

# 2019 AFR and Faculty Reporting Training



December 2019



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Welcome to UMEs 2019 AFR and Faculty Reporting Training presentation

## Objectives

- All UME faculty will understand and implement the changes to UMEs 2019 AFR materials
- Tenured and Tenure-track faculty will report 2019 accomplishments to the UMD



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This training presentation has 2 objectives:

First that all UME faculty understand what materials, in their appropriate format, are expected to be submitted by Jan 15 2020.

And secondly, that UMEs T&TK Faculty understand the UMD reporting requirements that are due by March 13, 2020.

## 2019 AFR Changes

- UME will no longer require faculty to maintain 2 different CVs
- Faculty Self-Evaluation form has been modified
- Faculty will have to download and submit an Impact Statement Report



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This year UME has implemented a few changes in our AFR process as it pertains to the materials that faculty will submit on Jan 15<sup>th</sup> 2020. Rest assured, none of the AFR materials are new – they are just a bit modified.

I will start with explaining each change and then show a few examples of modifications.

So let's start with the CV.

## 2019 AFR Changes

- UME will no longer require faculty to maintain 2 different CVs

AFR CV	APT CV
Used for UMEs Annual Review	Used for UMDs Promotion Process

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In response to faculty complaints, UME will not longer require faculty to maintain 2 different CVs

Historically UME asked faculty who were in a promotion track to maintain 2 different CVs – one for their annual reviews – known as their AFR CV - and one for their promotion dossier – known as their APT CV.

## 2019 AFR Changes

- UME will no longer require faculty to maintain 2 different CVs

AFR CV	APT CV
Used for UMEs Annual Review	Used for UMDs Promotion Process
Official UMD Template +	Official UMD Template

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Both CVs required the use the University's official CV Template – the difference between the two templates was that the AFR CV template had an additional set of headings in the scholarship section that allowed faculty to document works in progress or under review.

## 2019 AFR Changes

- UME will no longer require faculty to maintain 2 different CVs

AFR CV	APT CV
Used for UMEs Annual Review	Used for UMDs Promotion Process
Official UMD Template +	Official UMD Template
Details, Details, Details and Minutia	Streamline citations and documentation
Very narrative and more qualitative	Limited narrative and more quantitative

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The biggest difference between the 2 CVs was the amount of information faculty put into the documents.

The AFR CVs allowed faculty to report all sorts of misc information about their citations and teaching programs – often they were very narrative and qualitative in nature.

The APT CV is a much more streamlined and concise document that is more quantitative in nature.

I want to clarify that the use of the words qualitative and quantitative are being used to describe how we document our work – not describe the type of research we do

## 2019 AFR Changes

- UME will no longer require faculty to maintain 2 different CVs

<del>AFR CV</del>	UMD CV
<del>Used for UME Annual Review</del>	Used for UMDs Promotion Process
<del>Official UME Template +</del>	Official UMD Template
<del>Details, Details, Details, Minutia</del>	Streamline citations and documentation
<del>Very narrative and more qualitative</del>	Limited narrative and more quantitative

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So the change for 2019 – the AFR CV no longer exists and the APT CV is now called your UMD CV – which is more appropriate, since this is actually the CV that is required of both TTK and PTK faculty for promotion.

## 2019 AFR Changes

- So where, if at all, does all the information from the old AFR CV go now?



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Now that we understand the CV changes – you might be wondering what to do with all the details from the old AFR CV – you may be questioning how your Program leader will know the specifics around your 2019 work and your works in progress.



# 2019 AFR Changes

- 2019 Faculty Self-Evaluations

<https://wiki.moo.umd.edu/display/umeanswers/Faculty+Staff+Evaluation?preview=/67272800/193200136/Faculty%20Self-Eval%20DRAF%20102119.docx>



UNIVERSITY OF MARYLAND EXTENSION 2019 FACULTY SELF-EVALUATION

**Instructions:** Please complete your self-evaluation in research, scholarly, creative, and professional activities, teaching, extension, mentoring, and advising, and service and outreach. The specific categories of research/scholarship, teaching, and service are the same as used in the University of Maryland curriculum vitae or <https://wiki.moo.umd.edu/display/umeanswers/cv>. The self-evaluation in all three of these categories should be aligned with expectations for the type of position (tenured faculty, untenured faculty, professional track faculty).

This self-evaluation form is used to give you input on your performance during 2019, specifically regarding items that are not typically included in your AFEP/CF or in discussions with your Program Leader or Area Director/Division/Extension Director/Program Director.

Within the appropriate categories of activities, teaching, service, and professional, list your:

- Significant local, state, national, and/or international accomplishments of the past year in research and scholarship, teaching, and service and other accomplishments as listed below that were cited in your CV.
- Research and Scholarship Section - List major accomplishments that were cited in your CV.
- Extension and Service Section - List major accomplishments that were cited in your CV.
- Teaching Section - List major accomplishments that were cited in your CV.
- Leadership Section - List major accomplishments that were cited in your CV.
- Professional Activities Section - List major accomplishments that were cited in your CV.

In the comments section, you can include any additional information not covered by these list categories. You can also include any professional support received from your Program Leader, Area/Division Director, Program Director, and/or other co-workers to help you to be more productive, provide high-quality service, and meet your professional goals. You are also encouraged to share the time with your Area Director/Extension Director/Division Director as well as the work and the previous year's evaluation. If you have any questions, please contact your Program Leader.

Evaluator Name: \_\_\_\_\_  
Evaluator Title: \_\_\_\_\_  
Program Area: \_\_\_\_\_

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This materials will now go into your annual faculty self-evaluation. This revised document can be found on UMEAnswers.

First and most noticeable – the document has been converted from a landscape format to a portrait format.

Please be sure to read the instructions on the first page to familiarize yourself with what is expected in this document.

Before we move on to a brief review each of the 4 major sections with examples, it should be stressed that the Faculty Self-evaluation is an important piece of your Annual Review – it gives you the opportunity to highlight your work and accomplishments. Use this document to remind your Program Leader of conversations you have had over the past year about your programming or other items – do not assume they will remember your successes, issues or any other nuances of your position and/or situation – PLs manage a lot of faculty – help yourself by helping them.

