

***College of Agricultural, Consumer
and Environmental Sciences***

***County Extension Faculty
Promotion and Tenure***

Portfolio Content Examples



March 2016

* This document contains explanations and examples of the components of a County Faculty Promotion and Tenure Portfolio. It also contains a variety of formatting and writing styles. It is not meant as a template. It must be used in conjunction with the “Criteria for Promotion and Tenure of County Extension Faculty”. Please use both documents as guides in developing your own formatting and writing styles. Be sure that your portfolio includes all necessary information and that formatting remains consistent throughout.

APPENDIX 5

5.90.7.2 College of Agricultural, Consumer and Environmental Sciences

Faculty Promotion &/or Tenure Portfolio Routing Form

(Maintain in the candidate's portfolio; Provide copy for candidate with each additional signature.)

Promotion to Associate Professor

Tenure

Promotion to Professor

Faculty Candidate: _____

Receipt of Portfolio by PUA/PUA Signature: _____ Date ____/____/____

PUA adds External Review Letters to the portfolio.

PORTFOLIO Made Available to Principal Unit P&T Committee Chair by PUA

Received by P&T Chair/Chair Signature: _____ Date ____/____/____

RECOMMENDATION OF PU COMMITTEE: Recommend/Do not Recommend

PU P&T CHAIR Signature: _____ Date ____/____/____

PU P&T CHAIR Signature: _____ Date ____/____/____

**Joint Appointments require more than one signature*

RECOMMENDATION OF PUA (s)

Recommend/Do not Recommend PUA Signature: _____ Date ____/____/____

Recommend/Do not Recommend PUA Signature: _____ Date ____/____/____

**Joint Appointments require more than one signature*

PORTFOLIO (including PU recommendations) made available to ACES P&T Committee through the Academic Associate Dean

Received by: _____ Date ____/____/____

RECOMMENDATION OF ACES P&T COMMITTEE: Recommend/Do not Recommend

ACES P&T Committee Chair Signature: _____ Date ____/____/____

PORTFOLIO (including PU and ACES Committee recommendations) delivered to the Dean by the Academic Associate Dean

Received by: _____ Date ____/____/____

RECOMMENDATION of DEAN: Recommend/Do not Recommend

Dean's Signature: _____ Date ____/____/____

PORTFOLIO Delivered to Provost

Received by: _____ Date ____/____/____

RECOMMENDATION OF PROVOST: Recommend/Do not Recommend

Provost's Signature: _____ Date ____/____/____

Faculty Signature _____ Date ____/____/____

Cover Sheet Example:

Candidate Name

Current Rank

County Name

Cooperative Extension Service

College of Agricultural, Consumer and
Environmental Sciences

Application for Promotion to the Rank of
_____ and/or Tenure



Date (Month / Year)

Note:

Any written documentation from the spring reviews generated throughout the promotion and tenure process will be included by the Principal Unit Administrator / District Department Head. During the fall review, the written recommendations from the County Extension Faculty Promotion and Tenure Committee, including the numerical vote counts of the promotion and tenure committee(s), will also be included. These materials will be provided by evaluators at each step of the process.

Note: Begin numbering pages with the Table of Contents page. Be sure to include your page numbers within the Table of Contents.

TABLE OF CONTENTS

| | |
|--|--|
| Executive Summary..... | |
| Curriculum Vitae..... | |
| General Candidate Information..... | |
| Summary of Allocation of Effort..... | |
| Extension Scholarship and Creative Activities..... | |
| Major Programming Efforts..... | |
| Publications..... | |
| Professional Presentations and Activities..... | |
| Service for the Period Under Review..... | |
| Membership and Involvement in Professional Societies and Organizations..... | |
| Professional Development..... | |
| Professional Honors and Awards or Other Recognition of Excellence in Extension | |
| Other for the Period Under Review..... | |
| Annual Performance Evaluations..... | |
| Conflict of Interest Form..... | |
| Principal Unit Mission Statement and Guidelines..... | |
| Letters of Reference..... | |

Executive Summary

Candidate's Name
County Position / Title
New Mexico State University Cooperative Extension Service

Note:

*An **executive summary** is a brief overview of significant accomplishments and highlights of your entire extension career. The executive summary is a condensed version of your portfolio. It is a personal statement which, in the writer's mind, is a justification of tenure and/or promotion for which the applicant is applying. It should include information about the candidate's interests, responsibilities, competence, past contributions, ongoing activities, and noteworthy circumstances.*

- *The executive summary should be a maximum of five pages.*
- *The executive summary should NOT be written on letterhead, however a main heading including name, position, and affiliation is appropriate.*
- *It is acceptable to write the executive summary in first person, while the curriculum vitae should be written in third person.*
- *Main points should be kept in mind as you write. Every main point does not need to be included in the summary, but ensure that the major ideas are covered concisely.*
- *Remember that the executive summary sets the stage for the rest of your portfolio, giving the reviewer a first impression of your work.*

See the Following Examples

Executive Summary

Joan Martinez
Smith County Extension 4-H Agent
New Mexico State University Cooperative Extension Service

I am pleased to provide a brief summary of my accomplishments as an Extension Agent for New Mexico State University. Since my employment with NMSU in 2004, I have been in Smith County serving in the 4-H Agent position.

Since my extension appointment is 100 percent 4-H, I have had the opportunity to devote all of my time to improving and promoting the county 4-H program. In Smith County, 28.4% of youth are living below the poverty line. Thirty-five percent of the youth in the county live in single-parent households (Kids Count Census, 2010). With these facts in mind, I have placed a strong emphasis on programming which will build a sense of responsibility, initiative, and self-worth in young people by providing experienced-based education through programming, activities and events conducted in the county.

I have provided leadership for Smith County's ten clubs that encompass 150 members and 46 adult volunteers. The traditional club programming strives to help youth reach their fullest potential as individuals through the development of life skills, such as record keeping, demonstrations, leadership and the exhibition of completed 4-H projects. Since 2004, the number of 4-H members in Smith County has increased by 45%. According to the 4-H record books completed by 95% of the enrolled 4-H members, 4-H youth are learning budgeting, cost analysis, goal setting, communication skills, creative thinking, team building, and personal responsibility.

4-H has become a national leader in health-related educational issues including emotional health, foods and nutrition, physical health, and safety. As the 4-H agent, I have developed classes, workshops, in-school programs, after-school programs, summer workshops, and secured grants in order to provide learning opportunities to youth and their families that reinforce and teach healthy lifestyle behaviors. Additionally, I have provided 150 programs reaching 3045 youth, and coordinated another 75 health-related courses taught by other volunteers that reached 1085 youth. Surveys indicate that families who have participated in healthy lifestyles programming have improved their level of physical activity, with 75% of participants reporting an increase in their level of daily physical activity.

