TABLE OF CONTENTS

TABLE OF CONTENTS ..................................................................................................................... 2
HISTORY AND DESCRIPTION OF THE SCHOOL OF NURSING ..................................................... 6
SCHOOL OF NURSING PHILOSOPHY ............................................................................................ 6
MISSION STATEMENT ...................................................................................................................... 7
SCHOOL OF NURSING GOALS ..................................................................................................... 8
ACADEMIC PROGRAM OUTCOME COMPETENCIES ..................................................................... 8
  B.S. N. Program Outcome Competencies ..................................................................................... 8
  M. S. N. Program Outcome Competencies ................................................................................... 9
  P.H. D. Program Outcome Competencies .................................................................................. 11
  D.N.P Program Outcome Competencies .................................................................................... 12
ORGANIZATIONAL CHART, FACULTY/STAFF, AND STRATEGIC PLAN .................................... 12
NMSU SCHOOL OF NURSING FACULTY ORGANIZATION BYLAWS ........................................ 13
FACULTY AND FACULTY MATTERS .............................................................................................. 23
  Rights and Responsibilities ............................................................................................................ 23
  Office Hours .............................................................................................................................. 23
  Absences .................................................................................................................................... 24
  Cancellation of Classes.............................................................................................................. 24
  Faculty Appointment .................................................................................................................. 24
  Faculty Promotion ...................................................................................................................... 24
  Tenure ...................................................................................................................................... 24
  Faculty Assignments .................................................................................................................. 25
  Evaluation ....................................................................................................................................
  Student Evaluation .................................................................................................................... 25
  Self and Peer Evaluation .......................................................................................................... 26
  Administrative Evaluation ........................................................................................................ 26
  Personnel Folders and Records ............................................................................................... 26
  Curriculum Vitae ...................................................................................................................... 26
  Educational Opportunities ........................................................................................................ 26
  Leaves, Retirement ....................................................................................................................... 26
  Travel Policy and Procedures ..................................................................................................... 26
  Illness and Other Emergencies ................................................................................................. 27
Campus Health Center .......................................................................................................................... 27
Licensure .................................................................................................................................................. 27
Professional Liability Insurance ............................................................................................................ 27
Schedules .................................................................................................................................................. 27
  Faculty Members ..................................................................................................................................... 27
  Classrooms .............................................................................................................................................. 28
  Clinical Agencies .................................................................................................................................... 28
Background Checks and Clinical Clearance ............................................................................................. 28
Affiliation Agreements .............................................................................................................................. 28
Faculty Development ............................................................................................................................... 28
Communications ....................................................................................................................................... 28
Mail ............................................................................................................................................................ 28
Messages for Students or Faculty ............................................................................................................. 29
Telephone .................................................................................................................................................. 29
Telephone Billing ....................................................................................................................................... 29
Bulletin Boards .......................................................................................................................................... 30
SON Faculty Website – Blackboard .......................................................................................................... 30
Faculty Computers .................................................................................................................................... 30
Office Supplies .......................................................................................................................................... 30
Photocopy Work and Secretarial Support ................................................................................................ 30
ACADEMIC MATTERS ............................................................................................................................ 33
  Curriculum ............................................................................................................................................... 33
  Advising .................................................................................................................................................... 33
  Attendance ............................................................................................................................................... 33
  Grading Policy ........................................................................................................................................ 33
  Use of Preceptors ................................................................................................................................... 33
  Grade Reports ........................................................................................................................................ 31
  Counseling of Students ........................................................................................................................... 31
  Grade Appeals ........................................................................................................................................ 31
  Disclosure of Student Records .............................................................................................................. 31
  Maintenance of Records .......................................................................................................................... 31

3
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exams</td>
<td>32</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>32</td>
</tr>
<tr>
<td>ADA Statement on Class Syllabus</td>
<td>32</td>
</tr>
<tr>
<td>Religious Holy Days</td>
<td>32</td>
</tr>
<tr>
<td>Code of Ethics and Standards of Conduct</td>
<td>32</td>
</tr>
<tr>
<td>Uniforms</td>
<td>33</td>
</tr>
<tr>
<td>Independent Study Courses in Nursing</td>
<td>33</td>
</tr>
<tr>
<td>Student Requests for Faculty Recommendations</td>
<td>33</td>
</tr>
<tr>
<td>ACADEMIC SUPPORT SERVICES</td>
<td>37</td>
</tr>
<tr>
<td>Computer and Support Services</td>
<td>37</td>
</tr>
<tr>
<td>The Teaching Academy</td>
<td>37</td>
</tr>
<tr>
<td>Library Services</td>
<td>37</td>
</tr>
<tr>
<td>Research Activities Support</td>
<td>38</td>
</tr>
<tr>
<td>Audio Visual Materials</td>
<td>38</td>
</tr>
<tr>
<td>Computer Lab CHSS Rm 219</td>
<td>38</td>
</tr>
<tr>
<td>Center for Nursing Skills, Simulation, and Tutoring</td>
<td>38</td>
</tr>
<tr>
<td>Student Success Centers</td>
<td>38</td>
</tr>
<tr>
<td>Graduate/Research Assistants</td>
<td>38</td>
</tr>
<tr>
<td>SAFETY AND SECURITY</td>
<td>39</td>
</tr>
<tr>
<td>CH&amp;SS Evacuation and Specific Safety Plan</td>
<td>39</td>
</tr>
<tr>
<td>Exposure Control Plan</td>
<td>39</td>
</tr>
<tr>
<td>Center for Nursing Skills, Simulation, and Tutoring Guidelines</td>
<td>39</td>
</tr>
</tbody>
</table>
APPENDIX

SCHOOL OF NURSING ORGANIZATIONAL CHART ................................................................. 41
SCHOOL OF NURSING FACULTY AND STAFF CONTACT LIST ......................................... 42
SCHOOL OF NURSING STRATEGIC PLAN ........................................................................ 43
HISTORY OF SCHOOL OF NURSING .................................................................................. 52
FACULTY ORIENTATION PLAN .......................................................................................... 57
ANNUAL FACULTY GOALS STATEMENT ........................................................................... 58
CURRICULUM VITAE FORMAT .......................................................................................... 59
TENURE AND TENURE TRACK FACULTY ANNUAL PERFORMANCE EVALUATION FORM .... 66
COLLEGE FACULTY ANNUAL PERFORMANCE EVALUATION FORM ................................ 70
FACULTY MEMBER’S SCHEDULE FORM .............................................................................. 71
INNER OFFICE JOB REQUEST FORM ................................................................................. 72
INDEPENDENT STUDY FORM ............................................................................................. 73
TRAVEL REQUEST FORM .................................................................................................... 74
OUT OF TOWN NOTIFICATION FORM .................................................................................. 75
REQUEST FOR LABORATORY ASSISTANCE FORM ........................................................... 76
SCHOOL OF NURSING PROMOTION AND TENURE GUIDE LINES ...................................... 78
HISTORY AND DESCRIPTION OF THE SCHOOL OF NURSING

New Mexico State University is a dynamic institution serving the needs of the community as well as the needs of a diverse student population, numbering approximately 16,000. The establishment of a nursing education program on this campus was in response to community and student need. Our geographical location along the United States Mexico Border and our diverse student population provides all students with outstanding clinical experiences—acute care and community based. Find more information concerning the NMSU School of Nursing History and School in the appendix and at http://schoolofnursing.nmsu.edu/

NEW MEXICO STATE UNIVERSITY SCHOOL OF NURSING PHILOSOPHY

The following statements represent the philosophical beliefs of New Mexico State University's School of Nursing faculty about the person, the environment, health, nursing, and the educational process.

Person: The person is a holistic being with inherent worth and dignity. A person is dynamic and complex, and is the unique product of genetic endowment, culture, environment, and life experiences. As an integrated whole, the person is greater than and different from the sum of the parts. Each person presents diversity in life style, values, goals, self-care practices, and role expectations. The person is in the process of becoming through a developmental spiral toward harmony and self-actualization.

Environment: The environment is the collective of all conditions, circumstances, and internal and external forces. The environment is affected by physical, psychological, social, cultural, ethnic, spiritual, economic, political, and ecological factors. It is diverse and ever changing, constantly influencing and responding to dynamic forces including technology, education, values, and economic, geopolitical and population characteristics. Individuals, families, groups, and communities together share responsibility to foster optimal environmental conditions that are conducive to health and well-being.

Health: Health is a dynamic process of interactions among forces in the internal and the external forces. The scope of health is pandimensional and fluctuates in response to internal and external environmental factors. A person in optimal health is in a state of physical, psychological, spiritual, and sociocultural harmony. Health promotion and maintenance, illness prevention and care, and rehabilitation are personal and societal obligations. Judicious use of human, environmental, and economic resources by each individual, family group, and community influences health. Each person has the right to health care and the responsibility to participate in health-related decisions and activities to the best of his or her capability.

Nursing: Nursing is a science and an art based on knowledge derived from a body of nursing science, the physical and social sciences, and the humanities. The practice of professional nursing is the direct and indirect service to individuals, families, groups, and communities in order to meet the patient's/client's health needs. The goal of nursing is to help the patient/client develop to their maximum potential for health within a given context. Through the application of knowledge, critical thinking, clinical judgment, therapeutic interventions, and effective communication, the professional nurse functions in a variety of roles including—but not limited to—care provider, educator, advocate, manager, collaborator, leader, and researcher. The nurse demonstrates responsibility and accountability to the patient/client, to the profession of nursing, and to society.

Educational Process: Education includes both teaching and learning. Learning involves the intellectual, emotional, and psychological self. Learning is a process, which broadens one's appreciation and understanding. The outcome of the learning process may be change. The learner is an active inquirer; the teacher serves as a facilitator in the learning process. Learning involves the intellectual, emotional, and psychological self. Learning is a process, which broadens one's appreciation and understanding. The outcome of the learning process may be change. The learner is an active inquirer; the teacher
serves as a facilitator in the learning process. The teaching-learning process takes place in an environment that is conducive to learning and is characterized by mutual trust, respect, and understanding. Both teacher and learner share accountability for learning and the responsibility for facilitating the process. The evaluation of student learning is collaborative between teacher and student and is conducted in an environment, which promotes understanding and growth.

**Education:** Education focuses upon human experiences and the ever-changing environment. Necessarily, learning is viewed as a life-long process. Individuals' talents, styles of learning, and cultural backgrounds influence the educational process.

**Nursing Education:** Nursing education takes place within the mainstream of collegiate education and focuses on the knowledge and practice of nursing. The faculty provide sequences of instruction and experiential activities to enhance critical thinking, communication, and development of abilities in therapeutic nursing interventions. Activities are designed to direct learning from simple to complex, from concrete to abstract, from direction following to problem solving to creative synthesis. The faculty is committed to creating an educational climate which encourages the students to attain their maximum potential and fosters competence, creativity, and intellectual inquiry. Nurses prepared at the baccalaureate level use the nursing process to provide care to individuals, families, groups, and communities. They demonstrate leadership and management skills and the ability to work collaboratively with patients/clients and colleagues. Through the systematic evaluation of current nursing practice and thoughtful application of research findings, the nurse fosters quality improvements in nursing care. As a health care professional, the nurse has direct impact on health care delivery. Nursing practice must be legal and ethical and reflect existing standards of the nursing profession. Nurses prepared at the graduate level build upon their undergraduate education and are able to expand the application of the nursing process in order to function in advanced practice roles. Graduate level responsibilities include leadership, administration, advanced clinical practice, teaching, and research. These responsibilities are directed toward influencing nursing practice as well as health care policy.  
*Reaffirmed 3/07/11; 01/09/14*

**SCHOOL OF NURSING MISSION STATEMENT**

The mission of NMSU School of Nursing is to promote health and improve the quality of life in the people of New Mexico through nursing education, research, practice, and public service recognizing the state’s multicultural heritage and dynamic border environment. The mission of the School of Nursing reflects a commitment to the mission of the university and the standards of professional nursing practice by demonstrating excellence in nursing education, research, practice, and public service.

The primary responsibility of the School of Nursing is to provide the highest quality professional nursing education including preparation for practice at the undergraduate BSN, and graduate MSN and doctoral levels. The intent reflects a commitment to the attainment of excellence in practice by designing innovative and challenging educational experiences valuing diversity, providing evidence based nursing care, and fostering lifelong learning for the professional nurse in a multicultural society. The faculty provides instructional strategies responsive to student needs for greater delivery of multimedia methods and distance education.

*Mission Statement Revision Date 2/6/06, Reaffirmed 3/07/11; 01/09/14*
SCHOOL OF NURSING GOALS

The Faculty in the School of Nursing at New Mexico State University supports the following goals:

1. Provide a rigorous education to support a comprehensive core of knowledge and professional skills for students at baccalaureate and graduate levels that prepares them for professional practice roles.

2. Offer students educational opportunities that enable them to function in emerging nursing roles in health care including those in practice, leadership, management, and health promotion.

3. Recruit and retain students and faculty from diverse racial, ethnic, and cultural backgrounds.

4. Provide educational experiences that acknowledge, support and advance health care for vulnerable and disparate populations.

5. Promote, participate, and collaborate in scientific inquiry, clinical reasoning and judgment, research utilization, and evidence-based practice related to issues in health and nursing care.

6. Demonstrate leadership in identifying and addressing a range of health care issues in the local, regional, national, and global community.

7. Demonstrate and promote responsibility, safety, and accountability in nursing education, research, outreach, and practice.

8. Achieve competence in the use of technological and communication resources related to health care and the professional role.

9. Promote the highest ethical standards at all levels of nursing education, research, outreach, and practice.

SON Goals Revised: 4/8/2010, Reaffirmed 3/07/11; 01/09/14
ACADEMIC PROGRAM OUTCOME COMPETENCES

BSN Outcome Competencies:

Upon completion of the program, the baccalaureate graduate is expected to:

1. Synthesize knowledge from nursing and liberal education in the application of nursing practice as a generalist.

2. Demonstrate responsibility and accountability in the practice of professional nursing though the application of nursing standards, quality of care, and patient safety.

3. Apply the results of scholarly research through research utilization and evidence based nursing practice to provide quality nursing care.

4. Demonstrate knowledge and basic competence in the use of resources related to health care, information management, and application of patient care technology.

