UME
Curriculum
Vitae
Training

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Welcome to UMEs Curriculum Vitae Training

Before we begin – let's take a minute to familiarize yourself with the action buttons you will be utilizing throughout this training.

At any time during the training you can return to the beginning by clicking on the home button

To move forward or back one slide in the training click on the appropriate arrow buttons. Please note that if you jumped ahead in the presentation the buttons will take you to the next or previous slide in the natural order of the training.

To jump ahead in the presentation to a particular section of interest - look for the information button placed next to specific topics within the training

If you did jump ahead and want to go back to the pervious slide you viewed, which is not necessarily the pervious slide in the natural order of the training, click on the u-turn button

This training will provide you with a better understanding of:

the general guiding principle of CV development

the 4 major sections of UMDs CV Template

how your individual work fits within the CV template

And Where to find additional resources to help you develop your CV overtime

Your CV should represent your careers work in the most concise manner as possible.

This means that in certain sections of your CV you will want to document your work quantitatively as opposed to long narratives

And remember – your CV will evolve over time – often requiring the reworking of some sections.

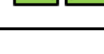Your CV is used to document your accomplishment in 3 major areas

Research

Teaching

Service

Guiding Principles

- UMD Template as Foundation
- Clarity of Message
- Concise and Succinct
- Accurately Reflects Breadth, Depth, and Quality of your Work
- No Duplication
- Integrity of Content

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As you are preparing your CV – keep in the mind the following:

You must use the University's CV template – as it is – do not add any of your own headings or subheadings

Make sure the information you are adding is clear and concise and that the information accurately reflects your work

Be careful not to duplicate information – it can appears as if you are trying to pad your CV

And Lastly – if you have any hesitations about documenting something on your CV – get a second opinion – if it doesn't feel right to you, it surely won't feel right to others who might be reviewing your CV.
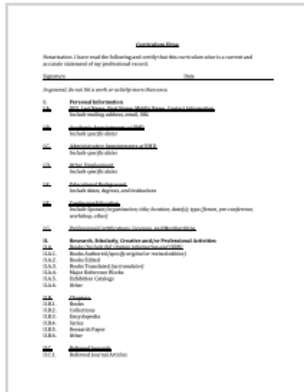
Before we get started on the specific section of the CV– let take look at some frequently asked questions on general CV preparation.

All CVs should be follow the the university's CV template.

This template can be found on UME answers

CV: General Questions

Has the look of the CV changed in the last few years?

YES! If you have not updated the format of your CV since 2015 you are using an outdated format.

April 2019 Update: II.H. Creative Works section has had some minor changes to the main heading and subheadings.

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Has the CV template changed since you started?

The university's CV template went through a major overhaul in 2015 – so if you haven't updated the format of your CV since 2015 – your CV is outdated.

This past the Office of faculty affairs conducted a review of the creative works section of the CV. The outcome of this review resulted in the removal of 10 subheading.

CV: General Questions

Should my CV be written in first or third person?

The CV is normally not written from any point of view. If you must refer to yourself, to clarify in your role in something, do it in third person using your last name or role.

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Should your CV be written in the first or third person point of view?

Normally a CV is not from any point of view. If you do find that you have to refer to yourself in your CV, possibly to clarify your role in something, use the 3rd person. Let's take a look at an example of this.

Here are 3 examples of the same grant proposal. In the first 2 citation, J. Lewis is list as a Co-PI and has a specific roll and funding allocation within the grant proposal. In the first citation he refers to himself through the use of his role or university title. In the second citation he refers to himself using his last name.

In the 3rd citation – J Lewis is not list as a Co-PI of record but does have a specific role within the grant proposal. In this case, since his name is not listed in the citation, he uses his last name when identifiying his role.

CV: General Questions

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Solutions in your community

Is there a particular citation style I need to follow?

In general, the style acceptable to your academic field is suitable for your CV .

UME has traditionally utilized **APA format** with is the style that is most commonly used across the social sciences.

UME Answers

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In general, your citation style should match what is accepted in your discipline.

UME has traditionally used the APA format for citations.

For more information on APA citations head over to UME Answers

CV: General Questions

Should I leave all the outline numbers and letters in the template if I don't have anything in a section?

YES – As you are building your CV over your career it could be helpful to keep all unused headings.

NO - You do not want to leave blank headings in a CV that you will be submitting as part of a promotion or proposal packet.

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Another common question is what to do with blank or empty heading and subheadings.

As you are building an TT or PTK promotion CV you may consider keeping your CV with all possible headings so that you do not have go back and add headings or subheading should you need them in future years.

You do not want blank or empty headings in a CV that is being submitted for promotion. If you do not have an entry under a particular heading or subheading, that heading or subheading should be deleted, and the numbering should be updated to follow in chronological order.

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CV: General Questions

Should I develop the CV in Chronological or Reverse Chronological Order?

The University template indicates that **either format is acceptable.**

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So what order do you list your citations?

The University template indicates that **either format, chronological or reverse chronological order is acceptable**. Stick with what you started with, and **use a single format throughout**. Be Consistent!

CV: General Questions

Is there a maximum length my CV should be?

Your CV should be *an accurate portrait of your accomplishments in as concise a manner as possible.* While a specific number of pages is not given on the template, length without content is not desired and will look like padding.

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Your CV should be *an accurate portrait of your accomplishments in as concise a manner as possible.* While a specific number of pages is not given on the template, the Provost's Office has indicated no more than 20 pages as a goal. Given that extension teaching sections tend to have a bit more information you may strive to have no more than 30 pages. Keep in mind- Length without substance is not what is wanted and will look like padding.

The final decision is yours. Your CV needs to tell your story in as few words and pages as possible.

Now to the Details!

4 Sections of the Curriculum Vitae

- Personal Information
- Research, Scholarly and Creative and/or Professional Activities
- Teaching, Extension, Mentoring and Advising
- Service and Outreach

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Before we dive into the 4 different sections of the CV – it should be stressed that the UMD CV template was developed with all disciplines in mind – with that said – it would be highly unlikely that any one person would have a citation in each and every heading and sub-heading within the CV. In fact, many faculty may only use 25% of the headings and sub-heading.