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

<b>Research, Scholarly, Creative, and/or Professional Activities</b>	
Items to consider: Books; journal articles; conferences, workshops, talks; publications; creative work; online databases, radio or TV broadcasts; newspaper, magazine, and newsletter columns; contracts and grants; and volunteer contributions.	
<b>2019 Significant Accomplishments</b>	
<b>2019 Submissions and Works in Progress (Provide the details with citations)</b>	
<b>2019 Major Challenges</b>	



Your self-evaluation starts with an assessment of the scholarship section of your CV

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

<b>Research, Scholarly, Creative, and/or Professional Activities</b>	
Items to consider: Books; journal articles; conferences, workshops, talks; publications; creative work; online databases, radio or TV broadcasts; newspaper, magazine, and newsletter columns; contracts and grants; and volunteer contributions.	
<b>2019 Significant Accomplishments</b>	<b>Summarize your work and expand on 3-4 major accomplishments that were cited in your CV</b>
<b>2019 Submissions and Works in Progress (Provide the details with citations)</b>	
<b>2019 Major Challenges</b>	

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In the first part of the scholarship section you may choose to summarize your work – how many grants did you have funded, what was the total of those grants, how many publications did you have published? How many peer reviewed presentations did you do? Take the time to highlight and expand on a few of your more notable citations.

## 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Research, Scholarly, Creative, and/or Professional Activities**

Items to consider: Books; journal articles; conferences, workshops, talks; publications; creative work; online databases, radio or TV broadcasts; newspaper, magazine, and newsletter columns; contracts and grants; and volunteer contributions.

<b>2019 Significant Accomplishments</b>	Expand on 3-4 major accomplishments that were cited in your CV
<b>2019 Submissions and Works in Progress (Provide the details with citations)</b>	<b>This may include grant proposals submitted and publications submitted, pending, under review, or other scholarly outputs that were not reported in your CV.</b>
<b>2019 Major Challenges</b>	

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The second part of the scholarship section is new – this is the section where you will document those scholarly items you are currently working on or are in submission – these items would not show up in your CV b/c they are not yet "complete".

Additionally, if within the same the same calendar year you submitted a grant, paper or presentation that was not accepted you may also choose to share that information with your PL.

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

<b>Research, Scholarly, Creative, and/or Professional Activities</b>	
Items to consider: Books; journal articles; conferences, workshops, talks; publications; creative work; online databases, radio or TV broadcasts; newspaper, magazine, and newsletter columns; contracts and grants; and volunteer contributions.	
<b>2019 Significant Accomplishments</b>	Expand on 3-4 major accomplishments that were cited in your CV
<b>2019 Submissions and Works in Progress (Provide the details with citations)</b>	This may include grant proposals submitted and publications submitted, pending, under review, or other scholarly outputs that were not reported in your CV.
<b>2019 Major Challenges</b>	<b>Reflect on challenges faced during this past year and what you learned from those challenges that will help you in your career and service to Maryland residents</b>

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The last part of this section, which is also the last part of each of the 4 sections asks you to reflect on challenges you may have had and how you handled those challenges. This is a good opportunity to explain why you may not have accomplished something you hoped to or had documented in your IEP

## Example



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Before we move on to the teaching section of the Faculty self-evaluation - let's go through a scholarship example moving from our old way of reporting to our new way of reporting. Given the restrictions of time and space the examples presented here are simple and abbreviated. The presenter has also taken some liberties with the materials, modifying and adding information as needed to make a point.



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# Scholarship Example

## Old AFR CV

**II. Research, Scholarly and Creative Activities**

**II.A. Refereed Journals**

**II.A.1. Refereed Journal Articles**

- Lewis, J., Fox, R., Gramsch, A., Lewis, J., Neville, M. (2019). Phases of nitrous oxide and nitrate from agricultural fields on the Delmarva Peninsula: N biogeochemistry and economics of field management. *Agriculture, Ecosystems and Environment*. Volume 234, 15 February 2019, pp. 162 – 178. Agent provided field locations, participated in field collections, processed experimental data and co-wrote the journal article.

**II.B. Conferences, Workshops, and Talks**

**II.B.1. Invited Talks**

- Lewis, J. (2019). Reduced soybean seeding rate using the Great Plains style precision drill. *National Association of County Agricultural Agents Professional Improvement Conference*. Orlando, FL.
- Lewis, J. (2019). Pesticide Residue and Personal Protective Equipment. *National Association of County Agricultural Agents Professional Improvement Conference*. Orlando, FL.
- Lewis, J. (2019). **Albion – 1st Year Management. Delaware FFA Meeting**. Harrington, DE. Agent gave a 45-minute presentation to 200 Agromunity faculty from across the nation. Agent developed a 30 slide ppt for the presentation.
- Lewis, J. (2019). **Twin Row Corn Production. Mid-Atlantic Certified Crop Adviser Training**. Ocean City, MD. Agent gave 10-minute presentation 300 Crop Advisers from the Mid-Atlantic region. Agent developed a 28 slide ppt for the presentation. Participants received 2 credits toward their certification.

**II.B.2. Refereed Presentations**


- Lewis, J. (2019). Reducing climate change and water quality impacts from grain production on Maryland's eastern shore. *Soil and Water Conservation Society International Annual Conference*. Lombard Illinois.
- Lewis, J. (2019). Evaluating fall season soybean maturity groups grown under irrigation. *National Association of County Agricultural Agents*. Santa Falls SD. Agent gave a 45-minute presentation to 200 Agromunity faculty from across the nation. Agent developed a 30 slide ppt for the presentation.
- Kochter, K., Gustafson, A., Bantrol-Young, D., Lewis, J., Fox, R., Fisher, T. (2019). **Chesapeake coastal SEES project: changing nitrate and nitrites in an atmosphere of nitrate and increasing environmental regulations. Ecological Society of America conference**. Baltimore MD. Co-Presemer. Agent co-presented a 20-minute presentation to 26 participants. Agent edited a 14 slide ppt for the presentation.

**II.C. Sponsored Research and Programs – administered by the Office of Research Administration (ORA)**

**II.D.1. Grants - Total \$444,918 (agent \$244,918)**

- Davidson, E., Hagood, J., Lewis, J. (2017-2018). Potential Pollution Trade-Offs for Sustainable Coastal Agricultural Management. Maryland Sea Grant. \$44,918. Co-investigator.
- Davidson, E., Castro M., Fox, R., Fisher, T., Lewis, J. (2018 – 2019). On-Farm Research Drainage Water Management to Reduce Nitrogen and Phosphorus Leaching: Trade-offs w/ N2O and CH4 Emissions. USDA NIFA. \$400,000. Co-Investigator (Agent \$200,000). Agent co-authored grant proposal and is responsible for all on-farm research from site selection to data collection.

Highlighting  
Details



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The example being presented is that of an Agricultural Agent. And for our purposes lets assume that this represents all the scholarly active this faculty member has had during 2019.