5. Critique current issues and trends in health care policy, finance, and regulatory environments.

6. Demonstrate effective written, oral, non-verbal, and electronic communication in the practice of professional nursing including collaboration with other health care professionals.

7. Facilitate patients’ optimal adaptation through health promotion and disease prevention at the individual, family, group, community, and population levels.

8. Apply professionalism and professional values of altruism, autonomy, human dignity, integrity, and social justice in the nursing care of patients.

9. Utilize the nursing process as a unifying framework for the delivery of nursing care to patient across the lifespan and the continuum of health care environments.

10. Analyze and apply holistic concepts to the nursing care of patients in the local, national, and international communities.

Initial Approval 11/30/92; Revised, 9/13/93; Approved 9/27/93; Revised/Approved 10/11/93; Revised/Approved 5/13/96; Revised/Approved 10/26/98; Revised/Approved 5/16/2000; Revised/Approved 11/02/2009, reaffirmed: 01/09/14
**MSN Program Outcome Competencies:**

Upon completion of the MSN program in Nursing, the graduate is prepared to:

1. Incorporate advanced knowledge and theoretical frameworks from the biophysical, psychosocial, and nursing sciences to promote and maintain human health through advanced specialty practice, education, or administration.

2. Demonstrate competence and critical thinking in the advanced-practice roles of clinical nurse specialist, nurse practitioner, or nurse administrator.

3. Identify researchable problems, participate in basic and applied research, and direct colleagues in the development of research-based practice and research utilization.

4. Collaborate in the use of therapeutic nursing strategies and interventions in health promotion, disease prevention, and illness care of individuals, families, groups, and communities in multicultural settings.

5. Assume leadership positions and develop collaborative relationships to identify policy issues addressing access to economically responsible, quality health care.

6. Demonstrate cultural, ethical, legal, and professional competence in advanced-practice nursing roles.

7. Demonstrate communication competence using effective written, verbal, nonverbal, and electronic modalities in advanced-practice nursing roles.

8. Demonstrate knowledge and competence in the use of technological resources related to health care, which includes, but is not limited to, electronic communication, computer use, and web research skills.

Approved 11/13/95
Revised: 11/13/97; 2/15/99; 2/28/00
Reaffirmed: 01/09/14
PhD Program Outcome Competencies:

The intent of the doctoral program is to prepare individuals who can assume leadership roles in academia, including the scholarship of teaching, research, and professional service. The focus of the program is on nursing scholarship. It is expected that graduates will facilitate the development of new knowledge and nursing education that is directed at improving nursing care outcomes for individuals, families, communities, and systems in populations with health care disparities. An empowerment/social justice framework guides our distinctive emphasis given the proximity of NMSU to the US/Mexico border.

Upon completion of the PhD in Nursing, the graduate is prepared to:

1. Pursue intellectual inquiry and conduct independent research for the purpose of extending knowledge.
2. Examine leadership skills for dealing with social, ethical, cultural, economic and political issues related to nursing, health care, research and education.
3. Evaluate the historical, theoretical and philosophical foundations in the development of nursing knowledge.
4. Utilize models for empowerment and social justice in the exploration of opportunities for scholarly development in the nursing profession.
5. Integrate knowledge from nursing and other disciplines to address problems in health disparities.

2006; reaffirmed: 01/09/14
DNP Outcome Competencies

1. Integrate, synthesize, design, and translate theory & research based nursing and interdisciplinary knowledge to develop and evolve advanced practice nursing.

2. Develop and evaluate care delivery ensuring quality health care and patient safety within an ethical framework.


4. Use information systems/technology to select, use, and evaluate programs of care, outcomes of care, and care systems.

5. Advocate for health care practice/system changes through policy development, implementation, and evaluation.

6. Employ effective communication, collaboration, consultative, and leadership skills to promote positive client and health organization outcomes.

7. Integrate principles of clinical prevention, biostatistics, population health, and cultural competence into their advanced practice-nursing role.

8. Implement the advanced practice-nursing role in accordance with national standards.

Approved 3/20/08, 5/08, 12/21/2010, 01/09/14
Under the direction of the Director of the School of Nursing, the Associate Directors, Nursing Faculty, and School of Nursing Staff work together to provide a wide variety of options for the beginning, degree completion, and advanced nursing student. Our geographical location along the United States Mexico Border and excellent programs allow nursing students unique opportunities to advance their nursing skills and nursing education facilitated by dedicated expert faculty clinicians. Our programs and student enrollment have grown in answer to continuing community and state needs through the efforts of these dedicated professionals. The organizational chart, faculty staff list, and strategic plan are found in the appendix.
NEW MEXICO STATE UNIVERSITY
COLLEGE OF HEALTH AND SOCIAL SERVICES
SCHOOL OF NURSING
NURSING FACULTY ORGANIZATION BYLAWS

Article I

NAME

Section 1. The name of this organization is Nursing Faculty Organization.

Article II

PURPOSE

Section 1. The purpose of the Nursing Faculty Organization is to provide for planning, communication, coordination, and evaluation of policies pertaining to the nursing faculty and students and the organization’s interaction with the College of Health and Social Services and New Mexico State University (NMSU).

Article III

MEMBERSHIP

Section 1. All full-time faculty in the School of Nursing are voting members of this organization. Part time faculty who teach 6 or more credit hours during a semester are also voting members during that semester. Part time faculty members who are teaching less than 6 hours are encouraged to attend meetings, but have no vote.

Article IV

OFFICERS AND THEIR DUTIES

Section 1. The Associate Dean and Director of the School of Nursing, NMSU convenes the Nursing Faculty Organization Meeting. The Associate Dean and Director is an ex-officio member of all standing committees. The Associate Directors of the School of Nursing convene the graduate and undergraduate program meetings. Standing committees elect a chairperson. The parliamentarian is appointed and approved by a majority of the faculty members on the committee.

Section 2. The duties of the chairperson or convener are but not limited to:

2.1. calls and facilitates the meetings
2.2. sets the agenda
2.3. regularly reports activities to faculty
2.4. votes only in case of a tie vote

Section 3. The School of Nursing Administrative Secretary will record and distribute minutes for the Nursing Faculty Organization Meeting.

3.1. The secretary will record the minutes.
3.2. The secretary distributes the minutes to all members-within ten working days after a scheduled or called meeting.
3.3. The secretary will send an electronic copy of the minutes and handouts to the Faculty Affairs Chairman to be posted on the School of Nursing Faculty Group Website.

3.4. The School of Nursing Secretary will distribute the agenda 3 days prior to regular meetings.

**Article V**

**MEETINGS**

**Section 1.** Meetings are scheduled monthly. Additional meetings may be called by the chairperson as the need arises.

**Section 2.** Agenda and Minutes:

2.1. Faculty members may contribute items to the agenda by submitting them to the chairperson one week prior to the meeting. Faculty members may also add agenda items at the beginning of each meeting at the discretion of the chairperson/convener or by a majority faculty vote.

2.2. The agenda is distributed to all organization members at least 3 days before each meeting.

2.3. The original agenda and all organization minutes will be kept in a master file in the School of Nursing and available on the School of Nursing Faculty Group Website.

**Section 3.** A quorum is the majority (50% plus 1 member) of the eligible voting organization membership.

**Article VI**

**STANDING COMMITTEES**

**Section 1.** The standing committees are of two types: Program Committees and School of Nursing committees. The Graduate Programs and Bachelor of Science in Nursing (B.S.N.) Programs shall have a Program Committee. The other School of Nursing standing committees shall be the Faculty Affairs Committee, the Student Affairs Committee, the Promotion and Tenure Committee, and the Evaluation Committee.

**Section 2.** General guidelines for all standing committees:

2.1. Eligibility for membership to standing committees will be determined by the Faculty Affairs Committee in consultation with the Associate Dean and Director of the School of Nursing. Faculty members of standing committees shall be approved at the final meeting of the Nursing Faculty Organization for the academic year from a slate prepared by the Faculty Affairs Committee. The Faculty Affairs Committee will fill any faculty vacancy on any committee in consultation with the School of Nursing Associate Dean and Director.

2.2. The Associate Director of Undergraduate Programs will convene the BSN committee. The Associate Director for Graduate Programs will convene the Graduate Committee. All other committee chairs will be elected by committee members at the first committee meeting of the academic year. The committee chair from the previous academic year will convene the first meeting of the new academic year.

2.2.1. Full time faculty are eligible to serve as chairperson or secretary of a standing committee.
2.3. The chairperson shall:

- Prepare the agenda
- Call and convene the meetings
- Present recommendations and reports to the Nursing Faculty Organization.
- Approve committee minutes prior to distribution to members
- Prepare a written annual report of committee activities and recommendations for continued work.
- Present an annual committee report at the last meeting at end of the academic year to the Faculty Organization
- Ensure the recording and preparation of minutes of committee meetings.
- Minutes will be kept in a master file in the administrative office of the School of Nursing and are available to faculty and staff on the School of Nursing Faculty Group Website.
- Student members of committees must be in good academic standing and must have passed all nursing courses with a C or better. Student members of committees may vote but may not serve as chairperson or secretary.

2.4. The functions of all standing committees include, but are not limited to, those delineated.

2.5. The Faculty Affairs Committee assumes responsibility for filling vacancies in unexpired committee members terms in consultation with the Associate Dean and Director of the School of Nursing.

Section 3. PROGRAM COMMITTEES:

3.1. B.S.N. Program Committee

3.1.1. Purpose: The B.S.N. Program Committee shall be responsible for the B.S.N. curriculum and defining policies regarding admission to and progression within the B.S.N. program.

3.1.2. Functions:

- Make decisions about student requests for exemptions from admission and progression policies, and act upon admission applications to the B.S.N. program.
- Review, revise, and evaluate the program curriculum and the program admission and progression policies in a systematic manner.
- Recommend policies regarding admission to and progression within the B.S.N. program options.
- Recommend policies for probation and disciplinary actions within the B.S.N. program.
- Review-applicants for admission and select new student candidates from pools of applicants.
• Prepare, review, and revise the advising guidelines for students in the B.S.N. program.

• Review recommendations from faculty and determine probationary status of students.

• Participate in an annual faculty-wide B.S.N. curriculum review.

• Review and recommend updates to the BSN program.

• Review scholarship applications and make recommendations to the Associate Dean and Director.

3.1.3. Membership:

The B.S.N. Program Committee shall be comprised of the SON Associate Director of Undergraduate Studies, a representative from all BSN specialty options, and a minimum of three additional eligible faculty.

• Student representation shall include one student from each BSN program option.

• Student members will not attend or participate when admission applications are acted upon or when deliberations related to individual student progression take place.

• The Associate Director of Undergraduate Studies shall convene and set the agenda for meetings.

3.2. Graduate Programs Committee

3.2.1. Purposes:

The Graduate Committee shall be responsible for graduate curricula and defining policies regarding admission to and progression within the graduate programs.

3.2.2. Functions:

• Make decisions about student requests for exemptions from admission and progression policies.

• Act upon admission applications to graduate programs.

• Review, revise, and evaluate the program curriculum and the program admission and progression policies in a systematic manner.

• Recommend policies to program faculty for admission to and progression within the Graduate programs.

• Recommend policies to program faculty for probation and disciplinary actions within the Graduate programs.

• Review applications for admission and select new graduate candidates from the pool of applicants.
• Prepare, review, and revise the graduate programs manual used by faculty to advice students in graduate program.

• Review recommendations from faculty and determine probationary status of students.

• Review graduate scholarship applications and make recommendations to the Associate Dean and Director.

3.2.3. Membership:

• The Graduate Programs Committee shall be composed of the Graduate Program Associate Director, a minimum of three faculty with NMSU graduate faculty status, and representatives from all graduate program levels.

• Student representation shall include one student from each graduate level.

• Student members will not attend or participate when admission applications are acted upon or when deliberations related to individual student progression take place.

• The Associate Director for Graduate Studies shall convene and set the agenda for graduate committee meetings.

3.3 Doctorate of Nurse Practice Committee

3.3.1 Purpose:

The D.N.P. Practice Committee shall be responsible for the D.N.P curriculum and defining policies regarding admission to and progression within the D.N.P program. In addition to current practice nurse, competencies that are intended to be used in conjunction with and build upon the graduate and APRN core competencies outlined in the AACN (2006) Essentials of Doctoral Education for Advanced Nursing Practice or the AACN (1996) Essentials of Master’s Education for Advanced Practice Nursing.

3.3.2 Function:

• Ensure clinical practicing nurse and practitioner has demonstrated their skills in providing high quality care to their patients regardless of gender, age or socio-economic status.

• Ensure Skilled clinical practice is maintained as the foundation of all DNP educational programs

• Ensure accreditation standards need to be maintained to confirm the preparation of safe, highly qualified clinicians who can be certified and recognized in the regulatory area

3.3.3 Membership

• The DNP committee shall be composed of the Graduate Assistant Director, DNP Coordinator a minimum of three faculty members with NMSU graduate faculty and practice status.
• The DNP Coordinator for DNP program shall convene and set the agenda for the DNP committee meetings

Section 4. SCHOOL OF NURSING COMMITTEES:

4.1. Faculty Affairs Committee

4.1.1. Purpose:

To promote faculty scholarly and professional development, communication, and welfare.

4.1.2. Functions:

• Facilitate current communication of committee minutes, committee reports, orientation resources, and research resources, and faculty development resources via the web-based faculty group website.
• Prepare a slate of eligible faculty nominees in consultation with the Associate Dean and Director of the School of Nursing for each of the standing committees.
• Preside over approval of committee membership at the first meeting of the Faculty Organization Committee in the beginning of the new academic year.
• Distribute committee membership lists to all Nursing Faculty Organization members via a web-based faculty group website.
• Fill any faculty vacancy on any committee in consultation with the School of Nursing Associate Dean and Director.
• Recommend policies to the Nursing Faculty Organization and develop guidelines to support faculty scholarly and professional development and welfare.
• Assess the need, recommend, and oversee implementation of educational programs and social functions for faculty.
• Oversee the faculty orientation process and evaluation via the web-based faculty group website and report the results to the chair of the evaluation committee.
• Review and recommend revisions of the School of Nursing Faculty Handbook annually.
• Review the Nursing Faculty Organization Bylaws annually. Solicit, accept, and propose revisions and amendments to the Bylaws.
• Distribute proposed Nursing Faculty Organization Bylaws changes to Nursing Faculty Organization membership.
• Review faculty evaluation processes and present recommended changes to the P&T committee and Associate Dean and Director of the School of Nursing.