Let's start with what should be the easiest and quickest section to complete. Your personal information.

CV: Section I

I **Personal Information**

I.A. UID, Last Name, First Name, Middle Name, Contact Information

I.B. Academic Appointments at UMD

I.C. Administrative Appointments at UMD

I.D. Other Employment

I.E. Educational Background

I.F. Continuing Education

I.G. Professional Certifications, Licenses, and Memberships

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There are 7 heading within the Personal Information section –Let's take a look at each one, along with a few examples

Please note that all examples are just one suggested way of documenting your information

CV: Section I

I   Personal Information

I.A.   UID, Last Name, First Name, Middle Name, Contact Information

EXAMPLE

UID: 000000000000
Last, First
University of Maryland Extension
College of Agriculture and Natural Resources
Queen Anne's County Office
505 Railroad Ave, Suite 4
Centreville, MD 21617
Office Telephone: 410-758-0166
last@umd.edu
http://extension.umd.edu/queen-annes-county/agriculture

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In section IA make sure to include your UID along with all your contact information - to include your email and your personal or program websites (if you have any)

CV: Section I

I   Personal Information

<u>I.B.</u>   <u>Academic Appointments at UMD</u>

EXAMPLE

2007 – Present   Agent, Agriculture, University of Maryland
                            Extension
                            Senior Agent, Tenured – July 2013
                            Principal Agent – July 2019

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In IB be sure to include all academic appointments at UMD. Staff positions at UMD or Academic appointments at other institutions will go elsewhere in this section.

CV: Section I

I	Personal Information
I.C.	Administrative Appointments at UMD

EXAMPLE

2002-2013 County Extension Director-Caroline
University of Maryland Extension

2009-2011 County Extension Director-Cecil
University of Maryland Extension

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In 1C list any administrative appointments you have had at UMD.

These are official appointments that go through human resources – other tasks you may be asked to take on by the university or department will go in the service section of your CV

CV: Section I

I   **Personal Information**

I.D.   Other Employment

EXAMPLE

1993-Present   Vegetable Farmer
Lexington Park, Maryland

1996–2006   Agricultural Nutrient Management Advisor
University of Maryland Extension, XXX County

1994-1996   Graduate Research Assistant, Department of
Nutrition Science, Drexel University, Philadelphia,
Pennsylvania

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In ID - List other employment – current and past. There is no need to go into any detail about your other employment other then the time period you were employed, your position and employer. You may also want to limit the types of employment you list here to those that were of significant length of time or where more in line with your current role. You may not want to include the summer you scooped ice cream at friendly's

CV: Section I

I   **Personal Information**

I.E.   Educational Background

EXAMPLE

2009   PhD. Marine, Estuarine and Environmental Sciences
University of Maryland, College Park, MD

2004   M.S. Environmental Policy,
Bard College, Annandale-on-Hudson, NY

1998   B.S. Biology, University of Delaware, Newark, DE

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In IE list your formal education and degrees. You may choose to add the title of your thesis or dissertation if it wasn't published by your institution.

CV: Section I

I   **Personal Information**

I.F.   Continuing Education

EXAMPLE

1998–Present.   Pesticide in-service annual training, UMCP

1998–Present. Maryland Association of County Agricultural Agents Professional Improvement Conference

2019. Cultural Competency in Outreach and Community-Based Programs, preconference workshop. National Health Outreach Conference, Annapolis, MD

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In IF – continuing education – list those trainings that enhance your content area expertise

If you have been around for a long time – you may choose to list only the last 5 years of your continuing education

If you do the same continuing education training– make sure to group them and not list them separately

Lastly, do not include trainings that lead to a certification or license as you will document that certification or license in the next heading

CV: Section I

I   Personal Information

I.G.   Professional Certifications, Licenses, and Memberships

EXAMPLE

2017 – present. American Association for Family and Consumer Sciences (AAFCS), member

2000 – 2017. Hazard Analysis Critical Control Point (HACCP) Certification, Food & Drug Administration

1998 - 2017. 4H National Shooting Sports Instructor, National 4H Shooting Sports Organization.

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In IG list all certifications, licenses and memberships your currently hold

CV: Section I

Should I include key elements of my position description? If so, where?

NO! This is not appropriate in a CV.

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NO! This is not appropriate in a CV. For APT purposes this information is conveyed in the personal statement.

Yes! Your CV needs to be signed and dated. You are certifying that the materials you are presenting are a truthful and accurate portrayal of your work.

Let's move on the Section 2 – Research Scholarly and Creative and/or Professional activities

CV: Section II

Creative, intellectual work that is communicated and **validated by peers**. Scholarly work meets these five criteria:
- Created
- Integrated
- Applied
- Validated
- Adopted

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The most important thing to remember here is that the Activities within this section warrant critical review by your professional peers.

CV: Section II

It is important to critically evaluate entries to determine if they are in fact Scholarship and not Teaching or Service.

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It is important to critically evaluate all entries to determine if they are in fact scholarship and not teaching or service. In many cases, simply looking at your audience will help you make that determination.

CV: Section II

There should be a full citation for each work, inclusive of all authors in the order of publication, page numbers, and DOI, if available.

All of the works listed in this section should be numbered.

Check the template for additional guidelines for this section.

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For each of the headings listed in this section follow these guidelines:

List published works first, in either chronological order or its inverse, followed (or preceded) by works not yet published but accepted for publication.

If pre-print electronic publication (epub) exists, indicate and include URL and anticipated date of print publication.

Include page numbers as part of a complete citation for publications.

Make sure you are using appropriate sub-headings for authored vs. edited works and between refereed vs. non-refereed outlets.

How do I designate the lead author on a publication?

All authors should be listed in the order they appear on the publication.

When the work is a product of a large group (more than 10 authors), not all authors need be listed.

When working in teams, it is important to decide the authorship order at the start of the project.

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When documenting authorship

All authors should be listed in the order they appear on the publication.

When the work is a product of a large group (more than 10 authors), not all authors need be listed. Follow APA citation formatting suggestions here.