In our old system of reporting we would highlight the current citation and perhaps add a some descriptions with those citations

# Scholarship Example

## Old AFR CV

### II. Research, Scholarly and Creative Activities

#### II.A. Refereed Journals

##### II.A.1. Refereed Journal Articles

1. Fuhrer, T., Fox, R., Grunwald, A., Lewis, J., Neville, M. (2019). Phases of nitrous oxide and nitrate from agricultural fields on the Delmarva Peninsula: N biogeochemistry and economics of field management. *Agriculture, Ecosystems and Environment*. Volume 234, 15 February 2019, pp. 162 – 176. [https://doi.org/10.1016/j.agee.2018.12.011](#)

#### II.B. Conferences, Workshops, and Talks

##### II.B.1. Invited Talks

1. Lewis, J. (2018). Reduced soybean seeding rate using the Great Plains style precision drill. *National Association of County Agricultural Agents Professional Improvement Conference*, Orlando, FL.
2. Lewis, J. (2018). Pesticide Residue and Personal Protective Equipment. *National Association of County Agricultural Agents Professional Improvement Conference*, Orlando, FL.
3. Lewis, J. (2019). *Adapt - 1+ Year Management*. *Delaware Fertilizer Meeting*, Harrington, DE. Agent gave a 45 minute presentation to 200 Agronomy faculty from across the nation. [https://www.youtube.com/watch?v=...](#)
4. Lewis, J. (2019). *Twin Row Corn Production*. *Mid-Atlantic Certified Crop Adviser Training*, Ocean City, MD. Agent gave 10-minute presentation 300 Crop Advisers from the Mid-Atlantic region. [https://www.youtube.com/watch?v=...](#)

##### II.B.2. Refereed Presentations

1. Lewis, J. (2018). Reducing climate change and water quality impacts from grain production on Maryland's eastern shore. *Soil and Water Conservation Society International Annual Conference*, Lombard Illinois.
2. Lewis, J. (2019). Evaluating fall season soybean maturity groups grown under irrigation. *National Association of County Agricultural Agents*, Santa Falls SD. Agent gave a 45-minute presentation to 200 Agronomy faculty from across the nation. [https://www.youtube.com/watch?v=...](#)
3. Koehler, K., Garofalo, A., Russell-Young, D., Lewis, J., Fox, R., Fisher, T. (2019). The Chesapeake coastal SEES project: changing nitrate and nitric oxide in an atmosphere of nitrate and increasing environmental regulations. *Ecological Society of America conference*, Baltimore MD. Co-Principal Investigator. [https://www.youtube.com/watch?v=...](#)

#### II.C. Sponsored Research and Programs – administered by the Office of Research Administration (ORA)

##### II.D.1. Grants - Total \$444,918 (agent \$244,918)

1. Davidson, E., Hagood, J., Lewis, J. (2017-2018). Potential Pollution Trade-Offs for Sustainable Coastal Agricultural Management. Maryland Sea Grant. \$44,918. Co-investigator.
2. Davidson, E., Castro M., Fox, R., Fisher, T., Lewis, J. (2018 - 2019). On-Farm Research on Drainage Water Management to Reduce Nitrogen and Phosphorus Leaching: Trade-offs with N2O and CH4 Emissions. USDA NIFA. \$400,000. Co-investigator (Agent \$200,000). [https://www.youtube.com/watch?v=...](#)



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In our new system of reporting – all the details are removed from the CV



# Scholarship Example

## Old AFR CV to UMD EV

### II. Research, Scholarly and Creative Activities

#### II.A. Refereed Journals

##### II.A.1. Refereed Journal Articles

1. Fisher, T., Fox, R., Gustafson, A., Lewis, J., Neville, M. (2019). Fluxes of nitrous oxide and nitrate from agricultural fields on the Delmarva Peninsula: N biogeochemistry and economics of field management. *Agriculture, Ecosystems and Environment*. Volume 254, 15 February 2019, pp. 162 – 174. <https://doi.org/10.1016/j.agee.2018.12.024>

#### II.B. Conferences, Workshops, and Talks

##### II.B.1. Invited Talks

1. Lewis, J. (2018). Reduced soybean seeding rate using the Great Plains style precision drill. *National Association of County Agricultural Agents Professional Improvement Conference*. Orlando, FL.
2. Lewis, J. (2018). Pesticide Residue and Personal Protective Equipment. *National Association of County Agricultural Agents Professional Improvement Conference*. Orlando, FL.
3. Lewis, J. (2019). *Albion – 1+ Year Management*. *Delmarva Focus Meeting*. Harrington, DE. Agent gave a 45-minute presentation to 200 Agronomy Society from across the nation. <https://www.umd.edu/extension/2019/01/24/2019-delmarva-focus-meeting/>
4. Lewis, J. (2019). *Twin Row Corn Production*. *Mid-Atlantic Certified Crop Adviser Training*. Ocean City, MD. Agent gave 10-minute presentation 300 Crop Advisers from the Mid-Atlantic region. <https://www.umd.edu/extension/2019/01/24/2019-delmarva-focus-meeting/>

##### II.B.2. Refereed Presentations

1. Lewis, J. (2018). Reducing climate change and water quality impacts from grain production on Maryland's eastern shore. *Soil and Water Conservation Society International Annual Conference*. Lombard Illinois.
2. Lewis, J. (2019). Evaluating fall season soybean maturity groups grown under irrigation. *National Association of County Agricultural Agents*. Santa Falls SD. Agent gave a 45-minute presentation to 200 Agronomy faculty from across the nation. <https://www.umd.edu/extension/2019/01/24/2019-delmarva-focus-meeting/>
3. Kvalnes, K., Gustafson, A., Burrell-Yosner, D., Lewis, J., Fox, R., Fisher, T. (2019). The Chesapeake coastal SEES project: changing minds and attitudes in an atmosphere of mistrust and increasing environmental regulations. *Ecological Society of America conference*. Baltimore MD. Co-Presenter. <https://www.umd.edu/extension/2019/01/24/2019-delmarva-focus-meeting/>

#### II.C. Sponsored Research and Programs – administered by the Office of Research Administration (ORA)

##### II.C.1. Grants - Total \$444,918 (agent \$244,918)

1. Davidson, E., Hagden, J., Lewis, J. (2017-2018). Potential Pollution Trade-Offs for Sustainable Coastal Agricultural Management. Maryland Sea Grant. \$44,918. Co-investigator.
2. Davidson, E., Castro M., Fox, R., Fisher, T., Lewis, J. (2018 – 2019). On-Farm Research on Drainage Water Management to Reduce Nitrogen and Phosphorus Leaching: Trade-offs with N2O and CH4 Emissions. USDA NIFA. \$400,000. Co-investigator (Agent \$200,000). <https://www.umd.edu/extension/2019/01/24/2019-delmarva-focus-meeting/>

### II. Research, Scholarly and Creative Activities

#### II.A. Refereed Journals

##### II.A.1. Refereed Journal Articles

1. Fisher, T., Fox, R., Gustafson, A., Lewis, J., Neville, M. (2019). Fluxes of nitrous oxide and nitrate from agricultural fields on the Delmarva Peninsula: N biogeochemistry and economics of field management. *Agriculture, Ecosystems and Environment*. Volume 254, 15 February 2019, pp. 162 – 174.