4.1.3. Membership:
The committee shall be comprised of a minimum of three eligible faculty members.

4.2. Student Affairs Committee

4.2.1. Purposes:

To promote student services, student recognition, academic standards, and students' rights and responsibilities.

To serve as a liaison between students, the Student Nurses Association, and faculty.

4.2.2. Functions:

- Promote student services, academic standards, and students' rights and responsibilities.
- Coordinate with program directors and faculty in planning the student recognition ceremony.
- Recommend policies to the Nursing Faculty Organization regarding general student welfare.
- Recommends a faculty advisor for and provides technical assistance to the Student Nurses Association at NMSU.

4.2.3. Membership:

The committee shall be comprised of a minimum of three eligible faculty members, one student enrolled in each graduate program option and one student enrolled in each of the undergraduate program options.

- The Student Nurses Association Faculty Advisor shall be a member of the Student Affairs Committee.

4.3. Evaluation Committee

4.3.1. Purpose:

To develop, review, and assure implementation of the total program evaluation plan.

4.3.2. Functions:

- Review and recommend to Program Directors and Nursing Faculty Organization the School of Nursing evaluation plan and its revision to be presented in the Fall semester of each year.
- Develop evaluation tools and processes for School of Nursing evaluation activities.
- Oversee collection and use of evaluation data.
- Maintain a calendar of evaluation activities and direct implementation of these activities.

4.3.3. **Membership:**

The committee shall be comprised of at least three eligible faculty members and shall include both graduate and undergraduate faculty.

4.4. **Promotion and Tenure Committee**

4.4.1. The purposes and functions of this committee are prescribed by the New Mexico State University Policy Manual. [http://www.nmsu.edu/manual/policies-and-procedures.html](http://www.nmsu.edu/manual/policies-and-procedures.html)

4.4.2. **Membership:**

The committee shall be comprised of all tenured faculty.
Article VII

AD HOC COMMITTEES

Section 1. Ad Hoc committees may be called into existence by the chairperson of the organization, by an organization standing committee, or by a two-thirds vote of the organization members, to deal with a specific issue, problem or concern. The members are appointed by the body establishing the committee. After attending to the issue, the committee makes a report and a recommendation to the originator of the committee. The committee dissolves upon completion of the assigned task.

Section 2. Membership on Ad Hoc committees will be determined by the needs of the committee.

Section 3. Officers and their duties shall be as prescribed for all standing committees of the organization.

Article VIII

PARLIAMENTARY AUTHORITY

Section 1. The rules contained in Robert’s Rules of Order (Simplified version), shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Bylaws.

Article IX

AMENDMENT OF BYLAWS

Section 1. These bylaws may be amended at any regular or called meeting of the Nursing Faculty Organization provided the proposed amendments have been distributed to all members five working days prior to the meeting. A quorum must be present for a vote. See Article V Section 3.

FACULTY AND FACULTY MATTERS

Policies and information related to faculty and faculty/student matters are located in the following:


2. College of Health and Social Services Statement of Tenure and Promotion (Incorporated into NMSU Policy manual online at http://www.nmsu.edu/manual/policies-and-procedures.html, Chapter 5); CH&SS http://chss.nmsu.edu/faculty-and-staff/faculty/ and School of Nursing P&T documents available at http://learn.nmsu.edu, School of Nursing Faculty Group online site

3. School of Nursing Faculty Handbook; http://learn.nmsu.edu, School of Nursing Faculty Group online site and in main nursing office.

4. NMSU Undergraduate Catalog; http://catalog.nmsu.edu/undergrad-2013-2014/

5. NMSU Graduate Catalog; http://catalog.nmsu.edu/grad-2013-2014/


7. School of Nursing Student Handbook for the Baccalaureate Program; MSN Program, DNP Program and PhD Program: http://schoolofnursing.nmsu.edu/advising-in-the-son/. Handbooks are located at the bottom of the screen on the right corner.

8. The NMSU Policy Manual is available on the NMSU homepage: http://www.nmsu.edu/manual. Each faculty member is furnished with a copy of the NMSU Undergraduate Catalog and NMSU Graduate Catalog. The NMSU Student Handbook is available online through the NMSU home page.

Faculty Rights and Responsibilities

In line with the mission statement of New Mexico State University, a high quality of instruction, research, and service consisting of university, professional and community activities is expected of faculty members. During these activities faculty are granted academic freedom. However, the profession and the university have the most to lose from the withdrawal of public trust if the concept of academic freedom is abused. Therefore it is best to balance the issues surrounding academic freedom with responsibility (NMSU Policy Manual, Academic Freedom, Section 5.05).

Responsibilities

1. Office Hours

Each faculty member is responsible to have office hours clearly posted and to be present during these times (NMSU Policy Handbook (http://www.nmsu.edu/manual/policies-and-procedures.html); Office Hours-Section 5.84)).

- Faculty may use both open office hours (when faculty member is expected to be in office) and by appointment hours. Both full time and part time faculty are required to post office hours that consider students’ need to have faculty available for consultation.
- Faculty with distance education courses must establish open office hours as well, which may include using technology for student access.
- The number of hours and location/mechanism for open office hours is a function of the number of credit hours taught and the context of the courses.
2. **Absences**

Each faculty member is expected to meet classes or clinical as scheduled or to notify the appropriate supervisor if unable to meet these or other School of Nursing responsibilities. For additional information faculty members are referred to sections on travel and illness.

3. **Cancellation of Classes/Movement of Class Location**

Cancellation or movement of classes or clinical must be approved by the School of Nursing director according to university policy ([NMSU Policy Manual](http://www.nmsu.edu/manual/policies-and-procedures.html) section 6.20).

### Faculty Appointment

The faculty is composed of individuals classified as tenured, tenure-track and college faculty. College faculty can be full or part-time. Faculty in the School of Nursing may hold the following titles:

<table>
<thead>
<tr>
<th>Tenured</th>
<th>Tenured Track Faculty</th>
<th>Non-Tenured Full Time College Faculty</th>
<th>Appointed Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Professor</td>
<td>College Professor</td>
<td>Adjunct Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Associate Professor</td>
<td>College Associate Professor</td>
<td>Adjunct Associate Professor</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Assistant Professor</td>
<td>College Assistant Professor</td>
<td>Adjunct Assistant Professor</td>
</tr>
<tr>
<td>Instructor</td>
<td>Instructor</td>
<td>College Instructor</td>
<td>Adjunct Instructor</td>
</tr>
</tbody>
</table>

The academic title is determined by University established criteria for that rank. The complete guidelines are available in the *NMSU Policy Manual* [http://www.nmsu.edu/manual/policies-and-procedures.html](http://www.nmsu.edu/manual/policies-and-procedures.html) under appointments (Section 5.15).

### Promotion

Eligibility for promotion to the next academic rank is based upon established criteria for that rank. University promotion guidelines are stated in the *NMSU Policy Manual* [http://www.nmsu.edu/manual/policies-and-procedures.html](http://www.nmsu.edu/manual/policies-and-procedures.html) (Section 5.90). Specific guidelines for tenure and tenure-track positions have been developed by tenured college and Son of Nursing faculty and are available in Appendix F. IAW university policy (source) restricts the employment of part time (non-regular faculty) at .5 FTE or higher to two academic years. Beyond that point, such faculty can only be hired at less than .5 FTC. An option for those individuals is to apply for a regular college position, when such are advertised.

### Tenure & Promotion

Guidelines for granting of tenure (continuous contract) or for termination of employment are outlined in the *NMSU Policy Manual* [http://www.nmsu.edu/manual/policies-and-procedures.html](http://www.nmsu.edu/manual/policies-and-procedures.html) (Chapter 5)
under contracts. The College of Health and Social Services Promotion and Tenures Guidelines can be found on the college website: http://chss.nmsu.edu/faculty-and-staff/faculty/

Ongoing assistance will be provided to faculty members by the School of Nursing Promotion and Tenure Committee to ensure that faculty members are progressing in their academic career. The School of Nursing Promotion and Tenure guidelines are found in this School of Nursing Faculty Handbook Appendix and on the School of Nursing Faculty Group Website at: http://learn.nmsu.edu

**Faculty Assignments**

Faculty workloads are determined in accordance with policy at New Mexico State University (NMSU Policy Manual http://www.nmsu.edu/manual/policies-and-procedures.html Chapter 5). Faculty members will meet individually with the School of Nursing Director to determine individual workloads and assignments. Faculty assignment is based on teaching, non-credit teaching, research and creative endeavors, professional and public service, and internal university activities such as counseling, committees and administrative duties. The teaching loads may vary depending upon School of Nursing needs; however, normal teaching loads for full time faculty without external funding are 12 credit hours/semester for college faculty and, with School of Nursing Director approval of submitted scholarly activity plan, 9 credit hours/semester for tenure/tenure-track faculty. Assignments for new tenure track faculty and college faculty will be adjusted individually and based on their past teaching experience. Committee assignment will be made as appropriate. For more complete information see NMSU Policy Manual (http://www.nmsu.edu/manual/policies-and-procedures.html), Chapter 5), Faculty Assignment Policy.

**Evaluation**

The faculty is committed to the continuous monitoring and upgrading of the quality of the nursing curriculum and instruction. A comprehensive School of Nursing evaluation plan has been developed and is available to all faculty online at the Blackboard School of Nursing Faculty Group Site. Individual faculty participates in this process by conducting course, clinical, and classroom evaluations in courses for which they are responsible. Annual self evaluations are conducted within the School of Nursing, and there is an administrative evaluation. A periodic peer evaluation is recommended.

**Evaluation forms** used in all aspects of program evaluation are available through the School of Nursing office. Copies of the Evaluation Statements can be found on the Faculty Group Web-site and in the Faculty Handbook appendix.

1. **Student Evaluation of Nursing Courses, Classroom Teaching, and Clinical Teaching and Experience**

Students are asked to evaluate all nursing courses and faculty classroom and clinical teaching each semester. The evaluation forms are administered online by a staff member of the School of Nursing. The results are compiled by administrative staff and sent to individual faculty members via NMSU email. Faculty members will complete a course evaluation for each course they are teaching. The evaluation forms are located in Appendix and on the online at Faculty Group site.

2. **Peer Evaluation**

Peer review is a means of encouraging accountability, improving standards of practice and the quality of instruction. The peer review process includes a critical appraisal by one faculty member of another faculty member’s teaching effectiveness. The process should be viewed as a skillful, objective judgment of the merit and integrity of one’s teaching and as a collaborative...
process to offer suggestions for the improvement of teaching. See Peer Evaluation at http://learn.nmsu.edu on the SON Faculty Group website.

The suggested plan for carrying out this process is as follows:

a. Each faculty member shall be reviewed by a peer periodically.

b. The faculty member chooses one other faculty member to review and critique the course outline and syllabus used in the course of the member being reviewed.

c. The reviewed and the reviewer will agree on the particular class(es) to be visited.

d. The reviewer should be familiar with the peer review tool on line and in appendix. Any questions regarding the course objectives and syllabus should be asked of the reviewed instructor prior to the actual review.

e. The reviewer completes the "Peer Review of Classroom Teaching" form and discusses the evaluation with the reviewed faculty member. Suggestions for change and positive plans are the focus of this discussion.

f. The document can be included with the faculty member’s "Faculty Annual Performance Report.”

3. **Self-Evaluation**

Self-evaluation is required annually by the University of every faculty member. A factual format is provided and is called the "Faculty Annual Performance Report.” The self evaluation forms for tenure, tenure-track, and college faculty are located online at the SON Faculty Group site at http://learn.nmsu.edu. This report is based on the calendar year and is submitted to the School of Nursing Director annually.

4. **Administrative Evaluation**

Faculty Evaluation of the Director of Nursing and Dean of CH&SS is determined by according to University Policy (http://www.nmsu.edu/manual/policies-and-procedures.html).
Personnel Folders

Faculty Personnel folders should contain the following items:

1. Current curriculum vitae is to be sent to the School of Nursing administrative secretary.
2. Official transcript validating highest degree earned and highest nursing degree (if highest degree is not in nursing).
3. Documentation of current New Mexico or Texas nursing license or license from other compact state if instructor’s residence is not in New Mexico or Texas. Advanced Practice Nursing License as appropriate.
4. Copy of national certification(s).
5. Current evidence of laboratory tests and/or immunizations required by specific clinical agencies and background check
6. Current contract or copy of continuous contract
7. Faculty Annual Performance Report
8. Copy of current CPR Certificate
9. Goals for the year
10. Administrative Evaluation.

Curriculum Vitae

Faculty members are responsible for maintaining and updating their curriculum vitae yearly. The approved format for Curriculum Vitae of nursing faculty members is found online at the School of Nursing Faculty Group Site [http://learn.nmsu.edu](http://learn.nmsu.edu) under School of nursing forms and in the appendix.

Educational Opportunities for Employee and Family


Leaves, Retirement

Information regarding sick time, leaves, vacation and retirement may be found in the NMSU Policy Manual ([http://www.nmsu.edu/manual/policies-and-procedures.html](http://www.nmsu.edu/manual/policies-and-procedures.html), Chapter 7). Faculty on academic year appointments (9 months) do not earn annual or sick leave.

Travel Policy and Procedure

All plans for in-state and out-of-state travel must be approved by the School of Nursing Director as far in advance as possible. A travel form must be completed and submitted to the School of Nursing Director.

Travel funds fall into several categories:

1. **Official travel related to clinical assignments.** No per diem is provided for this category. Reimbursement mileage requests for this category of travel are due the 10th of each month for the month prior.
   a. Faculty members may usually be paid for traveling between sites on clinical days (such as community-based courses where students may be at several sites simultaneously).
   b. Las Cruces faculty traveling to site outside of Las Cruces (e.g. El Paso or Deming).
2. **Travel for School of Nursing Business**
   
a. Reimbursement requires prior approval of the department chair.

b. Faculty member must use economic transportation.

c. Meetings as far away as Albuquerque that are less than or equal to 4 hours will not include any reimbursement for overnight stay.