:Lastly, when working in teams, it is important to decide the authorship order at the start of the project.

CV: Section II

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II. Research, Scholarly, Creative and/or Professional Activities

II.A. Books
II.B. Chapters
II.C. Refereed Journals
II.D. Published Conference Proceedings
II.E. Conferences, Workshops, and Talks
II.F. Professional and Extension Publications
II.G. Book Reviews, Notes, and Other Contributions
II.H. Completed Creative Works and Scholarship
II.I. Significant Works in Public Media
II.J. Sponsored Research and Programs – Administered by the Office of Research Administration (ORA)
II.K. Gifts, and Funded Research not administered by ORA
II.L. Centers for Research, Scholarship, and Creative Activities
II.M. Patents
II.N. Entrepreneurial, Technology Transfer, and Public Engagement Activities
II.O. Other Research / Scholarship / Creative Activities
II.P. Research Fellowships, Prizes and Awards

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There are 16 headings in this section of the CV.

As we move through the various headings – you will be provided with some APA formatting suggestions along with some examples. Specific attention will be focused on those headings more commonly used by UME faculty.

Please note that The terms Refereed and non-refereed are equivalent to the terms peer-reviewed and non-peer reviewed, respectively

CV: Section II

II.A.   Books
II.A.1.   Books Authored
II.A.2.   Books Edited
II.A.3.   Books Translated
II.A.4.   Major Reference Works
II.A.5.   Exhibition Catalogs
II.A.6.   Other

FORMAT

Last, F. M. (Year Published) *Book*. City, State: Publisher.

EXAMPLE

Rowling, J.K. (2001). *Harry Potter and the sorcerer's stone.* London: Bloomsbury Children's.

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IIA Documents books and major reference works. If your thesis or dissertation was published it would go in this section under the "other" sub-heading.

CV: Section II

II.B.	Chapters
II.B.1.	Books
II.B.2.	Collections
II.B.3.	Encyclopedia
II.B.4.	Series
II.B.5.	Research Paper
II.B.6.	Other

FORMAT

Last, F. M. (Year Published). Title of chapter In F. M. Last Editor (Ed.), *Title of book/anthology* (pp. Pages). Publisher City, State: Publisher.

EXAMPLE

Hemingway, E. (1999). The killers. In J. Updike & K. Kenison (Eds.), *The best American short stories of the century* (pp.78-80). Boston, MA: Houghton Mifflin.

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IIB documents chapters within larger published works you have written.

CV: Section II

II.C. Refereed Journals
II.C.1. Refereed Journal Articles
II.C.2. Invited Reviews of Journal Articles
II.C.3. Perspectives, Opinions, and Letters
II.C.4. Other

FORMAT

Last, F. M., & Last, F. M. (Year Published). Article title. *Journal Name*, *Volume*(Issue), pp. Pages.

EXAMPLE

Jacoby, W. G. (1994). Public attitudes toward government spending. *American Journal of Political Science*, *38*(2), 336-361.

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IIC documents items you have published in REFEREED journals.

One Point of clarification here:

IIC2 – invited reviews of journal articles – refers to the publishing of a review one has written about a journal article – it is not the review and editing of a article for a journal - this activity actually falls under service..

CV: Section II

I have a journal article in press. Can I include it in my CV?

YES! an article that is 'in press' can be listed in your CV. The key is the article must be **accepted**. The manual states that unpublished items should be listed after the published items and should have "in-press" listed instead of a date.

If pre-print electronic publication (epub) exists, indicate and include URL and anticipated date of print publication.

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 an article that is 'in press' can be listed in your CV. The key is the article must be **accepted**. In press = approved and accepted with a publication date.

The manual states that unpublished items should be listed after the published items and should have "in-press" listed instead of a date.

If pre-print electronic publication (epub) exists, indicate and include URL and anticipated date of print publication.

CV: Section II

I have submitted a journal article for publication, but I have not received notification of acceptance. Can I include it?

NO! A submitted article can not be included in your CV.

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It is not appropriate to include simply submitted articles in a CV. An article must be accepted with a future publication date.

CV: Section II

II.D. Published Conference Proceedings
II.D.1. Refereed Conference Proceedings
II.D.2. Non-Refereed Conference Proceedings
II.C.3. Other

FORMAT

Author. (Year). *Title*. In Editor (Ed.), Paper presented at Title of Conference (pages). Place of Publication: Publisher.

EXAMPLE

Hayes, R. & Murray, I. (2004). *Consumers and Product Prices.* In P. D. Garcia, Paper presented at the 7th Annual Conference on Business Management: Industry Trends (pp. 7-10). Detroit, MI: Craig.

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IID documents conference proceedings - A conference proceeding is the **published record of a conference, congress, symposium, or other meeting sponsored by a society or association**, usually but not necessarily including abstracts or reports of papers presented by the participants.

A conference proceedings is not the print or online conference schedule or booklet.

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CV: Section II

II.E. Conferences, Workshops, and Talks
II.E.1. Keynotes
II.E.2. Invited Talks
II.E.3. Refereed Presentations
II.E.4. Refereed Workshop Papers
II.E.5. Refereed Abstracts
II.E.6. Refereed Posters
II.E.7. Refereed Panels
II.E.8. Non-Refereed Presentations
II.E.9. Non-Refereed Workshop Papers
II.E.10. Non-Refereed Abstracts
II.E.11. Non-Refereed Posters
II.E.12. Non-Refereed Panels
II.E.13. Symposia
II.E.14. Workshops
II.E.15. Colloquia
II.E.16. Other

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IIE documents presentations, abstracts, posters, workshops etc, that are part of a flagship conference for your profession. This is often the section where many UME faculty members mistake teaching events for scholarly presentations. As mentioned earlier – usually identifying the audience will let you know whether or not something is a teaching event or a presentation to your professional peers.

Here you are provided Formatting suggestion and example for !!E

CV: Section II

My team and I had a refereed presentation abstract for an upcoming professional conference accepted. I will be the one person traveling to present the work of the team. How does this get documented?