(Add more programming effort examples)

The scholarly endeavors and teaching initiatives described above were strengthened by my involvement in service-related activities at the county, state and national level and through active participation in professional development opportunities. My involvement

with local committees and organizations such as the Smith County Health Council, the Bright Beginnings Child Care Task Force, and the Head Start program demonstrates my commitment to collaborating with other professionals in the county and region to bring relevant, needs based programming to our youth. I strive each year to serve my professional Extension associations by volunteering as a state level committee member or chair or by holding an officer position. I am currently serving as secretary of the New Mexico Association of Extension 4-H Agents and am vice-president of the National Extension Association of Family and Consumer Sciences – New Mexico Affiliate.

(Add more examples related to service and professional development)

In 2010, I was recognized by my peers with the New Mexico Association of Extension 4-H Agents Clover Award and received first place honors for a Western Region Educational Package in 2009.

(Add more examples related to professional honors, awards or recognition)

The six years that I have devoted to the people of Smith County as a 4-H agent have been rewarding to me personally as well as professionally. It has been an honor to be part of such a distinguished University, and I hope that I may continue to further the mission of Cooperative Extension Service in our state.

EXECUTIVE SUMMARY

Jim Doe
Smith County Extension Agriculture Agent
New Mexico State University Cooperative Extension Service

I am excited to present details of my performance while pursuing duties as an Extension Agriculture Agent in Smith County. I first began considering a career as an Extension Agent during my junior year of high school. I grew up on a dairy, beef, and sheep operation where we also raised alfalfa and small grain crops. I had frequent contact with our Extension Agent and saw first-hand the hard work and value of dedicated professionals in the field of agriculture. My goal in helping others solve problems and learn new information that promotes a better way of life for agriculture producers came to fruition upon acquiring an Extension position in Smith County in March of 1998.

Smith County producers grow an estimated 265,000 tons of alfalfa hay, which ranks the county first in the state in alfalfa production. The Smith County Extension Overall Advisory Committee identified variety performance, farm management, pest control recommendations, and public awareness of agriculture's impacts as areas of utmost concern. Due to this recommendation, I have made it a priority to visit homes and build relationships with producers along with the traditional phone calls, e-mail, and office visits made on a daily basis.

Noxious weeds are also a major problem in Smith County and pose a threat to rangeland, farmland, and recreational areas. To address these problems, I have worked closely with private landowners and federal and state agencies to educate people about the threat and management of noxious weeds. We have been successful in preventing several noxious weeds from becoming established in the county. I have provided 40 pesticide applicator training programs over the last seven years and have trained over 375 individuals in the safe use of pesticides. In addition, I have secured \$83,000.00 in grant funds to acquire and release biological control agents in a four-county area to manage noxious weeds.

Prior to my arrival in Smith County, there was no horticulture programming. I began Master Gardener classes, which were held weekly over a 12 week period that focused on soils, lawns, and water conservation. More than 800 individuals have participated in the classes over an ten year period. In addition to gardening classes, I have presented horticulture information to requesting groups. I have also written educational fact sheets to help educate homeowners on local issues and have assisted clientele through routine home visits, phone calls, and office visits. A bimonthly horticulture newsletter was also established to reach the needs of approximately 750 households in the county.

Economic development has become increasingly important in the county. I have concentrated efforts to work with local and state economic development groups,

businesses, school officials, and city and county commissioners to bring more sustainable economic opportunities to our small county. Resources from New Mexico State University have also been secured and matched with economic opportunists in the county in hopes that viable endeavors can take place in the future.

(Add more programming effort examples)

Service is an important aspect of my work as an Extension professional as I provide guidance and leadership to local organizations such as the Smith County Farm and Livestock Bureau, the Northeastern New Mexico Livestock Association, and the Smith County Noxious Weeds Task Force, as well as service to the University on numerous college search committees for Extension specialist positions and planning committees for Extension professional development conferences.

I currently serve as president of the New Mexico Association of County Agricultural Agents and actively participate in state and national professional development conferences, seminars, and hands-on trainings offered in the field of agriculture in order to stay abreast of emerging issues that may have an impact on county clientele.

(Add more examples related to service and professional development)

As I have progressed within my profession, I have been honored to receive the National Association of County Agricultural Agents Achievement Award and the Epsilon Sigma Phi Early Career Award.

(Add more examples related to professional honors, awards or recognition)

In conclusion, I believe I have performed at a level exceeding expectation as an Extension Agriculture Agent and sincerely believe that I am deserving and worthy of promotion. I look forward to remaining a valuable asset to New Mexico State University and the Cooperative Extension Service in Smith County for years to come.

Note: The Curriculum Vitae should be no more than 50 pages and presented in 12 point font.

CURRICULUM VITAE

Candidate's Name:

Present County Position / Current Rank:

Date of Promotion to Present Rank:

Application for Promotion to Academic Rank of:

Date of Employment with NMSU – CES:

Principal Unit: County Extension Faculty

College of Agricultural, Consumer and Environmental Sciences:

Educational Background:

(Degree, Major, Institution of Higher Education, and Date)

Previous Professional Experience:

(Listing of professional experience before current position)

Example:

4-H Program Assistant, Smith County Cooperative Extension Service,
Parker, New Mexico, 2009-2011

Agriculture Teacher, Alamo High School, Pinon, New Mexico, 2006–2009

Summary of Allocation of Effort (%)

Note:

*The table below is a summary of the annual **percent** of Extension, research, teaching, outreach, service and other assigned responsibilities for each year under the period for review. The information is to be presented in tabulated form using your annual allocation of effort forms previously completed by the faculty member and their administrators.*

Summary of Allocation of Effort

| Year | Scholarship | | | Outreach | Service | Other |
|------|-------------|----------|----------|----------|---------|-------|
| | Extension | Research | Teaching | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

EXTENSION SCHOLARSHIP AND CREATIVE ACTIVITIES For The Period Under Review

Evidence of Extension Scholarship and Creative Activities

Note:

The candidate should concentrate on describing *significant* program accomplishments based upon their documented Plans of Work and other programming efforts that have been achieved during the period of time between one promotion to another.