3. **Conference Travel** (with or without presentation)

   a. Reimbursement is dependent on prior approval of the School of Nursing Director.

   b. Priority will be given for those doing presentations at a conference.

   c. Conference travel funds are limited; acceptance of an abstract for a presentation does not automatically qualify conference travel for funding from the department.

   d. Reimbursement of costs are limited to established rates as set by the university, regardless of the actual cost, of such expenses as hotel.

   e. Faculty may be asked to present conference proceedings to other members of the School of Nursing.

   f. If funding is requested for travel, the faculty member must also submit the "Professional Travel Request" available under School of Nursing Forms on online Faculty Group School of Nursing Site at [http://learn.nmsu.edu](http://learn.nmsu.edu).

   g. For assistance in determining the costs of travel and per diem, contact the School of Nursing Administrative Secretary.

**Illness, Other Emergencies, and Campus Health Center**


2. If unable to meet class or clinical obligations due to illness or other emergency, the faculty member must notify the Program Coordinator and the clinical agency. If the nature of the illness or emergency does not allow notification of the clinical agency and any other relevant parties, the Program Coordinator will be responsible for these notifications.

3. Report all injuries that occur during working hours to the School of Nursing Secretary. Many clinical and community agencies also require a written report of all injuries and incidents that occur while students and faculty are on the premises. Supervising faculty are responsible for coordinating with agencies in the case of injuries occurring on premises outside of NMSU campus and for reporting to School of Nursing. Complete the Unusual Occurrence, Injury or Incident Form located on the School of Nursing Faculty Group site under School of Nursing Forms.

4. **The Campus Health Center** provides outpatient, on campus medical support for NMSU employees, dependents (enrolled in health insurance), and retirees. See services available at: [http://wellness.nmsu.edu/uhc/](http://wellness.nmsu.edu/uhc/) and [http://wellness.nmsu.edu/](http://wellness.nmsu.edu/)
Licensure

Faculty in the Department of Nursing are expected to meet professional licensure requirements in accordance with the New Mexico Nurse Practice Act and Rules and Regulations of the New Mexico Board of Nursing. A copy of the Nurse Practice Act and Rules and Regulations may be found at the New Mexico Board of Nursing website: http://www.bon.state.nm.us/rules.php.

The address and telephone number of the New Mexico Board of Nursing is:
http://www.bon.state.nm.us/

New Mexico Board of Nursing
6301 Indian School NE, Suite 710
 Albuquerque, New Mexico 87110
Phone: (505) 841-8340
Fax: (505) 841-8347

Faculty whose primary residence is in Texas or other licensure compact state must also meet licensure requirements for their home state in accordance with that state. If a faculty member’s primary residence is not in New Mexico and he/she is not a resident of a licensure compact state, a New Mexico nursing license is required.

Contact information for Texas: http://www.bne.state.tx.us/

Board of Nurse Examiners for the State of Texas
333 Guadalupe #3-460
Austin, TX 78708
Phone: (512) 305-7400

Professional Liability Insurance

Each faculty member is covered under a comprehensive general liability program provided by the State of New Mexico at no cost. The maximum liability per claim in New Mexico is limited by state law, and faculty members are covered up to this amount when they are in their normal scope of duties. Normal scope of duties is defined as anything requested, required, or authorized by the institution, and includes research, education and service activities performed in the nursing faculty member role.

It is recommended that faculty members explore obtaining their own private liability insurance. Faculty members who engage in nursing practice apart from the faculty role are not covered by state comprehensive general liability and liability coverage is an individual responsibility.

Schedules

1. Faculty Members
   a. A semester schedule must be submitted by each faculty member to the secretarial staff within ten working days of the beginning of each semester. See form online at School of Nursing Faculty Group site and in appendix.
   b. Name and telephone number of clinical agency as well as classroom location must be specified.
   c. Office hours must be specified and maintained according to university policy. See University Policies 5.84, 3.70; 7.10, and 8.75. http://www.nmsu.edu/manual/policies-and-procedures.html
2. **Classrooms**
   a. University and College Classrooms: University classrooms must be scheduled through the School of Nursing Staff.
   b. Classrooms: Before the beginning of each semester the secretarial staff will post all classes scheduled for the nursing classes calendars sent by email and posted on Web sites. Faculty members wishing to schedule extra classes will contact School of Nursing Office Staff.

3. **Clinical Agencies**
   a. Affiliation agreements: The School of Nursing negotiates with various agencies which require formal affiliation letters of agreement. Without a current affiliation agreement, a clinical site or preceptor cannot be used for clinical experiences or practicum. Check with the administrative secretary for information needed to start agreement process. Faculty should plan clinical site usage at least 3 months in advance.
   b. Clinical Clearances: Faculty members are required to complete background check procedures and may need to complete a drug screen. Also, faculty members are required to supply and update items at the School of Nursing to fulfill the clinical clearance requirements for the assigned clinical agencies. These items need to be provided before the semester begins and be valid through the entire semester. Current information about requirements may be obtained in the School of Nursing Office or from the Clinical Coordinator.
   c. Faculty Supervision: Faculty will supervise students according to their program type and course expectations (see Faculty Supervision for BSN Students).

**Faculty Development**

New Mexico State University, the College of Health and Social Services, and the School of Nursing offer many opportunities for faculty development. New Mexico State University offers new faculty orientation events. Faculty are encouraged to improve their teaching skills through classes offered at the Professional Development and Training for faculty site at [http://teaching.nmsu.edu/](http://teaching.nmsu.edu/).

NMSU and the College of Health and Social Services offer workshops for researchers. The School of Nursing offers a formal orientation for new faculty. The process and evaluation are found online the School of Nursing Faculty Group website under Faculty orientation and Development [http://learn.nmsu.edu](http://learn.nmsu.edu).

The School of Nursing offers an Annual Simulation Workshop for School of Nursing Faculty and Community nurses to develop expertise in simulation technology. School of Nursing Faculty attend curriculum and development sessions each semester to discuss successful approaches to teaching, trouble shoot potential problems, and address other issues. Workshops and mentoring in online technologies is available through the School of Nursing and University. Continuing education offerings are sent to faculty and links are listed online under Faculty Development on the School of Nursing Faculty Group Website at [http://learn.nmsu.edu](http://learn.nmsu.edu).
Communications

1. Mail
   a. Outgoing mail should be placed in the basket on the reception counter. Only mail related to official business as a faculty member may be charged to the departmental mailing accounts. A large-volume mailing must be financed by the individual faculty member unless the use of School of Nursing funds has been approved by the School of Nursing Director. Personal mail may not be left for pickup. Campus mail should be placed in interdepartmental envelopes and labeled with name and campus box number. Off-campus mail should have the School of Nursing fund number (available from secretaries) on the upper right corner of the envelope.
   b. Any mailing that pertains to the faculty and students the secretaries will place mail into faculty mailboxes. Packages and large items will be left on the table under the mailboxes.
   c. School of Nursing communications may be distributed into faculty mailboxes by faculty members or given to the secretary for distribution through mail or faculty/staff email lists.
   d. Every faculty member is required establish a universal login ID and an electronic mail (e-mail) account, free of charge while employed by NMSU.
   e. Students are not allowed into the area of faculty mailboxes. Students must request one of the School of Nursing secretaries to place any mail items for a faculty member. Homework or student assignments cannot be delivered to faculty mailboxes.

2. Messages or Materials for Students or faculty.

   Except in genuine emergencies, the School of Nursing office staff does not handle messages for students or faculty. Email and voice messaging systems will be used. The collection of or distribution of class-related assignments/materials is not done by the School of Nursing office.

3. Telephone
   a. Telephone calls received in the School of Nursing office for individual faculty members will be forwarded to the office telephone and, as a general rule; secretaries will not make written telephone message notes. Faculty and staff should clear voice message storage regularly to allow for new messages.
   b. Private voice-mail services are available on faculty office phones.
   c. For instructions for telephone functions, such as greetings, message checking, call forwarding, and conference calling, check with School of Nursing front office staff.
   d. Out-going calls:

      1. Calls within New Mexico (including local calls): 8 + number.
      2. Calls outside New Mexico: 8 (area code) + number. Long-distance calling made from School of Nursing phones should be limited to University business. Faculty members will be asked to review telephone billing records monthly to identify telephone calls that can be appropriately assigned to a specific fund (such as grant activities) and will reimburse the university for all calls that do not qualify as University business.
e. **Telephone Billing**

Each faculty member will receive a copy of the monthly billing for his/her telephone number. These bills are reviewed by the user and long distance call charges that are personal or should be charged to a special account (such as a grant) are marked as such. The faculty member remits the amount of personal calls to the secretary in the office who manages the billing.

4. **Bulletin Boards**

Two bulletin boards, near the nursing office CHSS 110 on the first floor of CHSS, are available for the posting of official notices and items of professional interest. Nothing may be posted without permission from the Dean’s office and School of Nursing Director.

Contact the Skills Laboratory Coordinator to post on the two bulletin boards near the School of Nursing Laboratories H&SS Room 118.

To post on the bulletin board in the faculty break room, contact the School of Nursing Administrative Secretary.

5. **School of Nursing Faculty Group Website** is found at [http://learn.nmsu.edu](http://learn.nmsu.edu). Committee minutes, web-link, handbooks, reports, calendars, practice, research resources and other communications and material for faculty. Restricted to School of Nursing Faculty and Staff. See appendix.

**Faculty Computers:** Each nursing faculty member is provided with an office computer which is connected to the university network and the “World Wide Web.” If you have problems with your office computer, contact the School of Nursing administrative staff. For internet or networking problems, contact the “help-desk” phone # is 6-1840. Faculty requiring computer services for which there is a charge should contact the School of Nursing administrative secretary for assistance.

Faculty members are cautioned to back up important work regularly, update virus protection software daily, and maintain protective devices, such as surge protectors.

- Each faculty member must request an email account, using instructions at [http://my.nmsu.edu](http://my.nmsu.edu).

When a faculty member is assigned a laptop computer or other NMSU tagged inventory item that may be taken off campus in the course of their assigned duties, an “Approval for Home/Off-Campus Use of University Equipment” must be completed and filed with the administrative secretary. Contact administrative secretary to obtain form and instructions.

**Office Supplies**

At the end of each semester faculty members are asked to anticipate needed general office supplies and place supply requests through the administrative staff in the School of Nursing.

**Photocopy Work and Typing**

All requests for work given to secretarial staff should be accompanied by a request form. See appendix and School of Nursing Form at online site. [http://learn.nmsu.edu](http://learn.nmsu.edu). Special requests for typing or other work must be approved by the School of Nursing Director.
ACADEMIC MATTERS

Curriculum

The design, implementation, and evaluation of curricular offerings are a faculty responsibility. Faculty members are expected to participate in curriculum review and other sub-committee meetings which contribute to this process.

Advising

Pre-nursing advisement and official degree checks are done by the pre-nursing advisor in the School of Nursing. Advisement offices for the School of Nursing are found in Suite 132 of the Health & Social Services Building. Information about nursing and advising can be found at http://schoolofnursing.nmsu.edu/advising-in-the-son/ phone: 646-7311 or 646-2164.

Attendance

Policies pertaining to student attendance in classroom, clinical and laboratory are identified in the respective New Mexico State University School of Nursing Student Handbooks. These policies are governed by those outlined in the New Mexico State University Undergraduate and Graduate Catalogs. Faculty are advised to review attendance stipulations in these university bulletins.

Grading Policy

Grades in the School of Nursing are assigned according to the following scale:

- A - Excellent = 92 - 100
- B - Above Average = 91 - 84
- C - Average = 83 - 76
- D - Below Average = 75 - 68
- F - Failing = below 68

Graduate Grading Policy

- A = 90 – 100
- B = 89 – 80
- C = 79 – 70

See Specific Graduate Handbooks for details at http://schoolofnursing.nmsu.edu/advising-in-the-son/

Use of Preceptors

Some courses in the SON may use clinical preceptors. Preceptor qualifications are determined by program and/or course leads. Designated preceptors provide input regarding student progress, but the final grade is determined by the SON faculty member responsible for the student. Specific guidelines may be found in course syllabi/clinical materials or student handbooks.
**Grade Reports**

“At the request of the student, the instructor will provide information on progress in the course prior to the last day to drop a course.” Review grading policies in undergraduate and graduate catalogs at [http://academics.nmsu.edu/](http://academics.nmsu.edu/).

University policy is followed in reporting grades to the registrar for students enrolled in university courses through the Banner System according to University Policy (NMSU Policy Manual; Chapter 6, section 6.7: Grade Reports).

Student grades may not be posted in public areas. Faculty members should use Canvas for grade reports to students. Student social security numbers may not be used in any way that could compromise the privacy of students.

**Academic Counseling of Students**

Students who encounter performance or attendance problems in didactic or clinical courses will be counseled according to the guidelines established by the undergraduate and graduate committees as detailed in the graduate and undergraduate student handbooks. Documentation of Academic counseling and other records, such as improvement plans or conditions of clinical probation are placed in the student files in the school of nursing office.

**Grade Appeals**

Students may appeal grades following the procedures found within undergraduate and graduate catalogs.

**Disclosure of Student Records**

All educational records of students enrolled in any college or department of New Mexico State University are private as stipulated by U.S. Federal Government Guidelines. Disclosure of information from educational records can be made to only those persons specifically designated by Federal regulations. Faculty should contact the School of Nursing Director before disclosing any student information.

**Maintenance of Records**

Student records and examinations are to be retained in the faculty member’s office according to University policy. All records shall be discarded in a manner which ensures test security and student confidentiality. All papers with identifiable or private information must be cross-shredded. Student exams are kept for either one year after date created or one year after end of term for which created. See School of Nursing Records Management and Retention Document under School of Nursing Forms on the on the online School of Nursing Faculty Group Website at: [http://learn.nmsu.edu](http://learn.nmsu.edu)

Records management and retention policies can be found at [http://rmr.nmsu.edu/](http://rmr.nmsu.edu/)

Steps for disposal is located at [http://rmr.nmsu.edu/disposition_destruction.html](http://rmr.nmsu.edu/disposition_destruction.html)

All records shall be discarded in a manner which ensures test security and student confidentiality. Any questions about record disposal in the School of Nursing should be referred to the School of Nursing administrative secretary.
Final Exams

The nursing program curriculum requires that BSN didactic courses have a final exam and that all courses must meet during the scheduled final examination period. A student cannot be required to take more than three exams in one day. Nursing course final examination schedules are established by the School of Nursing. [http://www.nmsu.edu/~registra/final_examination.html](http://www.nmsu.edu/~registra/final_examination.html)

It is recommended that clinical evaluation conferences be scheduled prior to the course final examination.

