sectors, the criteria for differentiating appointment among levels and within each level may include, but are not limited to, the size and the scale of the program, the relative complexity of responsibilities, management of risk, how responsibilities correlate with priorities relative to Extension-specific, campus-wide, or multi-campus missions, and the degree of authorized autonomy.

(1) Continuing Educator I

This level is intended for individuals with responsibility for programs that are relatively simple in their organization and that may be administered with a small support staff, or where local University or community activities have a limited breadth or a narrow focus. The Continuing Educator I will typically receive general supervision.

(2) Continuing Educator II

This level is reserved for individuals with responsibility for programs of moderate complexity. Duties may include the independent planning and coordination of a program or programs with a moderately-sized support staff or, in a smaller unit, duties that encompass “cross program” or multi-program development/coordination.

(3) Continuing Educator III

This level is ordinarily reserved for individuals with extensive independent academic or administrative responsibility. Appointees at this level have primary responsibility for the administration, management, and coordination of large complex programs. Responsibilities may include the direction and supervision of a large professional staff and/or the administration of a program or programs with a broad interdisciplinary scope and/or innovative programs requiring a high level of professional knowledge and expertise. Appointment at this level requires demonstrated superior professional ability and attainment, evidence of professional achievement and outstanding accomplishment in job-related activities, and greater responsibilities than are typically delegated to Continuing Educators at lower levels. Continuing Educators at Level III will normally report directly to the Dean of University Extension or to the Dean’s designee (e.g., an associate dean).

340-17 **Terms of Service**

- a. An appointment is made on a fiscal-year basis.
- b. An appointment shall have a term of up to three years with a specified ending date. The Chancellor may grant exceptions to allow a term of up to five years. See [APM - 137](#), Non-Senate Academic Appointees/Term Appointments.
- c. A performance review shall precede any reappointment or merit increase. A performance review and associated salary recommendation shall take place at least every three years. If the position is to be continued, reappointment will be dependent upon positive evaluation of performance. Such review will take place during the final year of the current appointment.

340-18 Salary

- a. Salary ranges established for these titles are issued by the Office of the President. The salary rates within a range are derived from the Academic Standard Table of Pay Rates.
- b. There is no expectation of movement between levels without significant changes in the scope and complexity of the programs being administered.
- c. The Chancellor may authorize a non-base building incentive award program in recognition of exceptionally meritorious performance.

340-20 Conditions of Employment

- a. Appointees accrue sick leave in accordance with [APM - 710](#), Leaves of Absence/Sick Leave.
- b. Appointees accrue vacation leave in accordance with [APM - 730](#), Leaves of Absence/Vacation.
- c. Appointees are not eligible for sabbatical accrual or leave. Under [APM - 758](#), appointees are eligible to apply for leave with pay when the leave is in the interest of the University, when the leave will support an appointee's duties and professional development, and when funding is available from the source which provides the appointee's salary.
- d. Appointees may be laid off because of budgetary reasons, lack of work, or programmatic needs, as determined by the appropriate authority, and in compliance with [APM - 145](#), Non-Senate Academic Appointees/Layoff and Involuntary Reduction in Time. Separation following a fixed ending date is not considered a layoff.
- e. [APM - 150](#), Non-Senate Academic Appointees/Corrective Action and Dismissal, applies to this series.
- f. For grievances, see [APM - 140](#), Non-Senate Academic Appointees/Grievances.

340-24 **Authority**

The Chancellor is responsible for administering campus continuing education programs and is authorized to approve appointments, reappointments, merit increases, and changes in level.

July 1 shall normally be the effective date for a merit increase except that the Chancellor is authorized to approve another effective date.

340-80 **Review Procedures**

In accord with the provisions of Appendix A, each Chancellor shall establish review procedures for appointment, merit review and salary increase, and change in level, as appropriate to the needs and functions of the respective campus.

Criteria for Appointment and Merit Increases

Specific responsibilities and priorities should be established in a written job description for each Continuing Educator and approved by the respective administrative officer. Other responsibilities and priorities may be added subsequently.

Evaluation of performance is based on the criteria listed below, although not all criteria may be applicable to each Continuing Educator.

1. Academic Planning and Curriculum Development
 - a. Demonstrated mastery of the profession of continuing higher education including knowledge of educational methods and the ability to incorporate them appropriately in course development. For example, proficiency in using appropriate evaluative techniques for course instruction and content.
 - b. Knowledge of a particular subject matter as it relates to the development of curriculum for both individual courses and comprehensive programs comprising a series of courses.
 - c. Creativity and innovation in program development including originality in presenting subject matter in ways that promote effective learning.
 - d. Ability to assess continuing education needs and expectations of various clientele groups using market research and analytical methods and tools. Demonstrated ability to provide continuing education programs to non-traditional audiences.
 - e. Ability to develop an academic strategic plan and to implement the plan.
2. Program Administration/Management/Marketing
 - a. Development of effective working relationships with several constituencies that may include: University faculty, industry leaders, key advisors and experts from the public and private sectors, adult students, and course instructors.
 - b. Demonstration of skill in entrepreneurship and negotiation to achieve departmental goals with the most efficient use of resources. Development and management of comprehensive course and department budgets.

- c. Demonstrated ability to work with peers and support staff cooperatively and constructively to meet mutual goals and objectives. For example, demonstrated collaboration with Extension colleagues on interdisciplinary program development.
 - d. Demonstrated ability to work effectively and in compliance with pre-established program planning and implementation deadlines (e.g., promotion and publicity planning, course approvals, instructor compensation, travel requests, and purchasing).
 - e. Competence in writing and oral skills necessary to present ideas and to promote University programs and goals within the community (business, University, general public, government, etc.).
 - f. Ability to develop contract and grant proposals for extramural funding.
 - g. Success in overseeing the fulfillment of accreditation/licensure/credential requirements and in collaborating with agencies or associations to secure external certification.
3. Human Resource Management and Development
- a. Ability to supervise personnel successfully, to facilitate the resolution of personnel problems, and to support campus and department diversity goals.
 - b. Ability to support and foster the career development and training of University Extension staff.
 - c. Ability to identify, recruit, help prepare, and evaluate the most highly qualified instructors.
4. Professional Competence and Growth
- a. Demonstrated professional growth based on scholarly activity, such as research, publication, and leadership in professional, community, or governmental associations. Demonstrated professional competence, such as teaching within Extension, or, with the permission of the supervisor, giving an occasional lecture within another academic unit of the University.
 - b. Participation in professional development activities that enhance effectiveness and administrative abilities.

5. University and Public Service
 - a. Significant and substantive contributions as leader or participant on departmental and campus committees and projects.
 - b. External recognition as a professional continuing educator through seminar and workshop leadership, consultant work, advisory group participation, publications, or service to professional groups.