Major Programming Efforts

Note:

Include the following information within each major program narrative:

- Begin with a situation statement related to the major programming needs as identified by advisory groups, clientele, and other stakeholders
- Description of the target audience
- Description of candidate's significant role in programming
- Clear, concise documentation of program efforts related to identified goals and objectives:
 - ✓ Educational programs, workshops, trainings, events, etc.
 - ✓ County Agent interactions with Extension Specialists, invited speakers, and others
 - ✓ Development of public relations tools, including print, radio and television media
 - ✓ Grants secured, administered and maintained
 - ✓ Partnerships developed and agency or community collaborations
 - ✓ Teaching resources, curriculum and tools
 - ✓ Web site development and electronic resources
- Description of outcomes and impacts including process and evaluation tools utilized

The following are examples of how to write accomplishments. Read all regardless of your program area to get ideas for developing your own style. Remember these are not templates!

AGRICULTURE

Livestock Production

Livestock accounts for over 73% of all Smith County farm and ranch receipts which total over \$48 million. Cattle and calves (98,000+) are the primary farm and ranch livestock contributors to the economy making up 87% of the total livestock receipts. The land base that supports approximately 200 ranches is privately owned native range. Most of these ranches are cow/calf production systems. Management practices that increase productivity and profitability were emphasized in the Smith County Extension livestock program highlighted below. Over the period from 2003 to 2015, the agent consulted with 7158 producer contacts on problems faced by livestock producers. Topics included: range and pasture management, herd health, nutrition, poisonous plant management, brush control, record keeping and reproduction.

Smith County Livestock Association

Predation of calves and other livestock and wildlife increased dramatically over the last 20 years due to increased numbers of predators caused by a reduction in predators harvested for fur. At the same time, funding for Wildlife Services (the agency that assists ranchers in predator control) decreased substantially. In 2008, at the request of a group of local ranchers, the agent founded the Smith County Livestock Association, which was formed to address issues affecting the livestock industry in Smith County, especially the predator problem. The association also acted in an advisory capacity to the Smith County Extension livestock program and benefited from many of the educational programs described in the following sections. The agent organized and conducted the founding meeting that resulted in the formation of the association. The agent served as secretary of the association in 2008, 2010, 2012 and 2014.

As the association secretary and advisor, the agent assisted the association in fundraising to financially support New Mexico Wildlife Services in maintaining full time coverage of Smith County between 2008 and 2015. During this time, a total of \$56,000 was raised from private sources. The money was applied towards the cost of maintaining a Wildlife Services animal control officer in the county. By being able to focus only on Smith County, the officer reduced the predator population of the county by approximately 12,000 animals which he estimated saved over 3000 head of livestock at an approximate value of 1.2 million dollars over the seven year period.

Beef Production and Marketing

There are over 98,000 head.....

Sheep Production and Marketing

Sheep and wool production accounts for.....

Crop Production

Smith County has 40,000 acres of irrigated crop land.....

Alfalfa Production

Smith County alfalfa cash receipts.....

Urban Horticulture

Smith County is a large urban county with an estimated 2010 population of 170,000. Population growth continues, with many newcomers moving in every year at an increase of 8.6% from 2013 to 2015. A significant proportion of individuals are not aware of the range of horticultural issues and conditions that are significantly different from those that they knew “back home”. In this large urban center, there is a very strong demand for all types of horticultural information, from basic plant selection, to pruning, to home gardening, to xeriscaping, and more.

The Smith County Extension Master Gardeners, whose membership numbers over 200, is one part of the solution, through their interaction with the gardening public. One of the agent’s program goals is to train the volunteers to be able to respond to most home-owner questions. At the same time, there are limits to the breadth of knowledge that part-time, non-professionals can be expected to master, therefore there is continued reliance on the agent.

The county is also home to many landscape professionals and plant nurseries. A good number of these businesses take advantage of the services provided by the Smith County Cooperative Extension Service, not least among these consultations on problems they are not able to solve to their own, or their clients, satisfaction. The agent is a strongly involved member of two organizations which exist to put on conferences aimed at different segments of the greens industry. These are Think Trees New Mexico, which is responsible for the Think Trees Conference, aimed at the regional arboriculture segment and the Xeric Council of New Mexico. This council is responsible for the Xeriscape NM Conference targeting landscape designers/architects, as well as landscape installation and maintenance firms. These two conferences are great venues for mass education. The agent has made yearly presentations at both conferences.

Smith County Extension Master Gardeners (SCEMG)

Smith County has a large and active Master Gardener program. In the five years the agent has been responsible for the Smith County Extension Master Gardeners, there has been documented growth in the number of active volunteers to approximately 230 (23%) Extension Master Gardeners. The annual training course, provided by the agent, brings in 60 new trainees per year. As in all counties with Master Gardener programs, the agent has the formal role of "faculty advisor". The agent's broad activities in this role include: 1) oversight of the training program (scheduling speakers and teaching, approving all classes, providing support efforts for the training such as program materials), 2) attending and participating in SCEMG Board meetings, 3) providing contacts to the greater Extension and NMSU resource base, 4) supporting development and scheduling of various fundraising and continuing education credit projects that occur outside the regular training sessions, 5) production and distribution of monthly newsletters, 6) support and approval of SCEMG website, 7) ongoing technical support to SCEMG members as they interact with the public through various volunteer opportunities, such as the two Master Gardener Hotlines staffed by SCEMG volunteers, 8) and active involvement in regular statewide Master Gardener Steering Committee meetings. SCEMG members act as an advisory group in that they interact with the agent individually and in groups by expressing their questions and concerns, which reflect not only their own horticultural needs but also those of the citizens they have interacted with. Their advisement has a direct influence on the agent's programming efforts.

The SCEMG training course, which runs over a thirteen-week period, involves three one and a half hour lectures per week. The agent has taken on more of the instructional load each year as demonstrated by teaching approximately 25% of the classes in 2014. Over the time the agent has been faculty advisor to the SCEMG, he has taught 42 classes during the regular training sessions, on topics ranging from basic soil science to pest identification to urban forestry. The agent has also conducted numerous field trip activities with the Master Gardeners, including field days at some of the NMSU Agricultural Experiment Station sites, home visit diagnostic trips, and tree tours within Smith County. The agent advises a subset of volunteers who have an organic gardening demonstration project at a local community garden and is used readily by the Master Gardeners for consultation in their community education roles.