Students with Disabilities

NMSU and the Department of Nursing strive to comply with the Americans With Disabilities Act of 1990, which states in part: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director  
Student Accessibility Services (SAS)  
Corbett Center, Rm. 244  
**Phone:** (575) 646-6840  
**E-mail:** sas@nmsu.edu  
**Website:** [www.nmsu.edu/~ssd/](http://www.nmsu.edu/~ssd/)

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation.

For more information on discrimination issues, Title IX or NMSU's complaint process contact:

Gerard Nevarez, Executive Director or Agustin Diaz, Associate Director  
Office of Institutional Equity (OIE)  
O'Loughlin House  
**Phone:** (575) 646-3635  
**E-mail:** equity@nmsu.edu  
**Website:** [http://www.nmsu.edu/~eeo/](http://www.nmsu.edu/~eeo/)
**Religious Holy Days**

Students may be excused from class and clinical assignments for religious reasons provided the instructor has been notified in advance and arrangements have been made for any missed work.

Faculty members may be excused from assignments for religious reasons provided the appropriate Program Coordinator and School of Nursing Director have been notified in advance and arrangements have been made for alternative learning experiences for the students.

**Code of Ethics and Standards of Conduct**

Faculty and student conduct is governed by the policies and procedures of the University. See appropriate handbook.

The American Nurses Association Code of Ethics -- will serve as a guide for ethical principles that govern each student and faculty member in nursing practice, professional conduct and relationships.

http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx

Students are expected to complete examinations and assignments without unauthorized assistance. Faculty members who detect violations of academic standards of conduct should consult the program directors and adhere to the guidelines in the student handbooks and university policy for disciplinary actions.

**Uniforms**

Policies related to uniform requirements for undergraduate students are stated in the *Student Handbook for the Baccalaureate Program*. Faculty members are responsible for implementing and maintaining these policies.

Faculty members are expected to dress appropriately in their roles as representatives of the NMSU School of Nursing, the nursing profession, and as role models for students.

A name pin identifying faculty members as representing NMSU is available to be worn with the uniform or lab coat. Agencies providing clinical experiences may require faculty and students to wear badges from that agency in addition to NMSU identification. All aspects of clinical attire must meet the standards of the hosting agency if that standard has additional requirements beyond those of the School of Nursing. Faculty members should contact the School of Nursing administrative secretary for ordering patches and name tags.

**Independent Study Courses in Nursing**

See college requirements and form and consult with School of Nursing Director. The Special Studies Permit (see appendix) can be obtained from the Dean’s office. It must be completed and signed by SON Director and the Dean

**Requests for Faculty Recommendations**

Students frequently request faculty recommendations for such opportunities as student scholarships, Sigma Theta Tau applications, internship or externship programs, or employment applications. Faculty should accommodate students, as appropriate, in these requests and produce recommendations using School of Nursing letterhead or form.
ACADEMIC SUPPORT SERVICES

Computer Support and Services

The University Computer Center is available to faculty, staff and students for support of the educational, research and administrative processes which involve computing. Policies and procedures for using services at the Computer Center and how to obtain information and assistance are detailed at the Information and Computer Technologies web site at http://ict.nmsu.edu/

Classes are offered periodically to instruct faculty in the use of personal computers and in updating of latest technology at a minimal cost, and discount prices are available for software. The ICT Customer Service Center can be reached at 6-1840 or at http://ict.nmsu.edu

The CHSS computer lab in CH&SS Room 219 is available for scheduling for class and faculty use through the Dean’s Office.

Calls for computer services that require a technician to respond to a PC or laptop must be requested through the School of Nursing Secretary or designated grant specialist because of budget considerations.

The Teaching Academy

The Teaching Academy provides on-campus assistance for faculty in regard to course development and techniques of effective teaching. Facilities are available for utilization of instructional television and other media services. Access information about The Teaching Academy is located at http://teaching.nmsu.edu

NMSU Library  http://lib.nmsu.edu

The University libraries are maintained primarily for the use of students, faculty, and staff members in accomplishing the mission of the university. In general, materials on the Humanities and Social Sciences are located at the Zuhl Library (call letters A - H and HM – P). Materials on Business, Science and Engineering are located at Branson Hall (call letters HA – HJ, Q – Z). Most materials related to Nursing can be found under the call letters RT. General information about the libraries may be accessed at http://lib.nmsu.edu/aboutus.shtml In order to check out books, faculty must have an updated faculty ID card.

General information regarding some of the services available:

1. Reserves: For information regarding placing items on reserve, go the main library website, under Services, click on Reserves.
2. Information Delivery Services: IDS is located on 1st floor of the Zuhl Library. This includes Interlibrary Loan and Delivery Services. To access this information online, go to the main library website, under Services, click on Request it!.
3. Reference Assistance: You may email questions, make an appointment to meet with a subject specialist, or use the online chat “Ask Us”. From the main library website, under the Research heading, click on Subject Specialists.
4. Library Orientation and Special Instruction: A variety of services is available, including training tools and tutorials, or request an instruction session for your class. From the main library
The library makes an annual book purchase allocation from library funds to each teaching department. Nursing faculty members should submit requests for books and periodicals through the School of Nursing Library Liaison.

**Research Activities Support**

Special trainings are offered for faculty research support at NMSU and in the School of Nursing. The Office of the Vice President for research maintains an extensive web site at [http://research.nmsu.edu/ord/](http://research.nmsu.edu/ord/). Website for IRB [http://research.nmsu.edu/compliance/IRB/IRB.html](http://research.nmsu.edu/compliance/IRB/IRB.html).

The College of Health and Human Services Research Center (CHSSRC) employs expert resources to assist with the writing of grants and other research documents. Before applying for any grant, faculty members must discuss plans with the School of Nursing Director and follow procedures within the College of Health and Human Services.

Site includes instructions for a pre-application process that allows college experts to review RFP’s and provide faculty with budgetary planning and other resources for grant writing. For more information and assistance with budgetary planning, contact the Dean’s office.

CHSS staff includes statisticians to assist in research activities. During the initial phases of grant writing, the staff at CHSSRC can assist faculty in accessing a statistician and in planning for statistic consultation.

**Audio-Visual Materials**

The School of Nursing has accumulated a library of audio-visual hardware and software for faculty and student use. AV materials are managed by the Laboratory Manager in CH&SS Room 118. Access Requests for purchase of A-V materials should be made through the School of Nursing Administrative Secretary. The request should be accompanied by the title, description, publisher’s information and price of the A-V material. All requests must be coordinated with the Laboratory manager and Director of the School of Nursing.

**CHSS Computer Lab**

A computer lab/classroom has been opened in Room 219 of the CHSS building. These computers, which are connected to the NMSU network, are available for student use at hours posted each semester (reserving for times when classes are meeting in the lab). Faculty may reserve class sessions for use of Room 219 through the Dean’s office.

**The Center for Nursing Skills, Simulation, and Tutoring**

The School of Nursing maintains a practice laboratory for students to practice their nursing skills on their own or with assistance from a qualified instructor. It is open at specific times, to be announced each semester. Primarily, the lab serves as a resource center for practicing skills already learned in nursing classes. Students may also be referred to the lab by School of Nursing faculty when certain skills need to be enhanced or when a student needs to repeat or make up a specific skill return demonstration. Labs are located in Rooms 118, 120, and 126 in the CHSS building. These rooms may be scheduled for other activities when not in use for announced laboratory times by contacting Skills Laboratory Coordinator.

All laboratory practice is simulated using manikins and simulation equipment. No invasive procedures are done to students or faculty. Instructor’s Request for Laboratory Assistance forms are available on the School of Nursing Forms on the online School of Nursing Faculty Group Site.
**Student Success Center**

The Student Success Centers are located in Hardman Hall and in the Zuhl Library. These centers provide assistance to learners to maximize their learning potential. Learning assistance is provided through individual and group programs. Students experiencing difficulties should be advised of this academic support program early. A brochure and calendar of programs is circulated each semester. Access information about the center can be found at [http://www.nmsu.edu/~cla/](http://www.nmsu.edu/~cla/).

The Student Success Center-Hardman at New Mexico State University is a centralized, university-wide academic support service for students from all disciplines, and at all levels of academic standing. Student Success Center-Hardman can help students develop the skills needed to excel in college. The Center offers UNIV Courses & Mid-Semester courses, the Freshman Year Experience (FYE) course, TRiO Programs, and more. Through Center programs, based on educational psychology and learning theory, students will increase their academic self-awareness and develop the most current learning and study strategies necessary for success in the university environment. Such strategies will also help students achieve their full potential as empowered, life-long learners. [http://cas.nmsu.edu/hardman/index.html](http://cas.nmsu.edu/hardman/index.html)

Staff at the Student Success Center-Zuhl are committed to providing direct assistance to students, from all disciplines and all levels of academic standing, in order to enhance their academic achievement. The Student Success Center-Zuhl offers Cross Campus Advising, Campus Tutoring Service, and the QuickConnect-Early Alert and Intervention Program. [http://cas.nmsu.edu/zuhl/index.html](http://cas.nmsu.edu/zuhl/index.html)

**Graduate and Research Assistants**

Graduate and Research Assistants may be employed as funds and program requirements allow. All requests for hiring must be coordinated with the School of Nursing Director.

**SAFETY AND SECURITY**

The College of Health and Human Services Building is open from approximately 7:30 a.m. to 6:00 p.m. on class days. Full time faculty members have a key to the outside door for after-hours access. Individual faculty offices are easily accessible to anyone in the building, so safety precautions should be taken at all times. Video cameras are present in the hallways for surveillance. Doors to individual faculty offices should be locked whenever the faculty member will not be in the office. Purses and other valuables should be kept out of sight.

Faculty members must retain strict control of NMSU issued keys. Keys must be returned in a timely fashion and as specified by the MRC or lending source. Lost keys must be reported immediately to the issuing entity. Faculty not returning to work the next semester must return all keys.

The School of Nursing Office is open from 8:00 a.m. to 5:00 p.m. weekdays. Faculty members entering or leaving the office or classroom outside these hours should assure that the main doors are locked. The work room, Computer lab, skills lab, and storage rooms, are kept locked when staff are not present. Faculty using the work room or computer lab either before or after office hours should lock these doors when finishing their work. The skills lab and lab storage rooms should be kept locked when they are not in use.

Students are not allowed free access to secured areas. The campus police can be reached at 646-3311, 24 hours a day to report any problems or to request assistance. Cell phone: 575-646-3311.

For access to campus-wide information regarding environmental health and safety see: [http://www.nmsu.edu/~safety/](http://www.nmsu.edu/~safety/)
College of Health and Social Services Safety Plan

The specific safety plan for the CHSS building is available in the Dean’s office. If individuals become threatening or violent, call 911. Refer to the NMSU Security & Safety website at http://www.nmsu.edu/~safety/ for procedures specific to Bomb Threats, Suspicious People, Building Safety, Laboratory Security, and Suspect Mail.

School of Nursing Exposure Control Plan

The Exposure Control Plan for the School of Nursing complies with the requirements of OSHA Standard 29 CFR 1910.1030, Bloodborne Pathogens. Faculty, staff, and students in the School of Nursing shall adhere to the Universal Precautions. Sharps are collected in special containers and picked up on a periodic basis by Environmental Services. The Center for Nursing Skills Simulation and Tutoring Manual is located in the Skill’s Laboratory Coordinator’s office in the CH&SS Building Room 118. The School of Nursing Unusual Occurrence Incident or Injury form is located under School of Nursing forms on the online SON Faculty Group site at http://learn.nmsu.edu/.

The School of Nursing Exposure Control Plan is congruent with NMSU policies and is available in Simulation and Skills Coordinator’s office H&SS 118, phone 646-3699. Faculty should be familiar with the NMSU safety policies. A link to blood borne pathogen training can be found at the NMSU Environmental and Safety website:

http://www.nmsu.edu/safety/training/description/class_desc_bbp.htm#Bloodborne%20Pathogen%20Training
APPENDIX

School of Nursing Organizational Chart

New Mexico State University
School of Nursing
Organizational Chart

DIRECTOR
SCHOOL OF NURSING

School of Nursing Faculty

Fiscal Specialist,
Administrative
Secretaries &
Secretarial and
Technical Staff

Nursing
Advisors and
Instructional
Specialist

Director for
Nursing
Research

Associate Director for
Graduate School of Nursing
Programs & PhD Coordinator

DNK Program
Coordinator
MSN Specialty
Track Advisors
Graduate
 Assistants

Associate Director for
Undergraduate School of
Nursing Programs

Roadrunner
Program Coordinator
RN-BSN
Program Coordinator
BSN Clinical
Coordinator
Simulation and Skills
Laboratory Coordinator
New Mexico State School of Nursing Faculty and Staff Contact List

Is updated bi-annually and will be distributed via internet by staff.
SCHOOL OF NURSING STRATEGIC PLAN
Living the Vision: A performance plan for excellence
New Mexico State University School of Nursing

Mission

The mission of the school of nursing is to promote health and improve the quality of life of the people of New Mexico through nursing education, research, practice and public service, recognizing the state’s multicultural heritage and dynamic border environment

Vision

By 2020, the New Mexico State University School of Nursing will emerge as a nationally known, premier minority serving nursing educational program.

Goals, Performance Standards and Objectives

1. To be nationally and internationally recognized for its nursing programs at the undergraduate and graduate levels

Performance Standard: The School of Nursing will be in the top third among peer institutions for each measure

The School of Nursing’s objectives are to:

- Attract increasing numbers of well-qualified students at all academic levels
- Enroll a competitive proportion of students from New Mexico two-year institutions
- Enroll a competitive proportion of degree-seeking international and out-of-state graduate students
- Enroll a competitive proportion of degree-seeking graduate students
- Increase access to academic degree programs through distance education modalities at all levels
- Retain a competitive percentage of students to degree completion at all academic levels

Undergraduate: Provide a scholarly environment for inquiry-based, pre-professional and professional learning experiences that prepare graduates for employment and future graduate study.