Each member of the team would cite the abstract in IIE5. Refereed Abstracts but only you would cite the presentation of the work in IIE3. Refereed Presentations

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Each member of the team would cite the abstract in IIE5. Refereed Abstracts but only you would cite the presentation of the work in IIE3. Refereed Presentations

Keep in mind 2 things:

First – the abstract and presentation are two different scholarly products and can both be listed in a CV – this is not double

counting.

Second – only those individuals who physically stand in front of an audience and present can be listed in the presentation citation.

CV: Section II

II.F. Professional and Extension Publications
II.F.1. Reports and Non-Refereed Monographs
II.F.2. Pre-print / Working Paper
II.F.3. Legal Briefs
II.F.4. Policy Briefs
II.F.5. Refereed Extension Publications
II.F.6. Non-Refereed Extension Publications
II.F.7. Refereed Curricula
II.F.8. Non-Refereed Curriculum
II.F.9. Non-Refereed Journal Articles
II.F.10. Other

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IIF documents Professional Publication and Extension Publications

CV: Section II

FORMAT

Author Last Name, First Initial. (Year). *Title of Extension Publication (Pub#)*. Publisher, Location. # pages.

EXAMPLE

Moyle, J. R., Rhodes, J. L., McCrea, B., Tabler, T.,& Clark, F. D. (2014). *Rodent Control on Small Poultry Farms (FS-985)*. University of Maryland Extension, College Park, MD. 4 pages.

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Here you are provided with a Formatting suggestion and example for extension publication under !!F

Just as with all publications - UME publications have to be accepted with a publication date before they can be documented on your CV

CV: Section II

II.G.	Book Reviews, Notes, and Other Contributions
II.G.1.	Book Reviews
II.G.2.	Essays
II.G.3.	Notes
II.G.4.	Manuals
II.G.5.	Other

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IIG Documents book reviews, notes an other contributions. This section is not often used by UME faculty.

CV: Section II

II.H.	Completed Creative Works and Scholarship
II.H.1.	Datasets
II.H.2.	Constructed Projects, Original Plans and Designs
II.H.3.	Demonstrations
II.H.4.	Inventions
II.H.5.	Software and Applications
II.H.6.	Websites
II.H.7.	Exhibitions and Installations, Solo
II.H.8.	Exhibitions and Installations, Group
II.H.9.	Performing Arts
II.H.10.	Costume, Stage, Multimedia, and Theatrical Design
II.H.11.	Graphic Design
II.H.12.	Choreography
II.H.13.	Works of Creative Writing
II.H.14.	Film, Video, and Multimedia
II.H.15.	Vocal or Movement Design
II.H.16.	Citations and Reviews
II.H.17.	Other

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As mentioned earlier in this presentation IIH -completed creative works and scholarship – was revised in April 2019. The revision removed 10 sub-headings that stakeholders in the appropriate disciplines deemed unnecessary or inappropriate.

Keeping in mind that the activities that fall in this section must undergo critical peer review – much of what we do in UME would not fall under this heading.

CV: Section II

I created a video on how to prune fruit trees and posted it on my county website. Where do I document this video?

Until your video goes through a formal external review by your professional peers – this video would be documented as an output in one of your major program areas within the Teaching, Extension, Mentoring and Advising section of the CV.

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UME faculty often create a variety of creative teaching materials for our clientele.

However, Until those materials go through a formal external review by our professional peers – those materials would be documented as an output of major program areas and this information would fall within the Teaching, Extension, Mentoring and Advising section of the CV

CV: Section II

II.I.	**Significant Works in Public Media**
II.I.1.	Explanatory, Investigative, or Long-Form Journalism
II.I.2.	Other Significant Journalism
II.I.3.	Commentary / Analysis
II.I.4.	Interactive Online Database
II.I.5.	Radio Series
II.I.6.	TV / Radio Broadcast
II.I.7.	Ongoing Articles / Columns in Newspapers
II.I.8.	Ongoing Articles / Columns in Magazines
II.I.9.	Ongoing Articles / Columns in Newsletters
II.I.10.	Other

III documents significant work in the public media – significant being the key word in this heading.

CV: Section II

II.J. Sponsored Research and Programs – Administered by the Office of Research Administration (ORA)
II.J.1. Grants
II.J.2. Contracts
II.J.3. Other

EXAMPLE

Jones, T. & Smith, J. (2011 – 2013). Incorporating Environmental Performance into Farm Business Decision Making through Market Signals. *USDA-CREES*. $250,000. $15,000 for agent to conduct outreach/education to Maryland farmers.

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IIJ documents grants and contracts that were processed through and administered by ORA.

In your citations – if you are not the sole PI on an award - be sure to briefly document your role in and financial portion of the award.

CV: Section II

II.K.   Gifts, and Funded Research not administered by ORA
II.K.1. Gifts
II.K.2. Community Capacity Building
II.K.3. Volunteer Contributions
II.K.4. Other

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IIK documents gifts and other funded research that does not go through ORA

Under IIK1 – Gifts document *solicited* sponsorships *and in-kind funds* you received for your programming.

Often in UME faculty have "grants" that are awarded to our local EACs or the UMD Foundation that do not go through ORA. Those "grants" could be documented her – be sure to indicate in the citations as to whether the award was "solicited" or "competitive"".

Under IIK2 – capacity building – list work you have done helping others receive external funding – in these cases you will not be listed as a co-pi on the grant and likely have no obligations to grant. In these citations Be sure to indicate the significance of your role in assisting the awardee.

In IIK3 - Volunteer contributions

List the combined hours and monetary value of volunteers that are a result of your direct program nnd management

Lastly,

You may choose to list competitive award under IIK4 other rather than under IIK1 gifts – again be sure to indicate in the citation that awards were "competitive" in nature

Point of clarification – it is not appropriate to document cost recovery that is generated through the charging of registrations.

Here you are provided with 3 different examples for heading IIK1 Gifts. The first citation indicating financial sponsorships over time for an annual program. The second identifying a competitive award that did not go through ORA and the third the highlighting support through equipment support.