A simple evaluation tool administered on the last day of classes in 2014 yielded the following information from 47 respondents. Of these, 100% indicated they learned new information and/or skills; 100% indicated they would use this new information/skill set; 25.5% felt the new information would be "quite" useful to them, while 74.5% indicated the information would be "very" useful to them. Additionally, 100% indicated they would recommend the program and the presenters to other people. Commentary regarding the agent's direct role as one of the instructors included, *"One of our better speakers, most interesting"*, *"He is*

as good as it gets - an excellent presenter, enormous knowledge in the field, personable and entertaining as well as informative - a true expert whose enthusiasm shows - inspirational! 5 stars", and "Very practical, down to earth information and relaxed knowledgeable presentation style."

Other activities of the SCEMG volunteers that have had an impact on the community include taking 75 – 100 phone calls, on average, from the public on two separate hotlines from February through October. In addition to this core function, members volunteer to share their knowledge in a number of activities aimed at educating the area youth. The 4-H Seeds program is one such activity, coordinated with the agent and the 4-H agriculture agent, to provide in-class programming on planting seeds and growing plants for over 400 local third grade students each year. The classroom teachers then expand upon and carry out the knowledge gained by the students regarding growing their own plants for the production of food. After months of care and growing time the students work together to prepare a meal using the vegetables they have grown. This is a true example of the aspect of hands-on learning in 4-H, which impacts youth for a lifetime. Formal program evaluations completed by the students show an 85% increase in knowledge of how plants grow, while 90% of students reported that they would like to plant container gardens at home for their own consumption. A testament to the success of this program is the classroom teacher's continued requests for this program to be presented each year to their students.

HOME ECONOMICS

Food and Nutrition Programs

"Ideas for Cooking and Nutrition" – Smith County I CAN Program

Smith County's ICAN nutrition education program has been in place since 2009 to meet the nutritional needs of youth and adult audiences as outlined by the New Mexico Human Services Department and the NMSU Extension ICAN Program, who fund and administer the programs throughout the state of New Mexico. The county's three-quarter time ICAN nutrition educator works under the direct supervision of the home economist to promote and teach the classes using approved curricula and recipes provided by the State ICAN Coordinator. The home economist provides regular training, guidance, and supervision to the ICAN educator; manages budgetary spending for the program; participates in yearly regional or state level conferences to learn of program updates; prepares reports related to program impacts; and evaluates the overall performance of the educator.

Yearly goals for target numbers of 300 youth and 75 adult graduates are consistently reached. Participants are considered graduates of the program after they have successfully completed at least four nutrition classes.

A total of 800 youth graduates, up from 245 initially, have been reached through classes taught by the Smith County nutrition educator in schools, Head Start programs, Summer Food Program sites, and youth prevention programs throughout the county. The lessons presented to the youth allowed them to gain knowledge in a variety of nutrition topics such as “Keeping Your Food Safe”, “Quick and Easy Snacks”, and “Power Up For Breakfast”. When comparing pre and post evaluation instruments, 88% of youth chose healthier snacks after completing nutrition lessons, as opposed to 65% beforehand.

Adult ICAN nutrition classes have been scheduled, promoted and taught consistently at the Parker Income Support Office, the Senior Citizen Centers throughout the county, and at Tri-County Community Services, while additional classes have been initiated at numerous other locations. The series of classes taught by the ICAN educator have resulted in 90 adult graduates who have participated in basic nutrition, food safety, meal preparation, and budgeting classes to better the lives of their families and themselves.

Evaluation data, provided through the State ICAN data base, has shown that adults have increased their consumption of fruits, vegetables and whole grains by 40% as a result of concepts learned in the ICAN class series. Over 80 hours of volunteer and teacher time is also reported yearly in support of the program.

Family Health and Wellness Programs

“On The Road to Living Well” – Joslin Diabetes Project

Individuals with diabetes are at high risk for heart disease, kidney damage, amputations, blindness and other serious health conditions if they do not learn to take charge of their own diabetes care. The Joslin Diabetes Center, based in Boston, Massachusetts, developed a pilot program to teach diabetics how to effectively manage their diabetes, reduce their risk of complications, and improve communication with their health care team. New Mexico is one of five states in the nation that is receiving funding for this project made possible through the efforts of the NMSU Cooperative Extension Service and an influential U.S. senator representing New Mexico. This is the fourth year that Smith County has been a partner in this project, which is coordinated, advertised, managed and co-taught by the home economist. Memorial Medical Center and the Smith County Health Council are also collaborators, providing free classroom space, refreshments, publicity and general support for the project.

Five to ten classes are taught each year throughout the fall, winter and spring months by the home economist and a local certified diabetic educator (CDE) who is also a registered nurse. Over 100 diagnosed diabetics, who have participated in the free classes, have been able to have their blood pressure, cholesterol, average blood glucose (A1c), and kidney function (microalbumin) tested to

assess their level of disease control. Of the total tests performed overall by the CDE, 49% were above the recommended target levels for diabetics. Specifically, 80% of individuals tested had blood pressure readings higher than 130/80, while 72% had A1c readings above seven, 65% had LDL (low-density lipoprotein) cholesterol readings above 100, and 30% had positive microalbumin or kidney function levels. The educational portion of the classes is taught by the home economist in order to help participants further understand how important good blood glucose control is to their diabetes as they work with their health care team to reach test results that are in the normal range for diabetics.

In pre-program questionnaires, 50% of diabetics reported that they “did not know if they had had all of the five important medical tests for diabetics performed”, while only 60% said they knew what their target readings should be for the tests”. Post questionnaire telephone surveys, conducted three months after the initial classes, showed that as a result of the classes 98% knew what their target readings should be and had discussed these readings with their health care team in an effort to keep their blood glucose levels in control. Surveys also reflected an overall increase in healthier food choices and levels of physical activity as an added benefit.

4-H YOUTH DEVELOPMENT

Youth Leadership

Youth Leadership in Smith County includes.....

Smith County 4-H Leadership Team

The Smith County 4-H Leadership Team consists

4-H Home Economics

Smith County has a small but growing number of youth enrolling in home economics projects due, in part, to the hands-on workshops taught by the home economist during the past five years.....

Food and Nutrition Programs

Smith County.....

4-H Livestock Program

Smith County has a large, diverse and active 4-H Junior Livestock Program, which is coordinated by the 4-H agent. Projects include beef, swine, sheep, goats, poultry, and rabbits. From 2009 to 2014, a total of 618 youth were enrolled in the program, which averaged a growth of 2.5 % per year. Community support

and expectations for the program are very strong because of Smith County's agricultural base in livestock.