Strategies:

- Provide faculty access to professional development in the area of applications of contemporary technology to instructional methodology
• Provide faculty access to continuing professional development regarding teaching, learning and assessment methods

• Assure that staffing levels permit appropriate class size, advising load, and facilitate faculty scholarly expectations

• Explore opportunities in honors programming

• Explore opportunities to assure research involvement for undergraduate majors

• Promote student activities in professional organizations

• Engage in continuous evaluation of program curricula, with modifications as appropriate

• Ensure that undergraduate students are actively engaged in their curriculum

• Enhance recruitment activities of undergraduate majors inside and outside of the College and University into the graduate programs

• Assure an optimal advisee to faculty ratio

• Implement a technology driven student advising/tracking system

• Review curricula yearly (4 year BSN, Accelerated, RN-BSN)

**Metrics:**

• # faculty fully utilizing appropriate instructional technology available in and out of the classroom

• # faculty attending professional development activities in the area of pedagogy

• # continued and # new program accreditations to obtain external measures of program quality

• # nursing students engaged in undergraduate research activities

• # of curricula reviewed yearly (4 year BSN, Accelerated, RN-BSN)

• Proportions of students passing certification, licensure, and registration examinations.

• # students participating in obtaining internship placements

• Scores on the alumni survey, evidencing high program satisfaction

• Retention and graduation rates within the School

• Perceived quantity and quality of available clinical sites

• # undergraduate students matriculating into nursing graduate programs
Graduate: Provide distinctive graduate educational experiences to prepare professionals and scholars

Strategies:

- Provide faculty access to professional development in the area of applications of contemporary technology to instructional methodology
- Provide faculty access to continuing professional development regarding teaching, learning and assessment methods
- Ensure appropriate staffing levels to reduce course loads, facilitate greater faculty mentoring of graduate students, and enable faculty to provide greater focus to the development of scholarly careers
- Engage in continuous evaluation of program curricula, with modifications as appropriate
- Ensure that students of every graduate major are actively engaged in their curriculum.
- Increase the number of faculty positions to maintain an optimal advisee to faculty ratio
- Expand doctoral programming to increase student access and enrollment in the PhD program and add a DNP option
- Assess master’s program for adaptation in the DNP track, either through the creation of new degrees, concentrations or certificates that focus on health disparities
- Promote scholarly expectations for all graduate students
- Offer a larger number of colloquia for faculty/staff and graduate students to discuss basic and clinical research findings
- Provide high quality orientation programs for incoming graduate students
- Ensure adequate support for increasing numbers of graduate students
- Implement a technology driven student advising/tracking system
- Continue development of post baccalaureate certificate in the areas of transcultural, gerontology, international nursing and school nursing
- Establish two tracks: clinical and academic to allow expert clinicians to progress through the system with appropriate rank
- Conduct an assessment of the MSN program at least every 3 years to serve as a guide for student progress towards a PhD/DNP program
- Ensure adequate technology/media support for distance education
**Metrics:**

- # Doctorally prepared faculty lines
- # faculty fully utilizing appropriate instructional technology available in and out of the classroom
- # faculty attending professional development activities in the area of pedagogy
- # continued and # new program accreditations to obtain external measures of program quality
- # teaching faculty able to apply contemporary technology to their instructional methodology
- # of students engaged in graduate research activities
- # of curricula reviewed yearly (MSN tracks, PhD)
- # of masters students majoring in Nursing Specialties
- # masters degrees awarded from nursing
- # graduate assistantship positions and stipend level
- # of nursing doctoral students
- # of doctoral degrees awarded from nursing
- Proportion of graduate assistantships supported externally
- # juried publications, articles, grants applications, and grant awards by graduate majors, particularly at the doctoral level
- # colloquia for faculty and graduate students to discuss and enhance teaching and learning
- Proportions of students passing certification, licensure, and registration examinations.
- Scores on the alumni survey, evidencing high program satisfaction
- Perceived quantity and quality of available field placements
- Type and # of technology/distance education staff available.

c. **To have a high quality, diverse faculty, staff and student body**

**Performance Standard:** The School of Nursing will be in the top fourth quartile among peer institutions for each measure.
The School of Nursing objectives are to:

- Achieve diversity among students, staff and faculty similar to New Mexico’s demographics and peer institutions

**Strategies:**

- Provide funding for recruiting efforts to encourage diverse students, faculty and staff
- Develop programming and curricula that reflect increased globalization and concern for diverse and underserved populations, especially people with health disparities
- Expand transfer and pipeline agreements with institutions that have significant populations of students from diverse and under-represented backgrounds
- Recruit and retain faculty of the highest caliber with emphasis on recruitment of faculty of minority background
- Increase and fill the # of tenure track positions
- Apply merit based principles to faculty/staff salary increments
- Attract and tenure faculty with terminal degrees similar to peer institutions
- Develop and maintain a comprehensive compensation package competitive with peer
- Provide faculty in adequate numbers to assure quality teaching and academic support for students at all academic levels
- Bolster program quality by maintaining a climate in which diversity is intrinsic to our curriculum, scholarship, and student and faculty recruitment and retention practices.

**Metrics:**

- $ funding for faculty recruitment
- # faculty involved in student and faculty recruiting efforts
- # students recruited to nursing through the University recruitment efforts
- # agreements between nursing and foreign institutions
- # agreements between nursing and institutions with pipelines of minority students
- # of curricula that contain transcultural components and study opportunities
- # number of curricula that contain significant coursework and experiences with diverse and underserved populations
- Quantitative profile of entering students (first year, transfer, and graduate) in the College (as measured by high school rank, achievement test scores, undergraduate GPA)
- # and proportion of tenure track faculty in the school of nursing

3. **To be nationally and internationally recognized in research and creative activity**

Performance Standard: The School of Nursing will be in the top fiftieth quartile among peer institutions for each measure

The School of Nursing objectives are to:

- Obtain increasing levels of external funding for research, creative activity and other sponsored programs to be competitive with peer institutions
- Demonstrate faculty participation in research and creative activity similar to peer institutions
- Be an active participant in NMSU research clusters.
- With special attention to thematic areas of strength, engage in individual and collaborative scholarship that advances the base of knowledge in the nursing discipline.

**Strategies:**

- Increase staffing to enable faculty to focus on scholarly efforts, ensuring teaching load of nine (9) credits or less for research (and creative activity) active faculty
- Increase graduate support resources through grants to permit a greater number of research assistantships
- Increase faculty mentorship activities to increase faculty productivity and effectiveness in research and creative activity, stressing the importance of the development of research stream/focus
- Increase support structure to facilitate faculty efforts in the areas of grant writing, technology transfer, philanthropic grant sources, and training grant sources
- Ensure that each faculty member clearly define a research/creative activity stream or focus by their mid pre-tenure review
- Change faculty clinical workload calculator to 1.5 credit from 2:1 ratio for undergraduate clinical courses.
- Provide opportunities for inter-institutional research
• Provide opportunities for interdisciplinary collaboration through such organized activities as the Center for Border Health Research and the NMSU research clusters and other initiatives (Diabetes Research Initiative and future initiatives).

• Provide opportunities for interdisciplinary collaboration through building relationships between nursing and on-campus units

• Ensure that scholarly productivity is a critical component of reappointment, promotion and tenure + post-tenure considerations.

• Develop increased research space and resources for faculty

• Secure sufficient start-up resources for existing and new faculty tied to research productivity/extramural funding expectations

**Metrics:**

• Student to faculty ratio (FTE Equivalent)

• # research active faculty with teaching loads of nine (9) credits or less

• # research assistants supported through research grants

• # faculty refereed presentations, publications, grant applications, grant awards, citations

• Track # faculty receiving honors (e.g., association fellowship) for their work

• Track # faculty awards for scholarship/creative activity

• Dollar amount of start-up per new faculty member

• # pre-tenure, tenured + post-tenure faculty having research/creative activity mentors

• Every pre-tenure dossier clearly delineates research/creative activity stream/focus

• # faculty participating in interdisciplinary research/creative activity initiatives

• Square footage devoted to the research/creative activity endeavors of faculty

4. **To serve as an engine for economic, social, educational and community development in New Mexico through nursing education, research, and service**

Performance Standard: The School of Nursing will be in the top quartile among peer institutions for each measure.
The School of Nursing objective is to:

- Support university-wide cooperative extension and related efforts to facilitate economic, social, educational and community development

Performance Standard: The School of Nursing will be best among all NM four-year institutions for each measure.

The School of Nursing objectives are to:

- Increase number of two-year to four-year academic programs for adult students
- Facilitate access to four-year academic degree programs through 2+2 preparation programs at all New Mexico community colleges
- Build and maintain partnerships across disciplines to provide a learning-centered environment that is sustainable, supportive, and inclusive and contributes to the scholarly endeavors pursued by faculty
- Enrich the campus community and extend our boundaries through partnerships among disciplines, agencies, institutions, regions, and nations

**Strategies:**

- Provide continuing education and professional development activities to position as the primary provider of professional development in Southern NM and beyond.
- Promote partnerships with businesses, industries, and organizations
- Provide for the public good through the actions of the school
- Provide high quality recreation and leisure opportunities for nursing students

**Metrics:**

- # partnerships with businesses, industries, and organizations
- # individuals served through our clinical outreach to NM
- consulting contracts with governmental organizations and businesses
- # students involved in nursing continuing education activities
- # degree and certificate offerings
- # of activities involving promotion of nursing as a career to better prepare elementary and high school students for a college education, explore careers, and demystify the aura of a University campus
5. To be an excellent steward of all resources dedicated to achieving the vision of the School of Nursing

Performance Standard: The School of Nursing will be in the top quartile among peer institutions for each measure

The School of Nursing objectives are to:

- Increase percentage of alumni donors to achieve parity with peer institutions
- Allocate resources for instruction, research, service and administration similar to peer institutions
- Attract endowed funds to achieve parity with peer institutions
- Allocate resources to reflect increases and decreases in enrollment, formula funding and student credit hours generated consistent with NMSUs and CHSSs performance plan
- Augment the existing infrastructure and align it with the needs of the School in its pursuit of national prominence
- Achieve national and international prominence through program recognition and rankings, extramural funding, and the accomplishments of faculty, administrators, staff, students and alumni.

**Strategies:**

- Increase staffing commensurate with mission and faculty/staff needs
- Ensure that each of our program utilizes and meets regularly with an advisory board
- Develop a comprehensive space utilization plan to support both the teaching and research missions of the school
- Explore the development of a nursing faculty advising council to the Director
- Extend the reputation of nursing faculty
- Extend the reputation of nursing alumni
- Increase the effectiveness in promoting the accomplishments of nursing programs, students, faculty, and alumni

**Metrics:**

- Net square footage for faculty offices
- Net square footage for faculty research
• # nationally competitive awards received by nursing faculty and students
• # named professorships/endowed chairs within the School
• # scholarly/creative activity accomplishments (publications, patents, exhibition awards, and grant awards) and honors/awards of nursing faculty
• # scholarly/creative activity accomplishments (publications, patents, exhibition awards, and grant awards) and honors/awards of nursing alumni
• Quality and impact of the accomplishments of nursing program graduates
• Amount of publicity promoting the School’s programs and the accomplishments of its faculty, staff and students
• Federal rankings (NIH, HRSA, AACN)

University Peers for the Four-Year Campus by State

University of Arizona – Tucson (has nursing program)
   University of Arkansas – Fayetteville
Colorado State University – Fort Collins (has nursing program)
   Iowa State University – Ames
   Kansas State University – Manhattan
   Louisiana State University – Baton Rouge
   University of Missouri – Columbia (has nursing program)
University of New Mexico-Albuquerque (has nursing program)
   Oklahoma State University – Stillwater
   Oregon State University – Corvallis
   Clemson University – Clemson, South Carolina
   University of Tennessee – Knoxville
Texas A & M University – College Station (nursing programs: Prairie View, TAMU-CC, TAMIU)
   University of Texas at El Paso (has nursing program)
   Utah State University – Logan
   Virginia Polytechnic Institute & State University – Blacksburg
   Washington State University – Pullman (has nursing program)
   University of Wyoming – Laramie (has nursing program)

9-21-07
HISTORY AND DESCRIPTION OF THE SCHOOL OF NURSING

New Mexico State University is a dynamic institution serving the needs of the community as well as the needs of a diverse student population, numbering approximately 16,000. The establishment of a nursing education program on this campus was in response to community and student need.

In the early 1970's, several events occurred to encourage the initiation of nursing education at NMSU.

1. A new hospital was built on land leased from the University, providing the community with a modern, 160 bed facility replacing a much smaller one.

2. A Manpower Development and Training program, which prepared practical nurses in Las Cruces from 1964-1969, was discontinued.

3. Staffing of the new hospital became a problem, and hospital administrators approached New Mexico State University officials for assistance.

4. The New Mexico Department of Vocational Education funded a state-wide project "to develop a plan whereby vertical mobility in nursing would be feasible."

5. With funding from the Department of Health, Education, and Welfare, the University undertook a feasibility study to determine whether a baccalaureate program in nursing should be established at New Mexico State University. The recommendation of the study was that baccalaureate nursing education should be offered by New Mexico State University, and that it should be a program providing career advancement for those persons who already had some nursing education.

The initial response to these events was the establishment of a practical nursing program in 1972 under the Division of Continuing Education of New Mexico State University. The program was housed originally in the Emergency Room of the old hospital downtown Las Cruces, currently (2005) city office behind the Wells Fargo Bank on Alameda. The program was moved to Breland Hall in 1972.

Margaret Scarborough was the first program chair. Using Carrie Lenburg’s model, Margaret proposed a career ladder (LPN, ADN, BSN...) as the best way to meet the staffing needs of the hospital. While the National League of Nursing did not care for the model, it was the one adopted for the future direction of the program. At the same time, following the recommendation of the feasibility study, the University determined that it would indeed work toward providing various levels of nursing education to encourage career mobility.

In July of 1973 the Doña Ana County Occupational Education Branch of New Mexico State University became the administrative unit for the practical nursing program. One year later the first class was admitted to the "second level" of nursing education: the Associate Degree Program. The curriculum plan for this level focused on adding technical nursing skills to the practical nursing base. The program chair who supported this change, and other, from 1974-1984 was Esther Sherrod Roush.