CV: Section II

II.K.2.   Community Capacity Building

Wise, C. 2017 – 2018. *Drone Technology to increase crop yield.* $16,000. Maryland Soybean Board. Smith provided technical assistance, outreach, and guidance.

II.K.3.   Volunteer Contributions

Jones, A. (2010-2019). In-Kind donation of time for general 4-H volunteers, club leaders, fair volunteers, and volunteer camp staff (164,375 hrs). $4,676,130

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In the community capacity building example = C Wise, after receiving technical assistance from Smith, was awarded $16000 from the Maryland Soybean Board. This award is the sole responsibility of C Wise.

IIK3 highlights one way to document the contributions of your volunteers. If may choose to summarize all your data or if you have only been with UME for few years – you may choose to document years separately.   In either case be sure to include the number of hours of volunteer time and be careful to use use the appropriate *Independent Sector estimates for the hourly volunteer rate*

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Tables are not appropriate in a CV – each grant should be written out in a citation format.

CV: Section II

UNIVERSITY OF MARYLAND EXTENSION
Solutions in your community

I have a grant proposal that is currently being considered for funding, can I include it in my CV? What about grants that I applied for but were not funded?

NO! Only grants that have been accepted should go in your CV.

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Just as with publications - Grant proposals submitted or under review should not go into the CV - Only awarded grants should be included in your CV.

Unfunded grants should never go in your CV.

CV: Section II

II.L.   Centers for Research, Scholarship, and Creative Activities
II.L.1.   Centers Established
II.L.2.   Centers Directed
II.L.3.   Symposia Organized
II.L.4.   Other

II.M.   Patents
II.M.1.   Device
II.M.2.   Other

II.N.   Entrepreneurial, Technology Transfer, and Public Engagement Activities

II.O.   Other Research / Scholarship / Creative Activities

II.P.   Research Fellowships, Prizes and Awards

Of the last 5 heading in this section – only 1, IIP Research Fellowship, prizes and awards is often used by UME faculty members.

Under this heading – be sure to only list fellowship, prizes and awards that are a result of your scholarly work – awards for teaching and service have their own place within those sections of the CV.

Point of clarification – some UME faculty like to add lengthy research project descriptions under IIO – other Research, Scholarship and creative activities. It was not the intention of this section for faculty to write about research projects – it was intended to capture any scholarship not already captured in one of the many preceding headings or subheadings. Scholarship is about activities that are awarded and / or completed. If you are writing about a research project in this section – you have likely already documented something about the work from project under grants, presentations, journal articles and within your teaching sections.

Let's move on to section 3 of the CV – teaching, extension , mentoring and advising

Teaching, Extension, Mentoring and Advising

- Classes and workshops taught
- Formal mentoring relationships
- Academic advising
- One Heading for Extension Programs!

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This section documents the teaching and mentoring of all UMD faculty. There is one heading within this section that is specific for the work we in UME do.

9 headings in this section – let's take a look at them along with some UME specific examples.

CV: Section III

III.A.   Courses Taught

III.B.   Teaching Innovations
III.B.1. Major Programs Established
III.B.2. Education Abroad Established
III.B.3. Textbooks
III.B.4. Software, Applications, Online Education, etc.
III.B.5. Instructional Workshops and Seminars Established
III.B.6. Course or Curriculum Development
III.B.7. Teaching Modules
III.B.8. Other

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IIIA –courses taught - documents university or college undergraduate and graduate courses taught at UMD or other institution. Youi should be the instructor on record for the course.

IIIB - Teaching innovations – refer almost entirely to work within the larger university context.

UME faculty may have work fall under III6^ - course or curriculum Development or IIIB7 teaching modules

CV: Section II

I created my own curriculum and teaching activities for one of my major program areas. Can I list that under teaching innovations?

If you are the only person using the curriculum and activities in your teaching then you would list your work under teaching outputs in the appropriate major program.

Once other UME faculty are using your curriculum or activities then you can move it to the appropriate subheading under teaching innovations.

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CV: Section III

III.C.	Advising: Research or Clinical
III.C.1.	Undergraduate
III.C.2.	Master's
III.C.3.	Doctoral
III.C.4.	Post-doctoral
III.C.5.	Other Directed Research *(e.g. K-12 Interactions)*
III.D.	Mentorship
III.D.1.	Junior Faculty
III.D.2.	Other
III.E.	Advising: Other than Directed Research
III.E.1.	Undergraduate
III.E.2.	Master's
III.E.3.	Doctoral
III.E.4.	Post-doctoral
III.E.5.	Other Advising Activities

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IIIC documents the research or clinical advising of students. IIIE documents other advising of students. In both cases be sure to document the name of the student, academic years involved, institution if other than UMD, your role (were you an advisor, committee chair or member) and final placement of student.

When documenting mentorships in IIID make sure to include the name of the mentee, their academic rank or title and years mentored

Here you are provided with some examples for heading IIIC and IIID

CV: Section III

III.F.   Professional and Extension Education
III.F.1. Professional Programs Established
III.F.2. Major Extension Programs
III.F.3. Workshops
III.F.4. Guest Lectures
III.F.5. Extension Signature Programs
III.F.6. Extension Programs of Distinction
III.F.7. Other

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IIIF – is the section were faculty document their Professional education and extension education efforts

UME faculty should report their teaching under IIIF2 – Major extension programs or IIIF5 – Extension signature programs

2 point of clarification under this heading before discussing the the aforementioned headings.

Frist = UME faculty often document their teaching workshops under IIIF# - workshops – this is incorrect. All teaching should fall under IIIF2 or IIIF5. An example of an appropriate citation here would be a physics faculty member conducting a workshop for NASA engineers – in this example the physics faculty member, who normally would be teaching undergraduate or graduate students, is conducting a professional education workshop

Second – IIIF4 – guest lectures – refers to Presentations in traditional classes where you are a guest in someone else's university/college class

CV: Section III

III.F.   Professional and Extension Education
III.F.1.   Professional Programs Established
III.F.2.   Major Extension Programs
III.F.3.   Workshops
III.F.4.   Guest Lectures
III.F.5.   Extension Signature Programs
III.F.6.   Extension Programs of Distinction
III.F.7.   Other

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Now let's look at the 2 headings were UME faculty document their teaching efforts. IIIF2 – Major Extension Program and IIIF5 Extension Signature Programs.

