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Guidelines for Curriculum Vitae

Use 1 inch margins all around, 12-point font or more, 5 page maximum, portrait. Headings and subheadings are suggested. Omit headings for which you have no entries.

For the purpose of Annual Performance Reviews (APRs) be sure <u>not</u> to include personal information, especially social security numbers.

NAME

Current Title/Rank, date appointed or promoted to this rank.
List your DOE. If you are not certain, obtain this from the department office.

RESEARCH

<u>Projects:</u> (list projects active during review period, or if written notification of approval received during review period).

> <u>Extramural</u>: List investigators, title and sponsor, include years and amounts of funding, indicate whether you are PI, co-PI, or collaborator. Indicate if nationally or regionally competitive and, if you wish, % of submissions funded in the program.
> <u>Other</u>: Include Hatch, Regional, important unfunded research efforts. Include only a descriptive title.
> <u>Proposals submitted:</u>

<u>Graduate student advising</u>: (Only those enrolled during evaluation period). Names, degree, year completed or in progress, whether you served as advisor or co-advisor. Give only numbers for committee service.

<u>Post-doctoral scholars, visiting scientists advised:</u>

TEACHING AND ADVISING

<u>For the period under review, please provide</u>:

> A list of courses taught by year and semester, number of students enrolled in each class, and student evaluations for each course. If team taught, the percent of the course for which you were responsible.

> Number of undergraduate advisees each semester during the evaluation period. Account for mentoring undergraduate students on research projects, special projects, and other types of individualized activities.

> Activities with students outside the classroom including clubs,

organizations, and student recruitment.

List of activities to improve teaching and learning. Include workshops attended, professional meetings, symposiums, and any innovative teaching/learning pedagogy implemented.

EXTENSION AND OUTREACH

List significant educational programs, activities, demonstration, commodity service/development activities and other projects initiated or active during review period. Faculty with no extension DOE may choose to report outreach programs here.

- For extension faculty this should provide an overall summary of the nature and direction of your extension program, so do not limit to formal, funded projects.

List and briefly describe your most significant training programs, specifically including those directed toward county agents. Include evaluation summaries where available.

List applied research areas if not described above and include:
- Descriptive title
- State your role (e.g. PI, Co-PI, Collaborator)
- Note if extramurally funded
- Specify significant collaborators, including involvement with other professionals in programming at the county, multi-county, state, regional or national levels.

Elaborate on programming and objectives in the narrative.

Activities which are primarily service to the university or professional societies, most administrative activities, or outreach/engagement not associated with your regular faculty assignment should be listed under "SERVICE."

PUBLICATIONS

For non-refereed publications and where space becomes limiting, indicate the number of items published and provide representative title if space allows.

Refereed journal articles: Earliest to most recent. Give a complete citation. Include only those formally accepted for publication.

Extension publications: List numbered series publications, departmental publications, etc. Indicate those which are peer-reviewed.

Books and peer-reviewed book chapters:

Experiment Station bulletins, progress reports:

Other publications: This might include: reports, non-reviewed publications of symposia or proceedings, unnumbered newsletters, electronic formats, etc.

Abstracts: Do not duplicate material in "Meetings…"

Publications under review: List only if submitted for internal or external review. Do not list manuscripts in preparation. Include all publication types here. Indicate journal or extension outlet, and in parentheses, date submitted.

OTHER DOCUMENTED ACCOMPLISHMENTS AND CONTRIBUTIONS

Varieties and germplasm released:
Patents:
Computer programs:
Videos, Slide Sets:
Satellite Programs, Internet Resources:
Add other headings as appropriate.

MEETINGS, PRESENTATIONS, CONSULTATIONS, ETC.

Use for extension or research presentations/meetings not documented elsewhere, for example:

> Scientific talks not abstracted, workshops, or consulting. You should include the number of county meetings, field days, radio/TV/popular press interviews, client visits, tours, etc., but do not list each individually, unless of special significance. International travel not listed may be included here.

SERVICE AND RECOGNITION

Outreach and Service: Do not include community or volunteer activities unrelated to your university position. Do report public or organizational service as a professional, which is not covered under "Extension" or other categories above, including:
Administrative assignments: For example, Director of Graduate Studies, Extension or Undergraduate Coordinator, director of an undergraduate major, etc.

Awards and honors: List with year received, separate line for each. (For this category only, you may list significant career-scale items before review period, e.g., Fellow of a Society; these should be very few.

Editorships, review panels, reviewer service:

Invited lectures, speeches: Out-of-state or highly significant in-state may be listed here. But field day talks, for example, should be under "Meetings,…"

Committees, elected positions, office held: Include department, university, national level, commodity groups, state-wide and multi-institutional committees, panels or boards.

PROFESSIONAL DEVELOPMENT

Professional Meetings Attended:
In-service Training:

NARRATIVE STATEMENTS

Use 1 inch margins all around, 12 point font or larger. Permitted up to two pages maximum to cover all mission areas (research, teaching and extension). The narrative should be used to put activities into context. The narrative should include objectives or directions of the program, accomplishments should be highlighted, realized impact or projected impact for the benefit of the public should be delineated, and future plans should be touched upon.

TEACHING PORTFOLIO

Use 1 inch margins all around, 12 point font or larger. Headings and subheadings are suggested. Omit headings for which you have no entries. Most portfolios are five to ten pages in length (excluding appendices). Suggested maximum length is 20 pages. Portfolios are to be selective; they are not intended as a total compilation of documents and materials supporting teaching performance. In particular, faculty are to be selective with respect to the attachment of course syllabi and other materials.

I. A reflective statement about your teaching efforts and philosophy; in narrative form, double-spaced. Faculty may choose to have subheadings for "Resident Instruction," "Academic Advising," and "Student-Related Activities." This section should describe what you teach, how you teach, and why these methods are used.

II. Resident Instruction (include the following for each course taught):

      A. Course description
      B. Semester taught, enrollment
      C. Course evaluation with norms (in tabular form)
         (Give fraction of lectures by you if course is team-taught. You may attach
         student evaluation comments in the portfolio material. You must include
         all comments for the course or no comments).
      D. A selective sample of course materials may be included as an appendix.

III. Course Syllabi (include as an appendix).
Faculty are to include copies of course syllabi and the information about the course that is distributed during the first class meeting.

IV. Documentation of Teaching-Related Activity

      A. Itemized list (brief description) of new and innovative teaching methods,
         courses developed, significant changes in course design, etc.
      B. Participation in peer review or other teaching improvement programs.

V. Evidence of Recognition and Peer Regard

      A. Teaching awards and honors.
      B. Teaching-related publications

C. Other teaching related activities – This may include coordinating or instructional administrative activities, membership on department, college, and (or) university committees (curriculum development, scholarship, etc.), student recruitment efforts, advising of undergraduate clubs and organizations, etc.
D. Teaching activities with professional societies

VI. Undergraduate Advising

A. Number of advisees by class (senior, junior, sophomore, first-year)
B. Other activities related to advising

VII. Graduate Program Participation