College of Nursing and Health Sciences
Associate Degree Nursing Program
Tenure Guidelines

General Guidelines: Candidate Profile. The following documents are to be submitted to the NNM Tenure Council:
1. Letter of Application to Tenure and Promotion Council
2. Summary of Tenure Packet
3. Current Curriculum Vitae
4. Letters of Recommendation:
     Required
     a. Director, Associate Degree Nursing Program
     b. Colleagues/Faculty
     c. Dean, College of Nursing and Health Sciences

     Suggested additional references
     d. College Committee Chairs
     e. Students
     f. External references

Tenure binder to include the following four sections:
1. Teaching Effectiveness
2. Advising
3. College, Public, and Community Service
4. Scholarship, Mastery of Discipline, Professional Development

Faculty must meet the following minimum criteria:
License: Current unrestricted New Mexico RN license
Degree: Master's Degree in Nursing

Strongly recommended:
Certifications: Certified Nurse Educator (CNE)

Procedures

1. The Tenure Portfolio is first submitted to the Committee of the Eligible Faculty (CEF) in the College of Nursing & Health Sciences. The Committee of Eligible Faculty consists of all tenured faculty in the College of Nursing and Health Sciences. At the meeting of the CEF, a Chairperson will be selected to lead the discussion of each candidate's qualifications and achievements in the areas of teaching, advising, scholarship, and service. Members of the CEF shall vote on the recommendation for or against tenure. All deliberations and voting of the CEF will be recorded. Although a single Committee Chairperson is assigned oversight responsibility, all members of the CEF must accept personal responsibility for assuring that reviews are procedurally correct, fair, confidential, and free of bias for all faculty members. The CEF Chairperson should assure that the review body follows written procedures governing its reviews and that the proceedings are carried out in a highly professional manner.

2. The CEF Chairperson or his/her designee shall prepare a letter summarizing the strengths and weaknesses of the candidate, the results of the faculty vote, and the recommendation made by the CEF.

3. The results of the vote by the CEF for or against tenure will be forwarded to the Dean of the College of Nursing and Health Sciences for a final recommendation to the NNMC Tenure and Promotion Council.

- Appointment as an associate professor is based on having a Master's of Science in Nursing degree from a regionally and professionally accredited institution and evidence that the individual can perform effectively in teaching, advising, scholarship, and service.
- Appointment as a full professor is based on having an earned doctorate or other appropriate terminal degree from a regionally and professionally accredited institution and evidence that the individual can perform effectively in teaching, advising, scholarship, and service. Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching, has maintained a productive program of scholarship, and has demonstrated leadership in service, and, if relevant, has a sustained record of excellence in practice.
- Recommendations for appointment are based on a comprehensive assessment of each candidate's qualifications, together with detailed evidence to support the nomination.

The Tenure Packet must include the following **minimum** criteria:

Teaching Effectiveness	Advising	College, Public, and Community Service	Scholarship, Mastery of Discipline, Professional Development
Expectations: Effective teaching is an essential responsibility of all faculty members. Teaching includes all areas related to instruction and evaluation of students as well as course development and implementation. All faculty are expected to participate in curriculum development, evaluation and revision, and to teach competently. Clinical faculty will demonstrate expertise in clinical teaching. Teaching is evaluated using input from student evaluations of teaching, peer and department head observations and evaluations, and review of materials developed by the faculty member. Credit is given for developing and implementing creative approaches that enhance student learning or result in innovative learning products.	**Expectations:** All faculty are expected to advise nursing tracking students and students enrolled in the ADN Program.	**Expectations:** Service to the college and broader community and profession is an integral part of the faculty role. All faculty are expected to contribute to the life and governance of the college by participating in college and community service. Faculty are expected to demonstrate increasing involvement and leadership in service as they progress in rank. The nature and extent of service activity, however, will vary for individual faculty members.	**Expectations:** All faculty are expected to engage in scholarship according to the definition of scholarship developed by the ADN Program. Clinical faculty are expected to be expert clinicians. **ADN Program definition of scholarship:** Nursing scholarship, as defined by the NNMC Associate Degree in Nursing program, is a full and collective range of intellectual and creative activities that advance the teaching, discovery, integration, and application of nursing both as an art and a science. It is associated with achievement of excellence in all aspects of the nurse educator role. Because the NNMC ADN program is a non-research intensive program, ADN program faculty are not expected to engage in research. On a personal level, this model allows a respect for and an acknowledgement of each ADN faculty member's

Teaching Effectiveness	Advising	College, Public, and Community Service	Scholarship, Mastery of Discipline, Professional Development
			talents and allows them to individualize their scholarly activities into what works best for them. **See Elements of Scholarship for the NNMC ADN Program below.
Evidence: • Statement of teaching philosophy • Recent course syllabi, class schedule, and course materials • Aggregate Student Course Evaluations for all courses taught 2 years prior to application • Peer evaluation of teaching • Department head evaluation of teaching for 2 previous consecutive years • Student learning outcomes and assessment data and analysis • Evidence of curriculum development, evaluation, and revision • Evidence based learning activities developed by the faculty member to include: assignments/materials/rubrics/PowerPoints, etc. • Evidence of feedback provided to students to enhance learning	**Evidence** • Evidence of student advisement	**Evidence** • Committee work at the department level • Participation in institutional governance (College committee work such as the Faculty Senate, Faculty Senate Committee work, institutional committees, etc.) • Letters from Committee Chairs verifying attendance and participation on committees • Evidence of community/public service	**Evidence:** • Ongoing growth in subject matter • Clinical faculty must provide evidence of how they stay current and competent in clinical practice • Attendance in professional development conferences • Collaborating with other faculty to obtain and sustain program accreditation activities. • Professional certifications • Ongoing academic education in the field