#### II.B. Conferences, Workshops, and Talks

##### II.B.1. Invited Talks

1. Lewis, J. (2018). Reduced soybean seeding rate using the Great Plains style precision drill. *National Association of County Agricultural Agents Professional Improvement Conference*. Orlando, FL.
2. Lewis, J. (2018). Pesticide Residue and Personal Protective Equipment. *National Association of County Agricultural Agents Professional Improvement Conference*. Orlando, FL.
3. Lewis, J. (2019). *Albion – 1+ Year Management*. *Delmarva Focus Meeting*. Harrington, DE.
4. Lewis, J. (2019). *Twin Row Corn Production*. *Mid-Atlantic Certified Crop Adviser Training*. Ocean City, MD.

##### II.B.2. Refereed Presentations

1. Lewis, J. (2018). Reducing climate change and water quality impacts from grain production on Maryland's eastern shore. *Soil and Water Conservation Society International Annual Conference*. Lombard Illinois.
2. Lewis, J. (2019). Evaluating fall season soybean maturity groups grown under irrigation. *National Association of County Agricultural Agents*. Santa Falls SD.
3. Kvalnes, K., Gustafson, A., Burrell-Yosner, D., Lewis, J., Fox, R., Fisher, T. (2019). The Chesapeake coastal SEES project: changing minds and attitudes in an atmosphere of mistrust and increasing environmental regulations. *Ecological Society of America conference*. Baltimore MD. Co-Presenter.

#### II.C. Sponsored Research and Programs – administered by the Office of Research Administration (ORA)

##### II.C.1. Grants - Total \$444,918 (agent \$244,918)

1. Davidson, E., Hagden, J., Lewis, J. (2017-2018). Potential Pollution Trade-Offs for Sustainable Coastal Agricultural Management. Maryland Sea Grant. \$44,918. Co-investigator.
2. Davidson, E., Castro M., Fox, R., Fisher, T., Lewis, J. (2018 – 2019). On-Farm Research on Drainage Water Management to Reduce Nitrogen and Phosphorus Leaching: Trade-offs with N2O and CH4 Emissions. USDA NIFA. \$400,000. Co-investigator.



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This resulting UMD CV is more streamlined.

Please note – that the faculty member will still highlight their 2019 accomplishments in yellow.

## Scholarship Example Faculty Self-Evaluation

### Research, Scholarly, Creative, and/or Professional Activities

Items to consider: Books; journal articles; conferences, workshops, talks; publications; creative work; online databases, radio or TV broadcasts; newspaper, magazine, and newsletter columns; contracts and grants; and volunteer contributions.

#### 2019 Significant Accomplishments

1 journal article published  
2 Invited talks (75-minutes; 300 participants; 2 ppts)  
2 Peer reviewed talks (65-minutes, 226 participants, 2 ppts)  
1 grant funded (\$400K - \$200K to Agent) – second half of 2019  
year project where Agent is responsible for all on-farm  
research and data collection – this takes approximately 1  
month of time.



#### 2019 Submissions and Works in Progress (Provide the details with citations)

#### 2019 Major Challenges



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Now let's look take a look at how our Ag Agent would go about documenting his scholarly accomplishments on the Faculty self-evaluation.

Recall that in the first part of this section you will summarize and possibly expand on your accomplishments.

In our example - within the 2019 Significant accomplishments section our Ag agent decided to:

- simply summarizes the number of different type of scholarly works he had done along with some other metrics he had collected
- And took advantage to put more details down about the grant awards he had during 2019

## Scholarship Example Faculty Self-Evaluation

### Research, Scholarly, Creative, and/or Professional Activities

Items to consider: Books; journal articles; conferences, workshops, talks; publications; creative work; online databases, radio or TV broadcasts; newspaper, magazine, and newsletter columns; contracts and grants; and volunteer contributions.

<b>2019 Significant Accomplishments</b>	<p>1 journal article published            2 Invited talks (75-minutes; 300 participants; 2 ppts)            2 Peer reviewed talks (65-minutes, 226 participants, 2 ppts)            1 grant funded (\$10K; \$200K to Agent) – second half of a 2-year project where Agent is responsible for all on-farm research and data collection – this takes approximately a month of time.</p>
<b>2019 Submissions and Works in Progress (Provide the details with citations)</b>	<p>1 Factsheet on irrigation submitted to UME publications for review (4 pgs)            2 Factsheets are currently being developed and worked on            • Growing Sorghum in Maryland            • Life After Extension            1 Grant proposals under review            • Lewis, J and Beale, B. (2019). The Mental Effects of Farming on County Agricultural Agents. <i>National Institute for Health</i>. \$1M. Details, Details, Details            1 Grant unfunded            • Lewis, J. (2019) Growing Corn. Maryland Soybean Board. \$2000. Details, details, details.</p>

In the second part of the scholarships section our Ag Agent details his scholarly work that had not yet been completed or accepted.

Here you will see our Ag Agent has 1 fs in the review process and 2 in development

He also has 1 grant proposal under review –noting that he has provided his PL with exact citation of the proposal along with some details about the project being proposed.

Lastly, he has also provided his PL with some information about a grant proposal that he worked on that was not successful. Although this is not the type of information one would ever put on their CV, it is important that your PL to know that you are making efforts to bring in resources, and they may be able to provide additional support or suggestions.

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Teaching, Extension, Mentoring, & Advising**

Items to Consider: Courses taught; major Extension programs; curriculum; mentorship of junior faculty; learning outcomes assessment; and teaching awards.