As a UME faculty member – you do your teaching under what we call Major Extension Program Headings. Some faculty may have 1 major program area with a number of smaller minor program areas – some faculty may choose to divide their work into 2, 3 or 4 major program areas. How you divide your work is entirely up to you. You may find over time that your MPAs change – perhaps you combine 2, sunset 1, add a new programs. This is all reasonable.

One thing faculty should be very aware of is – if you find that there are a number of things you do (talks, presentations, consultations, etc) do not fall into one of your MPA – you need to ask yourself – should you have another MPA or should I stop doing this things that are not part of my programming.

Lasty,

The only difference b/t the two headings IIIF2 ad III5 is that you have a MEP that was awarded signature status. Those signature programs would be documented the same why you would document your other MEPs

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CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Very briefly describe the situation for the need for your programming.
Start at the National and/or State level; then County/cluster level.
Can also briefly describe how your program.

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Let's look how to document UME teaching. Keep in mind this is the section where UME faculty tend to be very narrative – remember we are looking for short and concise – how would you bullet your work?

You may choose to add a situation statement for your overall programming – this can include

A brief description for the need for your programming – start at the National and/or State level; then move to your County/cluster level. You Can then go on briefly describe how you program.

This should be one paragraph in length.

CV: Section III

III.F.2.   Major Extension Programs

Situation statement for overall programming

Agriculture is the number one industry in Maryland. The market value of crops is approximately $2.5 billion in the past few years. A variety of crops and livestock are produced on over 12,000 farms covering approximately 1.5 million acres. Major commodities are grain for the poultry industry, forage for dairy and equine industry, nursery for urban areas, and vegetables for processing and fresh market for the large mid Atlantic population. Caroline County ranks number 1 in market value of Agricultural products sold and is the major economic driver. Caroline County does not have a local television station and only periodically has a radio station. Internet service is marginal and slow in many areas of the county, but cell service is adequate through out. Farmland and the Chesapeake Bay are important resources to the state of Maryland. Production practices, pest management, and nutrient management are factors that can have an affect on resources and water quality. Agronomic producers face new or different issues annually such as new/resistant pest, changing climatic/growing conditions, new products, and new production research. Through research, education, and outreach, the Extension Agent addresses multiple needs with the goal of increasing profitability while conserving resources through cutting edge technologies and practices. The educational programs conducted by the Extension Agent include workshops, tours, demonstrations, field meetings, site visits, and lectures. These can be 1 hour presentations, 1/2 day sessions, full day programs, multiple presentation workshops, multiple day programs, and annual refresher programs. Some of these events are planned from start to finish by the extension agent who is responsible for every detail, while others may be organized by collaborating extension agents, sister agencies, or agricultural organizations and the extension agent just provides the educational program.

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Let's take a look at an example from the AG community.

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Agriculture is the number one industry in Maryland. The market value of crops is approximately $2.5 billion in the past few years. A variety of crops and livestock are produced on over 12,000 farms covering approximately 1.5 million acres. Major commodities are grain for the poultry industry, forage for dairy and equine industry, nursery for urban areas, and vegetables for processing and fresh market for the large mid Atlantic population. Caroline County ranks number 1 in market value of Agricultural products sold and is the major economic driver. Caroline County does not have a local television station and only periodically has a radio station. Internet service is marginal and slow in many areas of the county, but cell service is adequate through out. Farmland and the Chesapeake Bay are important resources to the state of Maryland. Production practices, pest management, and nutrient management are factors that can have an affect on resources and water quality. Agronomic producers face new or different issues annually such as new/resistant pest, changing climatic/growing conditions, new products, and new production research. Through research, education, and outreach, the Extension Agent addresses multiple needs with the goal of increasing profitability while conserving resources through cutting edge technologies and practices. The educational programs conducted by the Extension Agent include workshops, tours, demonstrations, field meetings, site visits, and lectures. These can be 1 hour presentations, 1/2 day sessions, full day programs, multiple presentation workshops, multiple day programs, and annual refresher programs. Some of these events are planned from start to finish by the extension agent who is responsible for every detail, while others may be organized by collaborating extension agents, sister agencies, or agricultural organizations and the extension agent just provides the educational program.

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You can see the 4 sentences of this paragraph describes the general AG situation across the state of Maryland.

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UNIVERSITY OF
MARYLAND
EXTENSION
Solutions in your community

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Agriculture is the number one industry in Maryland. The market value of crops is approximately $2.5 billion in the past few years. A variety of crops and livestock are produced on over 12,000 farms covering approximately 1.5 million acres. Major commodities are grain for the poultry industry, forage for dairy and equine industry, nursery for urban areas, and vegetables for processing and fresh market for the large mid Atlantic population. Caroline County ranks number 1 in market value of Agricultural products sold and is the major economic driver. Caroline County does not have a local television station and only periodically has a radio station. Internet service is marginal and slow in many areas of the county, but cell service is adequate through out. Farmland and the Chesapeake Bay are important resources to the state of Maryland. Production practices, pest management, and nutrient management are factors that can have an affect on resources and water quality. Agronomic producers face new or different issues annually such as new/resistant pest, changing climatic/growing conditions, new products, and new production research. Through research, education, and outreach, the Extension Agent addresses multiple needs with the goal of increasing profitability while conserving resources through cutting edge technologies and practices. The educational programs conducted by the Extension Agent include workshops, tours, demonstrations, field meetings, site visits, and lectures. These can be 1 hour presentations, 1/2 day sessions, full day programs, multiple presentation workshops, multiple day programs, and annual refresher programs. Some of these events are planned from start to finish by the extension agent who is responsible for every detail, while others may be organized by collaborating extension agents, sister agencies, or agricultural organizations and the extension agent just provides the educational program.