From 2009 to 2014, the 4-H agent personally taught (60%) or coordinated (40%) 27 workshops, seminars and/or short courses related to the 4-H Livestock Program (a 20% increase over the previous five years). Topics included judging and selection, feeds and feeding, grooming, showmanship, facility needs, health, and hoof care. The agent developed lesson plans and teaching materials and also instructed all hands-on activities for the programs taught.

Personal contact with each 4-H'er in the program is important due to the complicated nature of the subject matter. It is the personal responsibility of the 4-H agent to visit each 4-H'er that has a livestock project. This is to ensure that the 4-H'ers and their animals have everything they need for successful completion of the project. Over 250 home visits were conducted over the five years from 2009 to 2014. The 4-H agent also acted as a "coach" before and during the county and state fairs helping 4-H'ers sharpen their showmanship skills in preparation for the livestock shows.

Simple evaluations have shown that 4-H'ers and their parents have a high perceived value of the program. All participants and their parents were surveyed in 2013 with an 84% return rate. Ninety-six percent of the respondents indicated that the 4-H'ers learned skills in the livestock program that will be valuable to them for the rest of their lives. The life skills listed as most valuable included:

- Responsibility
- Record keeping
- Financial management
- Animal nutrition
- Animal health

Other indicators of a successful Smith County 4-H Junior Livestock Program include:

- At the 2014 Smith County Junior Livestock Sale, 4-H member animals averaged over \$1000 per member per large animal sold. This reflects a 15% increase from 2008. Rabbit and poultry prices have shown a similar increase.
- Smith County had the State winning 4-H Livestock Judging Team in 2010 and 2011, with a second place team finish in 2013. These teams went on to represent New Mexico at the National 4-H Livestock Judging Contest and have placed in the top 10 each year with a third place finish in 2010 as a result of training and practice sessions conducted by the 4-H agent.

- Attendance by Smith County 4-H'ers at the State 4-H Livestock School has increased 25% over the period from 2009 to 2014.
- The number of Smith County 4-H livestock entries at the New Mexico State Fair has increased from 30 in 2009 to 45 in 2014.

4-H Shooting Sports Program

Shooting sports continues to be a strong project area in Smith County.....

4-H Special Interest Programs

In an effort to extend non-traditional Extension programming to all youth within Smith County, the 4-H agent has conducted a variety of 4-H special interest programs to meet the needs of the community. Special interest programming such as Kids and Kows and More, Progressive Agriculture Safety Day, and Smith County Juvenile Drug Court are among the programs the 4-H Agent has implemented in the county, as directed by the 4-H advisory committee members.

With thirty percent of Smith County's mainly urban youth living below the poverty level, it is important to promote and deliver positive youth experiences that will serve to develop life skills that include responsibility, self-confidence, communication, teamwork and decision making. Studies indicate that youth whose needs are met in positive ways are more likely to develop into active citizens and contributing members of their families and communities.

Kids and Kows and More

From 2011 to 2015, the Smith County Extension Office has collaborated with the Southwest Dairy Farmers to teach youth how the agricultural based industries in their area produce the food and fiber they consume and utilize on a daily basis. Each year, between 500 and 600 third and fourth grade students from six area elementary schools are bussed to the county fairgrounds to participate in the half-day event. The youth and their teachers experience the world of agriculture as they rotate between six twenty minute educational stations on such topics as milk production, ranching, farm crops and water conservation.

To prepare for the event, the 4-H agent makes contact with area schools, prepares a program budget, arranges for facilities, recruits financial sponsorship from area agricultural producers and businesses, secures presenters, and prepares program materials and evaluation tools as needed. Local agencies and organizations that have served as presenters include the Smith County Soil and Water Conservation District, the New Mexico Beef Council, Southwest Dairy Farmers, New Mexico Department of Game and Fish, the Smith County Farm and Livestock Bureau, and New Mexico State Forestry, as well as presentations by New Mexico State University Extension Specialists. The Smith County agricultural agent and home economist also provided assistance at the event.

After the program, the local CowBelle women served the youth a nutritious lunch consisting of various locally produced commodities. Funding for the meal is provided by the CowBelles and a local feed store.

As an added learning activity, the youth participated in an essay contest administered by their classroom teacher to assess what they had learned from their educational experience. A \$100 savings bond, donated by a local bank, and an ice cream party were given to the winner and the other students in their classroom.

Evaluations indicated that 90% of youth increased their knowledge of where their food comes from, while 87% reported a greater respect for agriculture. Teacher evaluations showed a 95% positive response rate to overall student knowledge gained by their experience.

Publications

Note:

- “Publication” is used in a broad context and includes: books, guides, handbooks, journals, abstracts, reviews, proceedings, newsletters, newspapers, conferences, meetings, creative works and activities.
- Organize headings by type beginning with the most recent year as follows:
 - 1) Graduate Thesis, Dissertation, and/or Creative Component
 - 2) Educational Program Materials
 - 3) Extension Bulletins, Circulars, Guides, and/or Curriculum
 - 4) Electronic Media and Educational Tools
 - 5) Newspaper Articles and Newsletters
 - 6) Television Programs
 - 7) Educational Popular or Trade Publications
 - 8) Refereed Journal Articles, Abstracts and Publications
 - 9) Conference Proceedings
- **Include only those publications within the time period for the Period Under Review.**
- At the county level, a publication qualifies if it was developed and produced in support of an educational program, and if it required a high degree of original work on the part of the agent or agents involved. The publication may be original or adapted as long as adaptation is noted. In either case, it should require extensive input on the part of the county faculty.
- A state level Extension publication, which has gone through a peer review process and has been assigned an appropriate Extension number for identification is considered a publication.
- Calendar of events, sale lists, program announcement flyers, livestock weight breaks, media releases which list events or contest results, or a compilation of someone else’s materials are not considered publications. Interviews conducted and written by the media featuring CES personnel are also not considered publications.
- Consult a standard bibliographic reference for a citation style (APA, MLA, etc.) that is complete and accurate.

Examples:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition (2013).

Diana Hacker and Nancy Sommers, *A Pocket Style Manual*, Seventh Edition (2014).

- Include the follow information after the citation:
 - a) Original, adapted or revised (if adapted or revised list source)
 - b) Number of pages or length
 - c) The audience for which the publication is intended
- If there are multiple authors, identify your role such as co-author, editor, or contributor.

Definitions of Publication Type with Examples

Books, Guides, Handbooks

Book/Monograph (a written account of a single thing/small area of learning)

A book/monograph is a major scholarly work on a scientific or technical topic. It typically is at least 50 pages in length. See also Curriculum Guides/Handbook.