<b>2019 Significant Accomplishments</b>	
<b>2019 Teaching Outputs (e.g., # of classes, #participants) and Outcomes (e.g., KASA and actual behavioral changes from program evaluation)</b>	
<b>2019 Major Challenges</b>	



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Now lets move on to the teaching section of your self-evaluation

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

<b>Teaching, Extension, Mentoring, &amp; Advising</b>	
Items to Consider: Courses taught; major Extension programs; curriculum; mentorship of junior faculty; learning outcomes assessment; and teaching awards.	
<b>2019 Significant Accomplishments</b>	<b>Summarize your work and expand on 3-4 major accomplishments that were cited in your CV</b>
<b>2019 Teaching Outputs (e.g., # of classes, #participants) and Outcomes (e.g., KASA and actual behavioral changes from program evaluation)</b>	
<b>2019 Major Challenges</b>	



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In part one of this section you may want to remind your PL of the number of major programs you have and take the time to expand on a few of your teaching accomplishments

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

<b>Teaching, Extension, Mentoring, &amp; Advising</b>	
Items to Consider: Courses taught; major Extension programs; curriculum; mentorship of junior faculty; learning outcomes assessment; and teaching awards.	
<b>2019 Significant Accomplishments</b>	Expand on 3-4 major accomplishments that were cited in your CV
<b>2019 Teaching Outputs (e.g., # of classes, #participants) and Outcomes (e.g., KASA and actual behavioral changes from program evaluation)</b>	<b>This may include more detailed expansion of teaching outputs and outcomes from 2019 under major Extension programming or other sections in the CV. This may include any KASA (Changes in Knowledge, Attitudes, Skills, and Aspirations), actual behavioral changes, or relevant outcomes from your program evaluation. You may attach a separate document if additional space is needed.</b>
<b>2019 Major Challenges</b>	



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Just as in the scholarship section, the second part of the teaching section is new – this is the section where you will provide the details and specifics about your 2019 teaching. This is where the details, details, details, go.

# 2019 AFR Changes




- 2019 Faculty Self-Evaluations

<b>Teaching, Extension, Mentoring, &amp; Advising</b>	
Items to Consider: Courses taught; major Extension programs; curriculum; mentorship of junior faculty; learning outcomes assessment; and teaching awards.	
<b>2019 Significant Accomplishments</b>	Expand on 3-4 major accomplishments that were cited in your CV
<b>2019 Teaching Outputs (e.g., # of classes, #participants) and Outcomes (e.g., KASA and actual behavioral changes from program evaluation)</b>	This may include more detailed expansion of teaching outputs and outcomes from 2019 under major Extension programming or other sections in the CV. This may include any KASA (Changes in Knowledge, Attitudes, Skills, and Aspirations), actual behavioral changes, or relevant outcomes from your program evaluation. You may attach a separate document if additional space is needed.
<b>2019 Major Challenges</b>	<b>Reflect on challenges faced during this past year and what you learned from those challenges that will help you in your career and service to Maryland residents</b>

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As discussed earlier – in this last section – document the challenges you faced within your teaching programs and describe how did you dealt with them.



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# Teaching Example

## Old AFR CV

**III. Teaching, Mentoring and Advising**

III. A. Mentorship

III. A.1. Junior Faculty

Jason Wright, (2015 – 2019), University of Maryland, PSLA  
Matt Morris, (2017 – 2019), University of Maryland Extension.

III. B. Professional and Extension Education

III. B.1. Major Extension Programs

**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.

**Situation Statement:**  
Caroline County produces approximately 130,000 acres of grain crops annually, yadda yadda, yadda.....

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

**Outputs:**


- 280 Lectures/Presentations (2019 = 4 lecture/presentations)
  - o 1/12/19 – Growing Sorghum in Maryland. Southern Maryland Ag Meeting, Baden, MD. 130 participants, 50 min
  - o 2/15/19 – Growing Sorghum in Maryland. Western Maryland Ag Meeting, Keedyville, MD. 220 participants, 30 min
  - o 4/5/19 – What’s Killing Your Corn? Caroline County Farm Bureau Workshop, Denton, MD. 30 participants, 45 minutes, 1 handout
  - o 7/8/19 – Great Grains. Maryland Corn Producers Conference, Baltimore, MD. 350 participants, 30 minutes
- 220 Workshops, Seminars, Field days, Tours, and Demonstrations organized (2019 = 3 events)
- 17,655 One-on-One Consultations (2019 = 320 consultations)
- 28 sets of handouts
- 50 power point presentations (see Teaching Portfolios for titles)

**Impact:** – 2019 thru 2017

- Participants reported \$16,772,727 net increase in income (2019 = \$1.2M)
- 320,619,115 lbs carbon sequestration (2019 = 200,000 lbs)
- 284,800 lbs Nitrogen (2019 = 20,000 lbs)
- 491,700 lbs phosphorus (2019 = 20,000 lbs)
- \$21,589,322 net profit increase due to one on one consultations (2019 = \$2.3M)

← Mentoring


← Major Program



← Update Outputs

← Specific outputs for year under review

← Update Impacts



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Let’s take go back to our Ag Agent example now to see how our old way of reporting translating into our new way of reporting.

Again – for the sake of brevity – we will only be highlighting one of the 9 major program areas this fellow programs around.

In our example our Ag Agent has highlighted some mentoring that he has been doing this year.

He has also highlighted the Major Programs he has implemented – providing a brief Situation statements and objectives for each. For the 2019 year he has also provided updated numbers along with some specifics with his outputs section as well as in his outcome and/or impact sections



# Teaching Example

## Old AFR CV

### III. Teaching, Mentoring and Advising

#### III. A. Mentorship

##### III. A.1. Junior Faculty

Jason Wright (2015 – 2019), University of Maryland, PSLA  
Matt Morris (2017 – 2019), University of Maryland Extension

#### III. B. Professional and Extension Education

##### III. B.1. Major Extension Programs

**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.

##### Situation Statement:

Caroline County produces approximately 130,000 acres of grain crops annually, yadda yadda, yadda.....