EXAMPLE

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The author then go on to describe the situation in their local area

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UNIVERSITY OF
MARYLAND
E X T E N S I O N
Solutions in your community

CV: Section III

EXAMPLE

III.F.2. Major Extension Programs

Situation statement for overall programming

Agriculture is the number one industry in Maryland. The market value of crops is approximately $2.5 billion in the past few years. A variety of crops and livestock are produced on over 12,000 farms covering approximately 1.5 million acres. Major commodities are grain for the poultry industry, forage for dairy and equine industry, nursery for urban areas, and vegetables for processing and fresh market for the large mid Atlantic population. Caroline County ranks number 1 in market value of Agricultural products sold and is the major economic driver. Caroline County does not have a local television station and only periodically has a radio station. Internet service is marginal and slow in many areas of the county, but cell service is adequate through out. Farmland and the Chesapeake Bay are important resources to the state of Maryland. Production practices, pest management, and nutrient management are factors that can have an affect on resources and water quality. Agronomic producers face new or different issues annually such as new/resistant pest, changing climatic/growing conditions, new products, and new production research. Through research, education, and outreach, the Extension Agent addresses multiple needs with the goal of increasing profitability while conserving resources through cutting edge technologies and practices. The educational programs conducted by the Extension Agent include workshops, tours, demonstrations, field meetings, site visits, and lectures. These can be 1 hour presentations, 1/2 day sessions, full day programs, multiple presentation workshops, multiple day programs, and annual refresher programs. Some of these events are planned from start to finish by the extension agent who is responsible for every detail, while others may be organized by collaborating extension agents, sister agencies, or agricultural organizations and the extension agent just provides the educational program.

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Finally, they conclude with the how they go about planning their progamming efforts.

CV: Section III

III.F.2.   Major Extension Programs

Situation statement for overall programming

Program #1 Title and summary information

- duration of time you have been implementing the program
- Number of participants that have gone through the program
- Hours it take you to implement the program

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Next you move on to your first major program area.

Here you will start by listing the title of the program are with some summary information.

Faculty often say they do not document the time it takes to deliver a program.   I would suggest that this is an important piece of information for those individual outside of UME who might be review your CV.

Take for example – the undergraduate course – ECON 101 – We know ECON 101 is a 3 credit course – and as such it meets 3 hours a week for 15 weeks – or 45 hours of lecture time. We also know, that according to the American faculty association the rule of thumb is **2-4 Hours of Prep for 1 Hour of Class – so an additional 90 to 180 hours of time spent by the faculty member on that course. In extension we do not a similar metric – so the more information we can provide about our effort – the better.**

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Program #1 Title and summary information

EXAMPLE

Grain Production with Cutting Edge Technology has been continually implemented since 1993, with an average participation of 315 producer participants annually (agricultural producers and agribusinesses representatives). This program takes 849 hours annually to implement.

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Let's go back to our AG example.   From the summary we know that this program has been in place for the last 26 years with an annual average of 315 participant and take the fauclty memer 849 hours annually to implement.

If you have less years in with UME – you may want to include a total number of participants rather than an annual average.

CV: Section III

III.F.2.   Major Extension Programs

Situation statement for overall programming

Program #1 Title and summary information
      Situation Statement

    Specific to your audience / location

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Next you will briefly describe the situation as it pertains to this topic, your specific audience and your location.

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Program #1 Title and summary information
Situation Statement

Caroline County produces approximately 130,000 acres of grain crops annually, with about 35% irrigated. There are approximately 395 full time farmers and 263 part time famers, with farm size ranging from 20 – 4000 acres. Similar to grain production anywhere in the world, pests are always evolving and management strategies need to evolve with them. Since 1993, when the extension agent started conventional tillage transitioned through minimum tillage to mostly no-tillage currently. Fertilizer and pesticide applications have transitioned to more precision applications with technically advanced equipment. According to USDA, farmer age is increasing, but what is not captured is younger farmers are farming the majority of the land. These younger agricultural producers are not as accustomed to attending formal meetings and expect answers to phone calls, text messages, and emails immediately. In 1993, One-on-One consultations were in an office or on the farm, and now they are on a cell phone, text message, or email.

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Note that this situation statement is shorter than the one for overall programming and focuses on the changing needs of the local audience in this particular content area.

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CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Program #1 Title
    Situation Statement
    Objectives
        • Measureable
        • Outcome and Impact specific

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The situation statement is followed by your programs major objective or objectives. Keep in mind that your objectives should be measurable and address the specific outcomes and impacts you want to see for your audience.

Let's take for example the following 2 Objectives:

More kids will eat vegetables

More kids will understand healthy eating

While Both objectives are measurable, and might be great objectives for an individual class, they say nothing abouit the overall objective of your program

A better Objective might be:

Childhood besity rates will decrease due to an increase understanding of healty eating practices amoung youth in carloline county.

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Program #1 Title
  Situation Statement
  Objectives

EXAMPLE

Objective:
To increase net return/acre, reduce nutrient loading, and sequester carbon through an integrated crop programs for wheat, barley, corn, canola, sorghum, soybeans, and cover crops.

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In our ag objective example – there is 1 economic and 2 environmental impacts (increased net return and carbon sequestion and reduced nutrient loading) being measured based on participants doing a certain behavior (integration of cropping programs).

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Program #1 Title
  Situation Statement
  Objectives
  Outputs
  • What did YOU do?
  • Bulleted quantitative list

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After objectives – list your teaching outputs

WHAT DID YOU DO? What did you create to help your participants learn?

Remember – if your program is part of a larger team program – you are only documenting your work.

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Program #1 Title
Situation Statement
Objectives
Outputs

Outputs:
• 280 Lectures/Presentations (~11 annually)
• 220 Workshops, Seminars, Field days, Tours, and Demonstrations organized (~9 annually)
• 17,655 One-on-One Consultations (~321 annually)
• 28 sets of handouts
• 50 power point presentations

EXAMPLE

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Let's look at the outputs of our AG agent.

Here you can see our agent delivered a number of presentation, organized events, and created or assembled unique teaching resources.