Example:

Doe, Jane. *2013 New Mexico Consumer Action Handbook*. Las Cruces: New Mexico State University Press, 2013.

Book Chapter

A book chapter is part of a book (monograph, curriculum guide, handbook). The title and other information for the book that contains the chapter are needed for the citation.

Example:

Doe, Jane. "Yeast Breads at High Altitude." In *Cooking at High Altitude*, edited by Dr. Jane Doe, 91-113. New York: Simon & Shuster, 2010.

Bibliography

A bibliography is a list of publication citations, usually on one or more related topics. A bibliography can be a stand-alone publication or appear in a journal or monograph. A catalog typically is associated with an art museum exhibit and, therefore, is not likely to be applicable, although it may apply to a listing of exhibits at a fair or conference.

Example:

Clover, Chris. *Research in 4-H Club Programming*. Albuquerque: New Mexico University Small Press, 2010.

Brochures, Reports, Workbooks

This is a catch-all category for publications that do not fit into any of the other categories. The information needed for this type of publication is similar to a book.

Example:

Doe, John. *Identifying Weeds of New Mexico Workbook*. Las Cruces: New Mexico State University Press, 2014. (Original work for general public, 3 pages)

Bulletins / Circulars / Fact Sheets

Bulletins, circulars and fact sheets are typical Extension publications. Circulars usually are 8-50 pages in length and fact sheets usually are less than eight pages in length. A bulletin is a research publication less than 50 pages in length.

Example:

Doe, Jane. *Using and Storing Winter Squash*. Chaves County: New Mexico State University Cooperative Extension Service, 2009. (Adapted work for general use by professionals and others, 8 pages)

Curriculum Guides / Handbooks

Curriculum Guides/Handbooks are similar to a book but is entered as a separate category because of its specific form and content.

Example:

Doe, John. *Cibola County Agricultural Handbook*. Cibola County: New Mexico State University Cooperative Extension Service, 2011. (Adapted from 2010 Cibola County Agricultural Handbook, 45 pages)

Journals/Abstracts/Reviews

The journal title is necessary for citations of journal articles, abstracts and reviews. A list of validated journal names, fully spelled out, may be searched by keywords and selected from a list of those meeting the search criteria. If you do not find the journal name in the list, you may enter a provisional record for that journal. Only the name of the journal is required.

Journal Articles

Journal articles appear in journals, whether the article is peer reviewed or not. Scholarly or research-oriented journals are peer reviewed in accordance with the guidelines of the publishing journal. Trade journals and popular press magazines usually are not scholarly publications. Non-refereed articles usually appear in trade journals and popular press magazines, and will be reported in those categories. Journal articles and magazine articles are cited differently.

Example:

Clover, Christine. "Motivating 4-H'ers in Hildago County, New Mexico." *Journal of 4-H* (June 2011): 263-89. (Original work prepared for the use of Extension professionals)

Abstract

An abstract usually is of a paper presented at a conference or meeting. It may appear in a separate publication or as part of a journal issue.

Example:

Doe, John. 2011. "The Economics of Alfalfa: Growers Responses to Mobilization." Abstract. *Journal of Modern Farming*, no. 4 (July): 365-85. (Original work for general use)

Review

A review typically is of a book, a major chapter in a book, or a journal article. Precede the title of your review with "Review of" and following the title, place the type of publication reviewed in parentheses.

Example:

Clover, Chris, review of *Reviewing 4-H Philosophy: A Half-Century of Success*, by Lawrence J. Vale, *Journal of 4-H*, no. 5 (November 2010): 797-98. (Original work)

Proceedings**Proceedings**

Proceedings are the published papers presented at a conference or meeting. Use the selection if you are the editor or co-editor of the proceedings. If you are the author of a paper that appears in the proceedings, use the selection: "Paper in Proceedings."

Example:

Doe, John. *Value of Agricultural Conferences*. National Association of Agricultural Agents Conference, Des Moines, IA, May 15, 2009. (Original work, 3 pages)

Newsletters/Newspapers

Newsletter

A newsletter is a special kind of periodical that contains articles and usually covers local or regional topics. Use this publication type for the newsletter you edit or co-edit without specific reference to an article (include a volume or year in the title for each year you edit the newsletter).

Example:

Doe, Jane. "Bernalillo County Extension Association Monthly Newsletter." Bernalillo County, New Mexico, 2011-2015. (Original and adapted work produced for the use of Bernalillo County Extension Association members)

Newsletter Article/Series

A newsletter article (single unique title) or series (a recurring column usually under a common name) written by you appears in a newspaper. Each article can be entered separately with an individual title; or you can make a generic title such as "Ten articles on invasive species." Note: the name of the newspaper is necessary for citations of newspaper articles or series of newspaper articles.

Example:

Clover, Christine. "4-H in the News." *Silver City Times*. April 23, 2015.

Electronic Media

Creative works are for non-print media or those with a predominantly graphic component. Types are television, electronic curriculum, DVD/CD, computer software, exhibit, poster, power point presentations, website, or video.

DVD/CD

A DVD/CD may contain one topic or a wide range of scholarly materials on various topics on one disk.

Example:

Clover, Christine. "How to Make a 4-H Tote Bag." DVD, Las Cruces: New Mexico State University, 2012. (Adapted work developed for 4-H members throughout the state, 20 pages)

Slides/PowerPoint Presentations

Slides typically are PowerPoint slides, but can include any similar program that produces a graphical presentation.

Example:

Chris, Clover. "Increasing 4-H Club Attendance." Taos County: New Mexico State University Cooperative Extension Service, 2011. (Original work developed for county and statewide use, 10 slides)

Website

A website is a set of computer-based pages that you have produced, usually written in HTML or SML, that are accessible via the internet.

Example:

Doe, Jane. "Socorro County 4-H Program": Socorro County Cooperative Extension Service. (January 1, 2010). (Original work developed for county 4-H clientele, 5 pages) www.nmsu.cahe.fcs.edu

Video

A video is a recording of moving visual images that may be shared or distributed to clientele in a variety of ways including online through video-sharing sites such as YouTube.

Doe, John. "Proper Tree Planting Techniques": Chaves County Cooperative Extension Service. (April 15, 2013). (Original work produced by agent for statewide use, 9:24 minutes.)
<http://www.youtube.com/watch?v=PALLQQVTRKg&feature=c4-overview-vl&list=PL15959799BFE76185>

Note:

Newspaper Articles & Media Releases that Quote and/or Site Faculty

Newspaper articles, radio programs, and television shows that interview faculty or quote their work and were **NOT written** by the faculty should **NOT** be listed within the "Publications" Section. Include this information in the "Other for the Period Under Review" Section.