The department faculty then looked toward the next step, that of providing professional nursing education to technical nurses wishing to progress in their careers. Consultants were invited to advise the faculty in the design of this curriculum, and a United States Public Health Service Special Projects
Grant was funded to enable implementation of an upper division program for registered nurses leading to the baccalaureate degree in nursing. In 1979 NMSU established a new college, Human and Community Services, to house the Department of Nursing, the Department of Social Work, and the Department of Health Science. In May, 1979, the first students completed degree requirements and received the Bachelor of Science in Nursing from New Mexico State University.

A nursing curriculum is rarely static, and the original baccalaureate curriculum was no exception. During academic year 1983-84, the perceived need of the baccalaureate faculty for curriculum revision was validated by student surveys which identified curriculum strengths and weaknesses. In addition, the denial of initial accreditation to the program by the National League for Nursing Board of Review in Spring, 1984, provided continued motivation for the curriculum and programmatic changes which have strengthened the program. In response to the need for a doctorally prepared department administrator, a national search was initiated in fall of 1984. Patricia Dempsey, R.N., Ph.D. became Department Head of Nursing in July, 1986. The continuing growth and development of the curriculum was validated in spring of 1988 when the National League for Nursing Board of Review granted full eight year accreditation to the baccalaureate program.

Program changes were also implemented on a department-wide basis. As a result of more than two years of study, discussion, and solicited advice, the faculty recommended that the practical nursing program be discontinued with the graduating class of December, 1987. This decision was in keeping with national trends and consumer demands, as over 80% of the more than 500 graduates of the practical nursing program have continued their education into the associate degree program. The associate degree program was revised, and confirmation of its quality came in spring of 1989 when it, too, received full eight year National League for Nursing accreditation.

As the Nursing Department moved into the 1990's, more changes were inevitable. National and statewide statistics documented a serious shortage of nurses. In particularly short supply were nurses prepared at the baccalaureate level and beyond who could respond to developments in health care such as the national "push" for health care reform, advances in technology, interest in health maintenance and health promotion, utilization of the nursing process, the research process, and other critical thinking techniques.

Motivated by these needs, in April, 1992, the nursing faculty recommended the replacement of the A.D.N. program on main campus with a four-year Bachelor of Science in Nursing (B.S.N.) degree -- to complement the existing R.N.-B.S.N. completion program -- and the initiation of a Master of Science in Nursing (M.S.N.) program. At the same time, faculty expressed support for the proposal by NMSU's Doña Ana Branch Community College to begin an Associate Degree in Nursing program. This configuration of programs would greatly enhance the nursing education opportunities in southern New Mexico. Until this time, the only M.S.N. and four-year B.S.N. programs in the state were offered in Albuquerque by the University of New Mexico (UNM).

Program development took place, and appropriate approvals for revisions to the NMSU main campus degrees were sought and obtained during the following year and a half. In the case of the B.S.N., approvals were required from all levels of NMSU's curriculum committees, from NMSU administrators, and from the New Mexico Board of Nursing. These procedures were completed, and initial approval to offer a four-year Bachelor of Science in Nursing program was granted by the New Mexico Board of Nursing at its December, 1993, meeting; the first students were admitted in Fall 1994.
The proposal for the master's degree was examined and approved by various NMSU committees and the Faculty Senate, by NMSU administrators and the Board of Regents, by the New Mexico Council of Graduate Deans, by the New Mexico Commission on higher education, and by the Governor. The initial date for admitting students was planned for Fall, 1994. In fact, the M.S.N. Program received a "jump-start" through an unprecedented collaborative effort between the NMSU Department of Nursing and the University of New Mexico College of Nursing. With fiscal support from a grant funded by the Southern Area Health Education Center (SoAHEC), NMSU nursing faculty were appointed to the UNM graduate faculty and taught four core courses in UNM's M.S.N. curriculum on the NMSU campus to students who could use the courses as the nucleus of UNM or NMSU master's degree. Over 20 students participated in these courses beginning in Summer, 1993. Twenty-four students were admitted to the first class for Fall, 1994.

Today NMSU's Department of Nursing programs are fully and independently operational, offering two degrees: a Bachelor of Science in nursing and a Master of Science in Nursing. There are over 200 full- and part-time students enrolled in the B.S.N. program and more than 30 in the master's program. The B.S.N. Program was revisited by the National League for Nursing in Fall, 1996, and received continuing accreditation for the maximum 8 years. The new M.S.N. program sought initial accreditation by the League at the same time; it also received full accreditation for the maximum 5 years. Both of these accreditation occurred during the department chairmanship of Judith Karshmer, PhD., RN, who served in that capacity from 1996-2000. From 2000-2001 Wendell Oderkirk, PhD., RN, served as interim chair while a search was conducted for a new department chair. Mary M. Hoke, PhD., APRN, BC, was appointed academic Department Head following a national search in Fall, 2001. In the Spring of 2002, the department received full ten-year CCNE accreditation. In January, 2003, the nursing department moved into the new College of Health and Human Services Building.

The Department of Nursing Program innovations include a redesigned RN to B.S.N. distance program began accepting students during the 2002-2003 academic year, an accelerated second degree program (Roadrunner Program) began accepting students during the 2003-2004 academic year, and a distance master’s program for Psychiatric Nurse Practitioners/Clinical Nurse Specialists [(Mental Health Improvement via Nursing Distance Education (MIND program)] began taking students during the 2004-2003 academic year. Three Division of Nursing Health Resources and Services Administration (HRSA) grants provided initial funding for these initiatives. The School established its first endowed professorship in Fall 2004. The curricular and programmatic changes that have been implemented will be continuously evaluated as the future unfolds. Research was promoted with the creation of the Southwest Partnership Center with The University of Texas at Austin in 2002.

Department Head Mary Hoke and the Department of Nursing Faculty, with support from the faculty from the College of Health and Social Services College, proposed a new PhD be offered in Nursing. On August 23, 2005, after recruiting support from every NMSU college, Senator Marilyn Pase introduced a proposal (Proposition 01-05/06) to the New State University Faculty Senate for a New Doctoral Program in Nursing, PhD. It was subsequently approved at all levels in 2006 has a thriving program today under the direction of Kathy Huttlinger.

On February 21, 2006, Senator Marilyn Pase introduced a proposal (Proposition 16-05/06) to the NMSU Faculty Senate to change the name of the Department of Nursing at New Mexico State University to “School of Nursing” reflecting the growth of the programs and scholarship and leadership of the faculty. Through the efforts of Director Pam Schultz and graduate faculty, the DNP has been approved at all levels with the first class beginning in fall 2011.

To meet the needs of busy RN students, the RN-BSN program went totally online as a Distance Education Program in 2009 under the direction of Mary Sizemore. The program had previously been taught ½ on-line and ½ face-to-face. Students showed their appreciation by nominating Mary Sizemore
for the prestigious Donald Roush Award for outstanding teaching. This is the second time Mary Sizemore has received this award from NMSU.

The BSN undergraduate program thrives under the direction of Associate Director Terry Keller with an expansion program to Grants New Mexico to meet the needs of the State. Students have achieved outstanding NCLEX score and compliments from local newspapers for their involvement with community health activities.

In response to the looming nursing shortage the School of Nursing under the direction of Director Pam Shultz, continues to plan for new programs and accelerated growth. These changes will be made with support from New Mexico State University, local health agencies, and regional, state and national agencies as they continue to work together to meet the educational and workforce demands of New Mexico and other areas of the country. The NMSU School of Nursing is dynamic and looks forward to exciting new changes to meet the demands of the 21st century.
NEW MEXICO STATE UNIVERSITY
SCHOOL OF NURSING

ANNUAL FACULTY GOALS STATEMENT

Faculty are to complete this form early each calendar year to identify their preferred percentage contributions to be assigned to each of the three faculty evaluation categories.

NAME:

From January 20__ to December 20__.

I. **TEACHING** (50 - 60% of total effort unless otherwise negotiated)

   My percentage effort for teaching during the above period will be ________%.

II. **RESEARCH AND SCHOLARLY ACTIVITY** (20 - 40% of total effort unless otherwise negotiated)

   My percentage effort for research and scholarly activity during the above period will be __________%.

III. **SERVICE** (10 - 20% of total effort unless otherwise negotiated)

   My percentage effort for service during the above period will be ________%.

________________________________________
Faculty Member’s Signature                        Date

________________________________________
School of Nursing Director’s Signature             Date
NEW MEXICO STATE UNIVERSITY
CURRICULUM VITAE

DOCUMENT DATE:

NAME:

Office Address:   Home Address (optional)

Telephone No.:    Telephone No.:

DEPARTMENT/COLLEGE:

PRESENT RANK & DATE OF RANK:

NMSU APPOINTMENT HISTORY:

Year Appointed/Rank
Year Awarded Tenure
Year Promoted to Associate Professor
Year Promoted to Full Professor

DATE & PLACE OF BIRTH (optional):

CITIZEN OF:

EDUCATION: (Give name of institution, place, and date of degree – for nursing education, indicate clinical and functional areas)

High School:
Baccalaureate:

Graduate:

Postgraduate (postdoctoral):

Licensure:

Certification:

PROFESSIONAL EXPERIENCES

(Give name of institution, place, position and dates; list in reverse chronological order, last position first)

PROFESSIONAL SOCIETY MEMBERSHIP(S): (current and last 5 years)

HONORS/AWARDS:

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING ACTIVITIES

A. Years at NMSU:

B. Years at Other Colleges/Universities (Please list)
C. Courses Taught at NMSU in Last Five Years (provide descriptive title only and role; i.e. primary, team leader, team member)

1. Undergraduate

2. Graduate

D. Essays/Theses/Dissertation Directed (MSN students)

1. Students by Name, Level, Title of Project, Year

E. Course or Curriculum Development

F. Course Materials (Unpublished)

II. RESEARCH ACTIVITIES

A. Funded Research in Last Five Years

B. Research in Progress, Not Funded

C. Fellowships/Grants/Special Awards in Last Five Years

Research Areas of Interest
III. PUBLICATION*

A. Scholarly Books Published

1. Authored

2. Co-Authored

B. Chapters Published

1. Authored

2. Co-Authored

C. Editorships of Books/Proceedings

D. Journal Articles Published

1. Refereed Journals

2. Invited Review Articles

3. Nonrefereed Journals

E. Papers Published in Conference Proceedings
1. Refereed Papers

2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

2. In Magazines/Newspapers

*Citations follow standards of the appropriate discipline, but include: volume number, date of publication, pages, and authors in order published.

I. Creative Shows/Exhibits/Posters

1. Refereed or Judged:
   
   National Competition

2. Refereed or Judged:
   
   Local/Regional Competition

3. Not Refereed
J. Creative Performances

K. Instructional Materials Formally Published

1. Textbooks

2. Study Guides/Laboratory Workbooks

2. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

2. Invited and/or Refereed Local/Regionally

M. Invited Seminars or Lectures

Presented in Last Five Years

N. Other Scholarly Work

List Below
IV. PROFESSIONAL DEVELOPMENT

(List Workshop/CE participation/attendance for last 5 years)

V. PROFESSIONAL SERVICE

A. Administrative Appointments at NMSU in Last Five Years

B. Administrative Appointment at Other college/University in Last Five Years

C. Committee Assignments in Last Five Years
   1. University Committees Chaired
   2. University Committees Membership
   3. College/Department Committees Chaired
TENURE AND TENURE TRACK FACULTY ANNUAL PERFORMANCE EVALUATION FORM

NEW MEXICO STATE UNIVERSITY
FACULTY ANNUAL PERFORMANCE REPORT

Name:
Department/School:

YEAR: January _____ through December_____

This report covers the period from January 1, _____ through December 31, _____
Please forward three copies to your department head by the deadline date determined by your department head.

I. Teaching Activities
Spring _____ - Fall _____

A. Please list courses taught spring and fall ____ with the number of students in each class, thesis students, graduate student committees, and reading courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th># of SCH Students</th>
<th>Graduate Student Committees (name students)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Master's Degree Candidates:

<table>
<thead>
<tr>
<th>Spring Name</th>
<th>Member Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ph.D. Degree Candidates:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Ph.D. Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Teaching Activities, continued
Spring ____ - Fall ____

B. Please describe the type, method of collection, and disposition of evidence regarding effectiveness of teaching. You may include any teaching evaluations you wish to submit for this period. Include a summary with each set of evaluations submitted. If you present college evaluations they must have been developed according to college of departmental policy. (The evaluation forms must be distributed and collected by a person other than the instructor, and given directly to the department head.)

C. Please summarize your student advising activities.

D. Describe any teaching improvement activities for the period.
II. Research and Creative Activities

A. List here only those items actually appearing in print, performed, or exhibited between January 1 and December 31, ____. Include articles, books, book reviews, editorial work, stories, poems, concerts, recitals, theatrical performance, exhibits, introductions, patents, technical reports, bulletins, etc. Specify title, name of publication, date, etc. Any publication or presentation omitted in lists previously submitted may be listed now in order that your record may be complete, or if you prefer you may send updated information to the Dean's Office as soon as your return to the campus in January.

B. List here works accepted for publication between January 1, ____ and December 31, ____ but not yet appearing in print.

C. List here research and creative activities in progress or in the planning stage, identifying sponsor of project if work is being underwritten by non-university funds. Include all research papers submitted for publication which are not listed above.

D. List here title of paper presented, the name of the conference or meeting, location and date.

E. Proposals for Grants and Contracts:
   1. Grants funded, Date Funded & Duration Title, Agency & Amount
      NMSU Proposal #
      Investigators

   2. Grants Funded, Date Funded & Duration Title, Agency & Amount
      NMSU Proposal #
      Investigators
III. Professional Service

A. List membership in all professional organizations (do not use initials). Include offices held and committee activities.

B. List referee, article and proposal review work and editorial work for professional publications.

C. Professional meetings attended. List the name of the organization, convention/conference/meeting, and the place and date. State the nature of your participation.

D. List membership in all university (including departmental) committees.

E. Associate and full professors: Please describe any other activities whereby you exerted leadership as a senior faculty member. (You may repeat activities described elsewhere.)
IV. International Activities

A. Special courses:
B. Non-academic training:
C. Publications and reports (not included previously):
D. Proposal development
E. Short-term assignments:
F. Other

V. Other

A. Special programs, assignments, consulting activities, colloquia, formal seminars, and other academic contributions not covered by any other category.
B. List any degrees, awards, recognitions received during this period.
C. Administrative duties.