Evidence
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Evidence of Teaching Effectiveness
In addition to the required documents listed above, the following are examples of effective teaching which is illustrative rather than exhaustive:
- Command of subject, including incorporation of recent developments into instruction;
- Organization and presentation of class material;
- Contributions to curricula development;
- Creativity in course development, methods of presentation, and incorporation of new materials and ideas;
- Clinical laboratory instruction/supervision;
- Clinical instruction/supervision;
- Evidence of the development of new and effective instructional techniques and materials, shown through written explanation by the candidate, including syllabi, examinations, and assignments;
- Number of courses and sections taught;
- Recognition or awards for distinguished teaching;
- Instruction-related publications authored, co-authored or (co-)edited;
- Maintenance and development of competence through organized workshops, academic study, and courses;
- Mentoring of junior faculty to become effective teachers;
- Participation in service learning activities;
- Giving lectures or presentations to student groups, colleagues, or the college community;
- Student accomplishments

Evidence of Excellence of Advising
In addition to the required documents listed above, the following are examples of effective advising which is illustrative rather than exhaustive:
- Mentoring or tutoring students
- Special review sessions for students
- Keeping an 'open door' policy towards students
- Advising evening students
- Number of students advised

- Advisement logs or narratives
- Assisting students in the selection of courses and career options

Evidence of Excellence of Service
In addition to the required documents listed above, the following are examples of effective college, public, and community service which is illustrative rather than exhaustive:

- Committee work at the department and college level
- College service at the state or national level
- Advisor to student organizations
- Representing the college at public events
- Involvement in student recruitment efforts
- Serving on boards or advisory councils at the local, state, national, and international level
- Giving lectures or presentations to local groups within the community
- Working with the local community as a volunteer
- Involvement in activities that increase the desire of non-college students to attend college
- Participation in professional associations at state and national levels.
- Working with community leaders to find solutions to community problems

Documentation of Currency and Competency in Clinical Practice
The following are examples of effective clinical practice which is illustrative rather than exhaustive.
Excellent clinical practice is a responsibility of all clinical faculty and of tenure track faculty as appropriate to their responsibilities within the college. When faculty are engaged in practice, documentation must include a description of area of practice, where practice is done, average hours of practice per week, major contributions, and quality of practice. The following items should be considered in compiling documentation in the area of practice:

- Evidence of a recent or active clinical practice;
- Orientations at clinical facilities;
- Attendance at conferences that address clinical practice standards;
- Teaching nursing clinical and theory courses;
- Professional development conferences, courses, and workshops;
- Recognition or awards for excellence in clinical practice;

- Peer evaluation by colleagues and multidisciplinary team members;
- Letters/evaluations from present and former patients;
- Practice-related publications;
- Evidence of clinical mentoring of professional peers;
- Leadership and/or participation in the development of practice innovations, clinical practice standards, and clinical pathways;
- Evidence of the development or revision of clinical practice guidelines;
- Presentations on clinical topics to professional audiences;
- Presentations and activities that promote health in the community;
- Participation in clinical/practice standards committees and quality-review boards;
- Any other information that the candidate may wish to submit

***Elements of Scholarship for NNMC ADN Program Faculty

Elements of Discovery
• Developing evidence-based publications for practice or journals.
• Contributing to academic climate of the department or university.
• Integrating evidence-based practice into nurse educator practice.
• Developing and presenting evidence-based presentations at local, regional, and national conferences.
• Conducting and/or supporting original research.
• Recognition by professional bodies as a scholar in a defined area.
• Developing and producing grants.

Elements of Application
- Incorporating critical thought within the practice of nursing education.
- Providing outcome-based nursing education.
- Initiating and engaging in the change process.
- Conducting self-evaluation.
- Engaging in course and curriculum development.
- Recognizing excellence in practice, as indicated by certification.
- Maintaining clinical practice

Elements of Integration
• Collaborating among disciplines.
• Promoting and modeling collegiality and interdisciplinary practices.
• Consulting.
• Reviewing, evaluating, presenting, and critiquing research.
• Conducting integrative reviews of the literature.
• Developing and engaging in interdisciplinary programs and/or service projects.
• Conducting policy analyses.

Elements of Teaching
- Developing courses and programs
- Revising existing courses and programs.
- Developing innovative, evidence-based teaching strategies.
- Conducting student evaluations
- Devising and conducting course and/or curriculum evaluative methods.
- Undertaking professional role modeling as a nurse educator.
- Collaborating with other faculty to obtain and sustain program accreditation activities.
- Promoting teaching excellence.
- Providing effective course coordination.
- Disseminating teaching and learning methods in local, regional, and national venues and publications.
- Actualizing mentorship in education and practice arenas.
- Engaging in reflective self-inquiry.
- Creating new courses and/or programs.
- Incorporating formal and informal evaluative statements into teaching practices