Example:

Doe, Jane. "New Mexico Families in Financial Crisis." *Clovis Daily News*. July 1, 2014.

Professional Presentations and Activities

Note:

Professional presentations and activities are those in which the candidate has an active role as an invited speaker, moderator, panel member, review team or task force member, presenter of papers or posters, etc. The candidate's role should be clearly identified. This section should not include professional development programs and conferences that the candidate attended as a participant.

Be sure to use the correct title and acronym for professional organizations and other groups.

Be aware that there may be times that being an invited speaker, presenter, etc. may also fit elsewhere in the portfolio, depending on the topic of the program. True educational programs should be included within the Evidence of Extension Scholarship and Creative Activities section and may be included in both sections.

Examples:

Cooperative Extension Service In-Service Trainings

4-H In-Service Training, February 2011, Albuquerque (panel member)

All Extension Conference, April 2011, Las Cruces (workshop presenter)

Civic Groups

Farmington Kiwanis, "San Juan County Fair" presentation, July 2011, Farmington (invited speaker)

Judging Venues

Curry County Fair Livestock Shows, August 2011, Clovis (livestock judge for all cattle shows)

Professional Societies and Organizations

National Association of Extension 4-H Agents (NAE4-HA) Conference, September 2011, (poster session presenter)

Trade Organizations

Smith County Alfalfa Growers, May 2011 (invited speaker)

New Mexico Cattle Growers Association Short Course, June 2011, Ruidoso (presentation as chair of the Promotion and Marketing Committee)

Service for the Period Under Review

Note:

Candidates should provide a narrative that demonstrates their ability to serve their principal unit, college, university and the broader clientele community, as well as service to any local, state, national or international agency or institution needing the specific benefits to be derived from the candidate's professional knowledge and skills. Because impact analysis of service may not be possible, evidence of activity is critical. Supporting letters and other assessments are encouraged.

Service is the essence of a County Extension Faculty member's work, however the work listed below is service that falls outside of the agent's written plan of work. If the work is part of your major programming efforts, it should be included in the Extension Scholarship and Creative Activities section

Example:

The agent believes strongly in service. For effective professional growth and standing within the community and one's profession it is necessary for an Extension Agent to provide service to their profession as well as their community, the state, the nation, the college, and the university. Since 2011, the agent has engaged in at least 17 programs of service outside of her written plan of work. One particular effort of note was serving as a College of Agricultural, Consumer and Environmental Sciences Faculty Senator representing the New Mexico Association of Extension 4-H Agents. As a faculty senator, the agent was able to introduce and pass a bill memorial formally recognizing the unique contributions of the New Mexico Cooperative Extension Service.

Principal Unit

2014

- Set up tour of Southwestern Extension District programs for the University Provost
- Conducted Southwestern Extension District Training on Beef Cattle Nutrition – Silver City, New Mexico

2012

- Served on Southwestern Extension District In-service Training Planning Committee

College

2014-2012

- Served on College of Agricultural, Consumer and Environmental Sciences All College Conference Planning Committee

2013

- Served as Chair of Selection Committee for 4-H Youth Development Specialist position

University

2014-2011

- College of Agricultural, Consumer and Environmental Sciences Faculty Senator serving as the elected representative for the New Mexico Association of Extension 4-H Agents.

Community

2014

- Served on the Smith County Economic Development Corporation Small Business Retention Committee, Fort Union, New Mexico

2013-2011

- Served as chair of the Smith County Lions Club Rodeo committee, Fort Union, New Mexico

2011

- Served on the Big Country Community College President's Advisory Committee, Urban Junction, New Mexico

State

2013- 2011

- Served as a member of the New Mexico Department of Game and Fish Southeast District Habitat Stamp Program Citizen Review Committee

2012

- Governor's Rural Economic Development Forum Planning Committee, Santa Fe, New Mexico

Nation

2013

- Served as a member of the American National Cattle Womens' Beef Ambassador Contest Committee, Billings, Montana

2013-2011

- Serve as a member of the grant proposal review committee for the National Sheep Research Grant Program, Ames, Iowa

Profession

2014-2013

- Served as Regional Chair of the National Association of County Agricultural Agents Aquaculture Program

2012

- Served as Professional Development Tour chair for the National Extension Association of Family and Consumer Sciences Annual Meeting, Harrison, Pennsylvania

Recognition for Service

2013

- Received the Outstanding Youth Mentor Award from the Smith County Rotary Club for outstanding contributions to the education of Smith County Youth, Fort Union, New Mexico.

2012

- Received the Smith County FFA Honorary Chapter Farmer for Outstanding Service to Smith County FFA, Fort Union, New Mexico

Other Examples:

- Service on college or university committees, task forces, and focus groups (ie. College search committees for specialists) – Include your role as a member, chairperson, etc.)
- Mentoring junior faculty

Membership and Involvement in Professional Societies and Organizations

Examples:

National Extension Association of Family and Consumer Sciences (NEAFCS), member, 2009-2014

- NEAFCS New Mexico Affiliate Awards / Public Relations / Recognition Committee, 2011-2012
- NEAFCS New Mexico Affiliate Secretary, 2011

National Association of Extension 4-H Agents (NAE4-HA), member, 2009-2014
New Mexico Association of Extension 4-H Agents (NMAE4-HA), member, 2009-2014

- NMAE4-HA Professional Development Committee, chair, 2011
- NMAE4-HA President, 2010

National Association of County Agricultural Agents (NACAA), member, 2009-2014

New Mexico Association of County Agricultural Agents (NMACAA), member, 2009, 2014

- NMACAA, Communications Committee, chair, 2010
- NMACAA, Treasurer, 2009

Professional Development

Note:

- 1) List of professional development such as annual or in-service trainings provided by the Cooperative Extension Service.
- 2) List of other professional development such as short courses, workshops, courses for credit and professional society or association conferences or conventions.

Examples:

Cooperative Extension Service Professional Development

- Northern District Agent / Specialist Training, Santa Fe, December 2015
- All Extension Conference, Las Cruces, January 2013

Other Professional Development

- Lillian Fountain Smith Nutrition Conference, Ft. Collins, Colorado, November 2015
- Children, Youth and Families At-Risk Conference, San Antonio, TX, May 2014
- Certified Crop Advisor Training, Carlsbad, December 2014
- Society of Range Management, Albuquerque, January 2013
- New Mexico Youth Development Association Annual Conference, Albuquerque, May 2012

Special Honors, Awards or Other Recognition of Excellence in Extension

Note:

The candidate is to list significant honors, awards and recognition received as a result of Extension work performed. Certificates from schools, organizations, conferences, etc. need not be included.