Remember this is the section that highlights WHAT YOU DID to create your education program and teach your clientele So don't forget things like

Other possible items:
• Newsletters
• websites
• Lesson plans
• Assessments
• Evaluations

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Program #1 Title
- *Situation Statement*
- *Objectives*
- *Outputs*
- *Outcomes*
    - What did your audience do as a result of your programming?
    - What will your audience to as a result of your programming?

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After outputs – you will document your outcomes.

Outcomes are those things or behaviors your audience did or changed as a result of your teaching. Obtaining true outcomes usually requires post programsurveying of parrticipants and for some program areas can take years to collect.

Since newer faculty, oten those with less than 5 years of service, will find themselves in the situation where they do not have true outcomes – they are encourage to document Audience intensions to change until they can survey those audiences to gather actual behavior change data

This outcome example highlights some AG and ENR outcomes

Remember, this is all about your clientele did as a result of your programming. This information is obtained for conducting end-of-program and post-program evaluations

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Program #1 Title
        Situation Statement
        Objectives
        Outputs
        Outcomes
        Impacts
        • What are the economic, environmental and/or social impacts of the outcomes from your programming.

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Finally – you will finish you MPA with the documentation of your Impacts.

What are the economic, environmental and / or social impacts of the outcomes of your programming.

Point of clarifications – if you are currently at the point in your programming where you can only document intended outcomes – will not be have any impacts to documents. And that's OK – for now – faculty with less than 5 yr service are not expected to have impacts.

CV: Section III

III.F.2. Major Extension Programs

Situation statement for overall programming

Program #1 Title
    Situation Statement
    Objectives
    Outputs
    Outcomes
    Impacts
    Impacts:
    • Participants reported $16,772,727 net increase in income
    • 320,619,115 lbs carbon sequestered
    • 800 lbs Nitrogen was keep from surface waters
    • 70 lbs phosphorus was keep from surface waters
    • Participants reported saving $2,489,005 in energy cost

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Here are some examples of impacts.

In some cases – you will be able to obtain this information from post-program surveys – and in other cases you will need to calculate the impact based on metrics obtained from scholarly research.

For example –the Chesapeake Stormwater network's scientific committee concluded that the implementation of one 55-gallon rain barrel on a home removes .07/lb of nitrogen from surface waters – so if your program particpants reported installing 1000 barrels as a result of your teaching – you can document the revmoveal of 7 lbs of nitrogen from surface waters annually.

CV: Section III

III.F.2.   Major Extension Programs

Situation statement for overall programming

Program #1 Title
       Situation Statement
       Objectives
       Outputs
       Outcomes
       Impacts

Program #2 Title
       Situation Statement
       etc

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Once your first MPA is completed – move on to your next MPS

CV: Section III

III.G.   Contribution to Learning Outcomes Assessment

III.H.   Other Teaching Activities

III.I.   Teaching Awards

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Finally to the last 3 headings of the Teaching, Extension, Mentoring and Advisiing sections

UME fauclty do not normally document anything in IIIG

In IIIH – Other teaching activities heading – you could document any other academic teaching you may do or have done that does not have a place somewhere else within the the section.

Lastly – document all your teaching award Under IIIi

The last section of the CV is the Service and outreach section

Service & Outreach

- Service to UME, AGNR, the University, professional organizations and local work in your community. It is important to identify your specific role with each service entry (i.e. secretary, chair, etc.), as well as the years served
- Supervision of others, including program assistants, volunteers, graduate students, interns

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In the section you are going to document your service to the university, your professional organizations and community.

You will also be able to document the supervision of other in this section

There are 7 heading within the Service and Outreach Section of the CV

Under 4A – document any editorships or reviewing activities you do.

CV: Section IV

IV.B.   Committees, Professional & Campus Service
IV.B.1.   Campus Service – Department
IV.B.2.   Campus Service – College
IV.B.3.   Campus Service – University
IV.B.4.   Campus Service – Special Administrative Assignment
IV.B.5.   Campus Service – Other
IV.B.6.   Inter-institutional and Regional
IV.B.7.   Offices and Committee Memberships
IV.B.8.   Leadership Roles in Meetings and Conferences
IV.B.9.   Other Non-University Committees, Memberships, Panels, etc.
IV.B.10. Other

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4B documents your service to the campus and your service to your professional associations.

A general rule of thumb – if your AED, PL or Dr Hanson asks you to serve – it's departmental service

If Dean B asks you to serve – it's college service

And if the provost of president asks you to serve – it's university service

Remember to include your role in the citation

An additional thing to consider - if you are doing a tabling event that is really more PR and Marketing activity = that event would go under service.

CV: Section IV

IV.C.   External Service and Consulting
IV.C.1. Community Engagements, Local, State, National, International
IV.C.2. International Activities
IV.C.3. Corporate and Other Board Memberships
IV.C.4. Entrepreneurial Activities
IV.C.5. Consultancies
IV.C.6. Other

IV.D.   Non-Research Presentations
IV.D.1. Outreach Presentations
IV.D.2. Other

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4C documents your external service and consulting

And 4D document non-research presentation (4D is typically used by faculty to traditionally do not work outside the university community (ie – the physics faculty member giving a presentation to his local garden club).

CV: Section IV

IV.E.	Media Contributions
IV.E.1.	Internet
IV.E.2.	TV
IV.E.3.	Radio
IV.E.4.	Digital Media
IV.E.5.	Print Media
IV.E.6.	Blogs
IV.E.7.	Feeds
IV.E.8.	Other
IV.F.	Community & Other Service
IV.G.	Service Awards and Honors

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4E documents your contributions to media –

These are the single events where you are contacted to be a participant, ie – called by and quoted in newspaper

In Summary…..

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Curriculum Vitae....

Your Extension Programs serve as the foundation for your CV

Scholarly work should grow and evolve out of your programs

Be sure CV is reflective of your program, your work, and what has been accomplished

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Resources @ UME

Faculty Resources & Policies

UME FACULTY – STAFF AFFAIRS PAGE

UME ANSWERS

SCHEDULE A CV CONSULATION (DEC 23 – JAN 9)

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