##### 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.

##### Outputs:

- + 280 Lectures/Presentations (2019 – 4 lecture/presentation)
- 1-12-19 – Growing Soybeans in Maryland – Southern Maryland Ag meeting, District MD – 400 participants – 90 min
- 2-20-19 – Growing Soybeans in Maryland: Western Maryland Ag meeting, Washington, MD – 330 participants – 30 min
- 4-5-19 – What's Killing Your Corn? – Caroline County Farm Market Workshop, Denton, MD – 20 participants – 45 minutes – 4 handouts
- 7-19-19 – Green Credits – Maryland Corn Producers Conference, Baltimore, MD – 250 participants – 90 minutes
- + 220 Workshops, Seminars, Field days, Tours, and Demonstrations organized (2019 – 1 event)
- + 17,655 One-on-One Consultations (2019 – 220 consultations)
- + 28 sets of handouts
- + 50 power point presentations (see Teaching Portfolio for titles)

##### Impact: – 2018 thru 2017

- + Participants reported \$16,772,727 net increase in income (2019 – 91-204)
- + 320,619,115 lbs carbon sequestration (2019 – 250-800-lbs)
- + 284,800 lbs Nitrogen (2019 – 20-600-lbs)
- + 491,700 lbs phosphorus (2019 – 20-600-lbs)
- + \$21,589,322 net profit increase due to one on one consultation (2019 – 60-304)



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Just as we did in the scholarship section – in the UMD CV - all the details are removed from the CV

# Teaching Example

## Old AFR CV

### III. Teaching, Mentoring and Advising

#### III. A. Mentorship

##### III. A.1. Junior Faculty

Jason Wight, (2015 – 2019), University of Maryland, PSLA  
Matt Morris, (2017 – 2019), University of Maryland Extension.

#### III. B. Professional and Extension Education

##### III. B.1. Major Extension Programs

**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.

##### Situation Statement:

Caroline County produces approximately 130,000 acres of grain crops annually, yadda yadda, yadda . . . . .

##### 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.

##### Outputs:

- + 280 Lectures/Presentations (2019 → 4 lectures/presentations)
- + 1,120 → Growing Soybeans in Maryland – Southern Maryland Ag meeting, Bowie, MD → 400 participants → 90 min
- + 200 → Growing Soybeans in Maryland – Western Maryland Ag meeting, Jessup, MD → 300 participants → 30 min
- + 4 → 19 → What's Killing Your Corn – Caroline County Farm Market Workshop
- + 200 → Green Credits – Maryland Corn Producers Conference – Baltimore, MD → 250 participants → 90 minutes
- + 220 Workshops, Seminars, Field days, Tours, and Demonstrations organized (2019 → 0 events)
- + 17,655 One-on-One Consultations (2019 → 220 consultations)
- + 28 sets of handouts
- + 50 power point presentations (see Teaching Portfolio for titles)

##### Impact:

- + 2019 thru 2017
- + Participants reported \$16,772,727 net increase in income (2019 → 91,204)
- + 320,619,115 lbs carbon sequestration (2019 → 200,000 lbs)
- + 284,800 lbs Nitrogen (2019 → 20,000 lbs)
- + 491,700 lbs phosphorus (2019 → 20,000 lbs)
- + \$21,989,322 net profit increase due to one on one consultations (2019 → 60,000)

### III. Teaching, Mentoring and Advising

#### III. A. Mentorship

##### III. A.1. Junior Faculty

Jason Wight, (2015 – 2019), University of Maryland, PSLA  
Matt Morris, (2017 – 2019), University of Maryland Extension.

#### III. B. Professional and Extension Education

##### III. B.1. Major Extension Programs

**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.

##### Situation Statement:

Caroline County produces approximately 130,000 acres of grain crops annually, yadda yadda, yadda . . . . .

##### 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.

##### Outputs:

- + 280 Lectures/Presentations
- + 220 Workshops, Seminars, Field days, Tours, and Demonstrations organized
- + 17,655 One-on-One Consultations
- + 28 sets of handouts
- + 50 power point presentations

##### Impact:

- + 2019 thru 2017
- + Participants reported \$16,772,727 net increase in income
- + 320,619,115 lbs carbon sequestration
- + 284,800 lbs Nitrogen
- + 491,700 lbs phosphorus
- + \$21,989,322 net profit increase due to one on one consultations

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The removal of the extra details allows the reader to easily see the volume of work and impact someone is having in a program area.

## Teaching Example Faculty Self-Evaluation

### Teaching, Extension, Mentoring, & Advising

Items to Consider: Courses taught; major Extension programs; curriculum; mentorship of junior faculty; learning outcomes assessment; and teaching awards.

#### 2019 Significant Accomplishments

- Programmed in 9 major program areas
- Created 1 new program – Life after Extension
- 2019 Impacts across all programs:
  - \$7.2M net increase in farmer reported income
  - 2,000,000 lbs carbon sequestration
  - 200,000 lbs Nitrogen reduced
  - 20,000 lbs phosphorus reduced
  - \$4.3M net profit increase due to one on one consultation



#### 2019 Teaching Outputs (e.g., # of classes, #participants) and Outcomes (e.g., KASA and actual behavioral changes from program evaluation)

#### 2019 Major Challenges



Now to make sure your PL knows those details – we go back to the faculty self-evaluation.

Within the 2019 Significant Accomplishments our Ag Agent

reminds his PL that he programs in 9 areas

That One of those areas was new for 2019

And provides an aggregated list of impacts for the year.

## Teaching Example Faculty Self-Evaluation

### Teaching, Extension, Mentoring, & Advising

Items to Consider: Courses taught; major Extension programs; curriculum; mentorship of junior faculty; learning outcomes assessment; and teaching awards.

#### 2019 Significant Accomplishments

- Mentored 2 faculty members
- Programed in 1 major program area
- 2019 Impacts across all programs:
  - \$1.2M net increase in farmer reported income
  - 200,000 lbs carbon sequestration
  - 20,000 lbs Nitrogen reduced
  - 20,000 lbs phosphorus reduced
  - \$2.3M net profit increase due to one on one consultation



#### 2019 Teaching Outputs (e.g., # of classes, #participants) and Outcomes (e.g., behavioral changes from program evaluation)

##### Grain Production with Cutting Edge Technology

##### Outputs:

- 4 lecture/presentations
  - o 1/12/19 – Growing Sorghum in Maryland. Southern Maryland Ag meeting, Baden, MD. 130 participants, 30 min
  - o 2/15/19 – Growing Sorghum in Maryland. Western Maryland Ag Meeting, Keedysville, MD. 220 participants, 30 min
  - o 4/5/19 – What's Killing Your Corn? Caroline County Farm Bureau Workshop, Denton, MD. 30 participants, 45 minutes, 1 handout
  - o 7/4/19 – Great Grains. Maryland Corn Producers Conference. Baltimore, MD 350 participants, 30 minutes

**More Details** →  
behavioral changes from program evaluation

**Less Details** →

- 3 Workshops, Seminars, Field days, Tours, and Demonstrations organized
- 320 One-on-One Consultations

##### Outcomes:

In the second part – our Ag agent lists all his specific 2019 teaching details.

As you can see – depending on the level of detail your PL leader expects and/or you would like to provide – this section could be become very lengthy. If you find that is the case in your situation you can attached a separate document listing your specific 2019 teaching outputs.