Examples:

2014

- Distinguished Service Award - National Association of County Agricultural Agents, Overland Park, Kansas
- Achievement in Service Award, National Association of Extension 4-H Agents, Omaha, Nebraska
- Continuing Education Scholarship (\$1000) - National Association of County Agricultural Agents, Overland Park, Kansas

2013

- Western Region Communications Award Finalist - National Association of Extension 4-H Agents, Phoenix, Arizona
- State Communications Award Winner - National Association of County Agricultural Agents, Tulsa, Oklahoma
- 15-Year Service Award - New Mexico State University, Las Cruces, New Mexico

2012

- Continuing Excellence Award Winner - National Extension Association of Family and Consumer Sciences, Birmingham, Alabama

2011

- Achievement Award - National Association of County Agricultural Agents, Grand Rapids, Michigan

2010

- Mid - Career Award - Epsilon Sigma Phi (National Extension Fraternity - Epsilon Chapter), Las Cruces, New Mexico
- 10-Year Service Award - New Mexico State University, Las Cruces, New Mexico

2009

- Five Year Service Award - New Mexico State University, Las Cruces, New Mexico
- New Mexico Amigo de 4-H Award, Albuquerque, New Mexico

Other for the Period Under Review

Note:

Candidates should provide a narrative that describes their involvement in other professional activities that are of utility to the university, contribute to the growth and development of the faculty member, and/or produce benefits in areas not encompassed or reported in previous sections of the curriculum vitae.

Types of activities that are appropriate for inclusion in this section could include

- Administrative assignments such as county program director, task force chair with separate appointment line or release time, acting department head for a limited time, or faculty senate member.

Evidence of activity must not have been reported in previous sections of the curriculum vitae and should focus on

- Type of activity, including duration and level of involvement
- Measures of utility, contribution, or benefit expressed in a format that is comparable to other forms of evidence in the curriculum vitae.

Examples:

Smith County Extension Program Director

As the County Extension Director in Smith County the agent is fiscally responsible for the entire Smith County Extension budget as provided by the county, state, and federal governments as well as grants and contracts received by Smith County Extension faculty. This responsibility includes development and presentation of the Smith County Extension budget request to the county commissioners. Due to the excellent work by Smith County Extension faculty, the annual budget received from the county has grown by 20% during the agent's tenure. The agent was also responsible for obtaining a grant from the Smith County Sportsman Club for the purpose of purchasing a 15 passenger van for use by the Smith County 4-H program. Other duties include hiring and supervising both exempt and non-exempt employees of Smith County Extension.

National eXtension Program

In 2012, the agent was asked by the NMSU Extension Family and Consumer Sciences Department Head to represent New Mexico on the National eXtension Personal Finance Community of Practice. eXtension is an educational partnership of 74 universities in the United States. It provides objective and research-based information and learning opportunities through an interactive web based learning system designed to help people improve their lives regardless of where they live. The agent co-authored the "What's up in Finance" Learning Lesson curriculum and was responsible for development of an evaluation instrument to be completed by the online participant at the conclusion of the lesson. From May 2013 to May 2014, over 1500 people completed the lesson with 95% of those also completing the evaluation instrument. Seventy-nine percent of the respondents reported that they would use the information learned to make better decisions regarding their personal finances.

Central America Agriculture Extension Project

In March 2012, the agent was asked to be one of the original NMSU team members for the Central America Agriculture Extension Project (CAAEP). The project was a consortium of four southwestern United States land-grant universities and the University of Puerto Rico. The project, which was funded by the United States Department of Agriculture (USDA), was designed to strengthen Extension efforts in El Salvador, Nicaragua, and Costa Rica. The agent co-authored the curriculum for the Extension Methodology section of the two week initial training. The curriculum included lesson plans, a text, and PowerPoint presentations. The training was conducted at the Latin American University Development Center in San Jose, Costa Rica. One hundred fifteen university and Extension personnel from the three countries participated. A pre/post test evaluation revealed that 100% of the participants increased their knowledge on Extension Methodology by at least 50%. Eighty-two percent of participants reported that they would use most of the

information they received. Written comments indicated that over 60% of the participants felt that the “hands on” portion of the curriculum in which they developed written proposals to fund on the ground projects in their countries was beneficial.

Another result of the project was a 2013 request by the Spearman Foundation to provide the same type of training to a group of eight Extension educators from Chihuahua, Mexico. As one of the original NMSU team members for the CAAEP, the agent was asked to participate in the same capacity as an instructor of Extension Methodology. The three week training included classroom instruction and field tours of Agriculture and Extension Programs in southern and northern New Mexico. The agent planned and conducted the tour in northern New Mexico. All eight participants reported that they appreciated the similarities between New Mexico and the State of Chihuahua and the observation of on-ground Extension programs will benefit their producers. The beef cattle programs were singled out as particularly useful.

Other Information Included in Portfolio After Curriculum Vitae

Annual Performance Evaluations – which include the Allocation of Effort statements. Provided by the Principal Unit Administrator / District Department Head.

Conflict of Interest Form - the most recent form completed online at <https://accounts.nmsu.edu/eds> and provided by the candidate.

Principal Unit Mission Statement and Guidelines - provided by the candidate (available online).

Letters of Reference – obtained by the Principal Unit Administrator / District Department Head through references provided by the candidate (minimum of five).

Supporting Documentation

Documentation File to Support Portfolio

The candidate is responsible for submitting a documentation file along with the core document for fall review. However, for spring review, the candidate will be required to submit the promotion and tenure portfolio composed only of a core document. The candidate will not be required to submit a documentation file for spring review.

The documentation file is an organized collection of supplemental documents and other materials that supports, explains, or clarifies the quality and significance of the candidate’s work to further support the application for promotion and tenure. This material is not routed beyond the College Promotion and Tenure Committee, but is available for review. Examples of material that could be included in the documentation file are complete programs that the agent wrote or compiled, curriculum, or publications.

If the application is for tenure, the candidate is to include evidence of contributions since starting at NMSU, plus evidence from other institutions if credit for prior service is applicable. If this is an application for promotion, then the candidate is to include evidence of contributions since the last promotion (Period Under Review).