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Service & Outreach**

Items to Consider: Editorships; reviewing activities for journals, agencies, conferences; university, college, department, and other committees; community engagement; international activities; outreach presentations; media contributions; community service; service awards and honors.

**2019 Significant  
Accomplishments**

**2019 Major  
Challenges**

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The 3<sup>rd</sup> section – service and outreach – has remained unchanged for 2019

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Service & Outreach**

Items to Consider: Editorships; reviewing activities for journals, agencies, conferences; university, college, department, and other committees; community engagement; international activities; outreach presentations; media contributions; community service; service awards and honors.

**2019 Significant Accomplishments** **This may include more details and results of participating in key leadership roles and team activities.**

**2019 Major Challenges**



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In part one you may want to summarize your overall service activities and highlight some of the details of your service

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Service & Outreach**

Items to Consider: Editorships; reviewing activities for journals, agencies, conferences; university, college, department, and other committees; community engagement; international activities; outreach presentations; media contributions; community service; service awards and honors.

**2019 Significant Accomplishments** This may include more details and results of participating in key leadership roles and team activities.

**2019 Major Challenges** **Reflect on challenges faced during this past year and what you learned from those challenges that will help you in your career and service to Maryland residents**



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Again report any challenges you may have encountered

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Professionalism**

Items to Consider: Leadership and teamwork at the local, cluster, program area, action teams, and UME overall; work habits such as civility, dependability, productivity, initiative, cooperation, and adaptability.

<b>2019 Significant Accomplishments</b>	
<b>2019 Major Challenges</b>	



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The final section, professionalism, has also remained unchanged from past years



# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Professionalism**

Items to Consider: Leadership and teamwork at the local, cluster, program area, action teams, and UME overall; work habits such as civility, dependability, productivity, initiative, cooperation, and adaptability.

<b>2019 Significant Accomplishments</b>	<b>Discuss your teamwork contributions and professionalism</b>
<b>2019 Major Challenges</b>	



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In part one you may want highlight your leadership and professionalism within your county or cluster as well as within organization.

# 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Professionalism**

Items to Consider: Leadership and teamwork at the local, cluster, program area, action teams, and UME overall; work habits such as civility, dependability, productivity, initiative, cooperation, and adaptability.

**2019 Significant Accomplishments**

Discuss your teamwork contributions and professionalism

**2019 Major Challenges**

**Reflect on challenges faced during this past year and what you learned from those challenges that will help you in your career and service to Maryland residents**



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And lastly, discuss any challenges you may have had

## 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Overall Comments, include any professional support that is needed to help you to be more productive, provide high-quality service, and build your professional skills:**

Overall Rating (please check one)	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Job Well Done	<input type="checkbox"/> Needs Improvement
--------------------------------------	--	--	--



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The last Part of the self-evaluation allows you to rate yourself and provide any other comments you may want to share with your PL

## 2019 AFR Changes



- 2019 Faculty Self-Evaluations

**Overall Comments, include any professional support that is needed to help you to be more productive, provide high-quality service, and build your professional skills:**

**Include any additional information not covered by these four categories**

Overall Rating (please check one)	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Job Well Done	<input type="checkbox"/> Needs Improvement
--------------------------------------	--	--	--



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As stated earlier – take the time to let your PL know your thoughts – the good and the bad, the great and the ugly. Remember your annual review is part of your personnel file – so documenting things, especially issues of concern, may help you in the long run.

## 2019 AFR Changes



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## 2019 AFR Changes

- 2019 Impact Statement Report



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This year faculty are being asked to download and submit their impact statements as a separate document.

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Solutions in your community

# 2019 AFR Changes

- 2019 Impact Statement Report  
<https://wiki.moo.umd.edu/display/umeanswers/Program+Reporting-Evaluation>

Program Reporting & Evaluation

Reporting  
University of Maryland Extension Reporting System (UMERS)

As a quick reminder – you can find you impact statements on UMEAnswers

From the Home page go to  
Program Central click  
Program Reporting and Evaluation

And then enter UMERS system

# 2019 AFR Changes

- 2019 Impact Statement Report

A screenshot of the University of Maryland Extension reporting system interface. The top navigation bar is red and contains the following items: 'Activity Assistant', 'Activities', 'Reports', 'Usage Statistics', a help icon, a notification bell, a user profile icon, and 'Digital Measures by Workmark'. Below the navigation bar is a search bar labeled 'Search All Activities...' and a 'Rapid Reports' button. The main content area is divided into several sections, each with a dropdown arrow and a list of links. A red arrow points down to the 'Service and Outreach' section, and another red arrow points right to the 'Impact Statements' link under the 'University of Maryland Extension Reporting System' section. A speaker icon is visible in the bottom right corner of the screenshot.

Activity Assistant | Activities | Reports | Usage Statistics | ? | [User Icon] | Digital Measures by Workmark

Search All Activities... | Rapid Reports | Feedback

▼ Sponsored Research

- Active ORA-Managed Awards
- ORA-Managed Proposals
- ORA-Managed Awards
- Other Proposals
- Other Awards and Gifts
- Contributions

▼ Service and Outreach

- Professional and Campus Service and Committees
- Editorships, Editorial Boards, and Reviewing Activities
- Consulting
- External, Community, and Other Service
- Media Contributions and Outreach Presentations

▼ Administrative Data

- Security and Permissions

▼ University of Maryland Extension Program Planning

- Yearly Extension Data
- Agriculture and Food Systems Individual Extension Plan (IEP)
- Environment and Natural Resources Individual Extension Plan (IEP)
- Family & Consumer Sciences Individual Extension Plan (IEP)
- 4-H Individual Extension Plan (IEP)

▼ University of Maryland Extension Reporting System

- Direct Events
- Indirect Events
- Impact Statements
- Sea Grant Reporting
- Out-of-State Events
- Agriculture & Food Systems Consultations

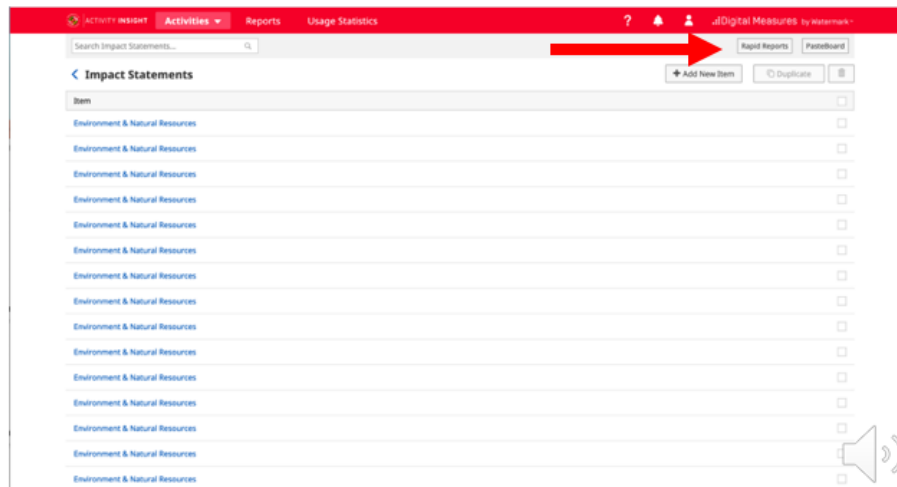
Once there – scroll down to the University of Maryland extension report system section and click impact statements



# 2019 AFR Changes



- 2019 Impact Statement Report



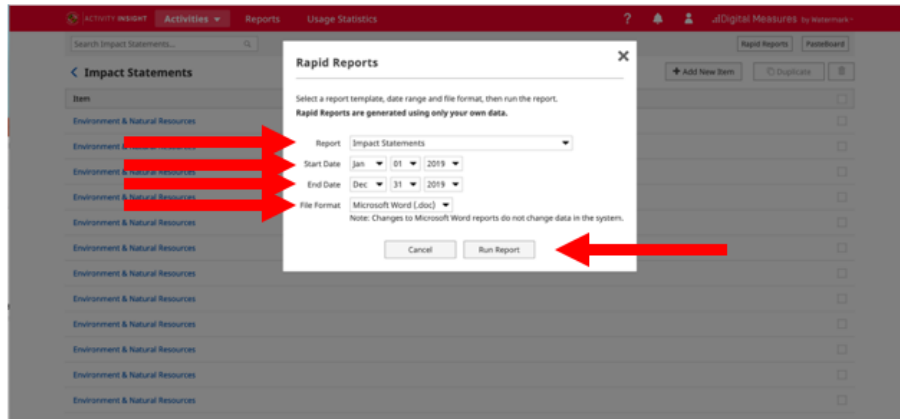
All the impact statements that you have entered will be listed.

To download a report click “ rapid reports”

# 2019 AFR Changes



- 2019 Impact Statement Report



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On the rapid reports screen

Select “impact statements” from the drop down

Enter a start date and an end date

Note that these dates correspond to the date you entered in the “date submitted” section of your impact statement. So if you entered Jan 10 2020 as the date submitted for a 2019 impact statement – make sure you include out through jan 10 2020 in the report request.

Pick the file format you would like the document downloaded as – A word document is recommended as it allows you to have the ability to edit or reformat the document.

Lastly hit “run report”

# 2019 AFR Changes



- 2019 Impact Statement Report

Jacqueline U. Takacs  
Impact Report

January 1, 2019 - December 31, 2019

Program Title: Charles County Rain Barrel Program - 2018  
Impact Team: Environment & Natural Resources  
Date Submitted: January 15, 2019

Relevance: In 2009, President Obama signed an executive order recognizing the Chesapeake Bay as a national treasure and called on the federal government to lead a renewed effort to restore and protect the nation's largest estuary and its watershed. In 2010, the EPA implemented the Chesapeake Bay Total Maximum Daily Load (TMDL) as part of the Clean Water Act, requiring 6 states and the District of Columbia to reduce water pollution in local streams and rivers. The Bay TMDL must be met by 2025, with pollution reduction goals assigned to the individual states, counties and municipalities and across various source sectors (agriculture, wastewater treatment plants, urban stormwater, and septic).

While a great deal of attention and resources have been committed to many of the pollutant sectors, stormwater runoff from private properties remains one of the most difficult and expensive sources



Your final report will contain all of your impact statement that have submission dates that fall within your request. At this point you may choose to edit any part of the document that may need editing prior to your final submission.

## 2019 AFR Changes

- UMD CV
- Faculty Self-Evaluation
- Impact Statement Report

**Due January 15, 2020 to Dee Dee Allen**



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That concludes the discussion on UME new 2019 AFR reporting materials.

So as a final reminder – ALL UME faculty – T&TK and PTK are to submit their UMD CV, FSE and ISR to Dee Dee Allen by Jan 15, 2020

## 2019 UMD Faculty Reporting

- Only required of tenured and tenure-track faculty
- Only required to entry 2019 activities
- Due by March 13, 2020



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This Fall The university implemented it's new faculty reporting system. For those faculty that have been with the university for a number of years – this system replaces what was once called our FAR or most recently call Lyterati.

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# 2019 UMD Faculty Reporting

ACTIVITY REPORT Activities Reports Usage Statistics ? Digital Measures by KEMARK

Search All Activities...  [Rapid Reports](#) [Feedback](#)

[Review a guide to manage your activities. Show more](#)

- General Information**
  - Personal and Contact Information
  - Biography and Expertise
  - Educational Background
  - Post-Graduate Training
  - Tenure and Rank
  - Appointments at UMD
  - Other Employment
  - Continuing Education
  - Professional Certifications and Licenses
  - Professional Memberships
  - Honors and Awards
- Teaching, Extension, Mentoring, and Advising**
  - Research Advising
  - Participation in Thesis/Dissertation Committees
  - Mentorship - Guiding Professional Development
  - Professional and Extension Education
  - Non-Credit Instruction
  - Scheduled Teaching
  - Course Evaluations
  - Curricular Advising
  - Teaching Innovation
- Research, Scholarly, Creative and/or Professional Activities**
  - Biographical Sketch - NIH | NSF
  - Publications
  - Presentations
  - Significant Works in Public Media
  - Creative Scholarship
  - Reviews of Creative Research/Scholarship
  - Professional and Extension Publications
  - Patents and Inventions
  - Centers for Research and Creative Scholarship
  - Entrepreneurial Technology Transfer, and Public Engagement Activities
- Sponsored Research**

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The new reporting system has been integrated into the reporting system our department has already been using for years to submit our IE:Ps, UMERS data and Impact statements.

Faculty are expected to enter the 2019 data from their CVs into this system – unfortunately there is not a one-to-one correlation b/t the CV template and the data entry system – but you can find a cheat sheet on UME’s Faculty-Staff Affairs page. You can also find more about the system at the office of faculty affairs website.

## Questions

- Program Leader
- Mentor
- Jackie Takacs
  - [jutakacs@umd.edu](mailto:jutakacs@umd.edu)
  - 240-393-6508



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Still have questions – do not hesitate to reach out to your PL, mentor, or myself , Jackie Takacs, to have those questions answered.