VI. General Comments

General comments about, or constructive suggestions in reference to the university. This section will not be filed with your Faculty Annual Performance Report. If you wish the statements made hereon to be held in confidence by the dean or administrative official whom you address, please write "confidential" on the top of this page and send it directly to the appropriate official under separate cover.
NMSU SCHOOL OF NURSING

COLLEGE FACULTY ANNUAL EVALUATIONS

Faculty evaluations will be submitted by January 7th annually to the Director. Until a formal process and permanent policy is made, the following will be required to address college faculty annual evaluations.

Required documents:

A. Current curriculum vitae

B. Teaching
   1. List of courses taught by semester and number of students in each course
   2. Classroom techniques used
   3. Evaluation techniques used
   4. Teaching Academy events attended
   5. Other teaching continuing education

C. Service
   1. Participation in committee work for the School of Nursing, College, or University
   2. Service to the community

D. Scholarly Activity: participation in school, college, university and/or community projects
   1. Participation in school, college, university projects
   2. Participation in community projects
   3. Participation in research
   4. Attendance and/or participation at professional conferences

E. Other

2009
FACULTY SCHEDULE FORM

SCHOOL OF NURSING

NEW MEXICO STATE UNIVERSITY

Please complete this form and return to department secretary. Knowing your schedule will help in locating you in case of an emergency.

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>COURSE #</th>
<th>DAYS</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS XXX</td>
<td></td>
<td></td>
<td>HSS</td>
</tr>
</tbody>
</table>

Clinical

OFFICE HOURS: day and time

Office Phone: XXX-XXXX; Cell Phone: XXX-XXXX
NEW MEXICO STATE UNIVERSITY  
SCHOOL OF NURSING  
INNER OFFICE JOB REQUESTS

TO: ____________________________  FROM: ____________________________
TODAY'S DATE: ________________  DATE NEEDED: ______________________
NAME OF ITEM: _______________________________________________________

- TYPE ROUGH COPY  - MAKE COPIES
- TYPE FINAL COPY  - DOUBLE SIDED
- TYPE MEMO, LETTER  - STAPLED
- DESK COPY ORDERS  - GRADE EXAMS
- PREPARE ENVELOPES  - HOW MANY VERSIONS
- MISCELLANEOUS JOBS  - MULTIPLE ANSWERS: AND or OR

SPECIAL INSTRUCTIONS: ________________________________________________
_____________________________________________________________________
_____________________________________________________________________

INDEPENDENT STUDY/SPECIAL STUDIES FORM

<table>
<thead>
<tr>
<th>SPECIAL STUDIES PERMIT:</th>
<th>SEMESTER ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>This card must be completed prior to registration in any courses in the categories noted.</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST</th>
<th>MIDDLE</th>
<th>SOCIAL SECURITY NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>MAJOR</th>
<th>CUMULATIVE G.P.A.</th>
<th>GRADED N.M.S.U. CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE:</th>
<th>Department</th>
<th>Number</th>
<th>Section</th>
<th>Credit - Authorized or Set</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- * DIRECITED READING  - INTERNSHIP
- * INDEPENDENT STUDIES  - RESEARCH
- * SPECIAL TOPICS (NOT SUBTITLED)  - VARIABLE CREDIT COURSE

Student's Signature / Date  Course Department Head's Signature / Date

Instructor's Signature / Date  Student's Academic Dean / Date

* Requirements: Undergraduate students must have 28 traditionally graded credits at NMSU and at least a 2.5 GPA.
Traveler’s Name: Date/Time Departure: ________________________________

Destination: Date/Time Return: ________________________________

Purpose of Trip: ________________________________________________

<table>
<thead>
<tr>
<th>PER DIEM:</th>
<th>DEPARTMENT/SCHOOL</th>
<th>COLLEGE</th>
<th>SOURCE OF SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Days _______ @</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ __________ per day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTUAL LODGING:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Days _______ @</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ __________ per day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEAL ALLOWANCE:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Days _______ @</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ __________ per day</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AIRFARE

RENTAL CAR

SHUTTLE/TAXI

PRIVATE VEHICLE

REGISTRATION

OTHER

TOTALS

INDEX CODE

Traveler’s Signature/Date __________________________________________

Director Approval: ____________________________________________

Dr. Pamela Schultz, Director/Associate Dean, School of Nursing

Principal Investigator/ Signature/Date (if applicable) ________________

Source of Funding (Index#) _______________________________________

Fiscal Specialist Review Signature/Date ______________________________

Requirements:

- □ Justification Documentation attached (if appropriate)
- □ Filed no less than (5) working days prior to departure
- □ Approved plan attached for coverage of duties while on travel
  - o No coverage required, no class time missed
- □ Leave request form has been submitted

Rev. 09/15/10
New Mexico State University
School of Nursing
Out of Town Notification and Coverage

I, ___________________________ will be gone from class and/or out of town during the following times:

Course(s): ____________________ Date(s): ____________________________

Purpose of Travel: ________________________________________________________________

Date & Time: ____________________ Day of Week: __________________________

Location: ________________________________________________________________

Coverage: (who will cover or what arrangements have been made?)
______________________________________________________________

If you need helping finding coverage, please notify Program Chairs as soon as possible.

Date of Notification: ____________________________

Faculty Signature: ____________________________

Approved: Yes ________ No ________

Director School of Nursing: ____________________________ Date: _________________

8/98

Updated 02/02/10
<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Date of Request:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deadline for Completion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor Making Request</th>
<th>Description of Skill(s) to Practiced</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Amount of Time Practiced:</th>
<th>Performance Satisfactory: Yes ___ No ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More Practice Required: Yes ___ No ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Open Lab Instructor’s Comments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Open Lab Instructor’s Signature</th>
</tr>
</thead>
</table>

---

**NEW MEXICO STATE UNIVERSITY**

**SCHOOL OF NURSING**

**REQUEST FOR OPEN LABORATORY ASSISTANCE**

---

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Date of Request:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deadline for Completion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor Making Request</th>
<th>Description of Skill(s) to Practiced</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Amount of Time Practiced:</th>
<th>Performance Satisfactory: Yes ___ No ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More Practice Required: Yes ___ No ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Open Lab Instructor’s Comments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Open Lab Instructor’s Signature</th>
</tr>
</thead>
</table>
NOTE: The following Promotion and Tenure Guidelines apply to faculty in tenure and tenure-track positions. Policies and procedures related to college faculty are in the process of being developed at both the SON and CHSS levels. Please refer to the memo sent by the CHSS Dean on May 17, 2011, and the College of Business: POLICIES AND PROCEDURES: RETENTION, PROMOTION AND TENURE which may be accessed on the School of Nursing Faculty Group Blackboard website in the Course Content area under the headings: NMSU School of Nursing Policies, Templates and Forms; NMSU & HSS College & SON Policies, P&T Guidelines & HR Forms; May Memo College Faculty Promotion Dean Adera and NMSU College of Business Approved by College faculty 8.
Promotion and Tenure Guidelines

School of Nursing

New Mexico State University

Revised 12/03/2009
5.90.1 Introduction

The mission of New Mexico State University’s School of Nursing is to serve the people of New Mexico through nursing education, research, and public service recognizing the state’s multicultural heritage, the ever-changing environment, and an interdependent world. The mission of the nursing unit is consistent with that of the governing organization. It reflects a commitment to a culturally, racially, and ethnically diverse community and to socially responsible standards of professional nursing.

The primary responsibility of the School of Nursing is to provide the highest quality nursing education, including preparation for practice, at the undergraduate and graduate levels. This charge reflects a commitment to designing challenging educational experiences, promoting personal satisfaction, and establishing patterns that foster lifelong learning.

The School of Nursing supports the advancement of knowledge, advancement of the nursing profession, and enrichment of its academic programs through research and other scholarly and creative endeavors. Faculty and students participate and collaborate in conducting basic and applied research, in the dissemination of findings, and in facilitating the utilization of research in the practice arena as well as in expanding the profession through advanced clinical practice.

The School of Nursing provides public service that advances the nursing profession and meets the educational and health needs of people in New Mexico and elsewhere.

The following promotion and tenure guidelines and criteria have been developed to assist those individuals in tenure-track positions. Non-tenure track or College Faculty guidelines are listed after this section. University policies regarding promotion and tenure supersede College policies and College policies supersede School of Nursing policies.

5.90.2 Professional Model, School of Nursing

Faculty members within the School of Nursing have similar roles to faculty within the University. Additionally, School of Nursing faculty combine an academic role with a professional role inherent to the School of Nursing that provides professional education, research, service and leadership. In the professional role, the faculty is visibly active in activities related to the discipline of nursing including those that maintain accreditation and high professional standards within the School. They serve in leadership roles that advance the nursing profession and many faculty participate in a level of practice-related expertise that is beneficial to the education of students, other professionals, and the community at large.

Within nursing there is the incorporation of knowledge from various disciplines and substantive areas, such as biology, chemistry, economics, business, ethics, law, mathematics, medicine, philosophy, political science, psychology, sociology, and physics. The School of Nursing engages in the development and application of knowledge from such disciplines. Unlike disciplinary cognates, where understanding is a primary goal, the School of Nursing seeks to apply the understanding to health and the prevention of pathophysiological states within the individual and the community at large.
5.90.3 Guiding Principles

5.90.3.1 Faculty Participation
University Promotion and Tenure Policy information about faculty participation and ensuring fairness is found in section 5.90.3.1 of the University Promotion and Tenure Policy.

5.90.3.2 Transparency of Process
University Promotion and Tenure Policy information about transparency of process is found in section 5.90.3.2 of the University Promotion and Tenure Policy.

5.90.3.3 Performance Evaluation
University Promotion and Tenure Policy information about performance evaluation is found in section 5.90.3.3 of the University Promotion and Tenure Policy.

The School of Nursing provides evaluation criteria and rubrics across major areas of faculty activity within the School of Nursing. The use of numeric values and scores in the rubrics are limited to annual performance evaluations. These scores are not meant to be used for promotion and tenure deliberations.

5.90.3.4 Allocation of Effort
University Promotion and Tenure Policy information about allocation of effort is found in section 5.90.3.4 and 5.90.5.1.2 of the University Promotion and Tenure Policy.

Allocation of effort is categorized into 4 units; teaching and advising, scholarship and creative activity, service, and extension and outreach. The total percentage shall be 100% and any category may be zero percent.

The allocation of effort will be taken into account during the Promotion and Tenure evaluation. The allocation percentages will be agreed upon by the faculty member and the Department Head and will be approved annually by the faculty member’s Department Head and Dean. The allocation of effort statement and percentages may be altered during the year with the mutual agreement by all concerned.

An allocation of effort statement form must accompany the yearly evaluation. That statement must include the

- Percentage of effort in each of the four categories.
- Number of semester credit hours, student enrollment and level of courses taught within the academic year.
- A statement of what the School of Nursing considers a full teaching and advising load.
- The value assigned to each unit must be indicated and the values must be calculated proportionately to the faculty members allocation of effort.

The allocation of effort forms will become a part of the faculty member’s tenure and/or promotion portfolio.
5.90.3.4.1 The Professorial Ranks

University Promotion and Tenure Policy information about the professorial ranks is found in section 5.90.3.5 of the University Promotion and Tenure Policy.

Criteria and minimal qualifications

Individuals appointed to the rank of Assistant Professor or above (tenure track) are expected to have an earned doctorate from an accredited institution of higher education.

The following criteria will be used in conjunction with the criteria, policies and procedures for review provided by New Mexico State University. It is recognized that individuals have varied strengths and areas of expertise and should build on these to enhance the nursing program.

Although a faculty member may excel in a particular area, he/she is expected to demonstrate cumulative evidence of meeting the stated criteria. Faculty who are currently on the tenure track will meet with the Director to review progress of scholarly endeavors and negotiate a written contract for expectations including resources/network of support to successfully achieve the tenure/promotion criteria. Faculty should also be aware that, in selecting scholarly products, an on-going pattern of publication in refereed journals and grantsmanship (internal and external) is expected for the granting of promotion and tenure.

TENURE AND TENURE-TRACK FACULTY

This document provides a description and explanation of Appointment to a tenure-track position and describes the criteria for those individuals in tenure track positions who would like to apply for either tenure, promotion in rank or both. Criteria for Reappointment/Annual Evaluation are also provided. In addition, please refer to guidelines listed in the University Faculty Handbook (section 5.90) that pertain to promotion and tenure, and annual performance evaluation.

Information specific to the professorial ranks are found in section 5.90.3.5 of the University Faculty Handbook. For information on appointment “probationary” periods, initial appointments and mid-probationary review, see the College of Health and Human Services guidelines (11/07) and the University Faculty Handbook(July 09 – updated Nov 09).

Faculty seeking promotion and tenure who meet eligibility requirements will be reviewed by the tenured Faculty on the School of Nursing (SON) Promotion and Tenure Committee who hold an academic rank at or above the rank being sought by the candidate(s) for promotion. A minimum of three faculty members from the Promotion and Tenure committee must be available to review a candidate for promotion and/or tenure if a quorum cannot be met. At the College level, the SON representative to the Promotion and Tenure Committee may only vote on the applicant once – either as a SON committee member or as a College member.

The timetable for the promotional process and the directions for submission of the supporting materials for promotion and tenure are distributed annually to the School of Nursing Director by the NMSU Provost’s Office. Copies of this information will be provided to the Promotion and Tenure (P & T) Committee, to all candidates seeking promotion and/or tenure, and to all tenured faculty. In cases where an individual is being considered for advancement to the rank of Associate Professor and at the
same time is being considered for tenure, the procedure for tenure supersedes the promotion in rank procedure.

The P & T Committee’s recommendation, along with supporting documentation, will be forwarded to the Director of the School of Nursing who will complete a written evaluation that is forwarded on to the College-level Promotion and Tenure Committee.

5.90.3.6 Flexibility in Tenure-Track
University Promotion and Tenure Policy information about the professorial ranks are found in section 5.90.3.6.1 of the University Promotion and Tenure Policy.

5.90.3.6.1 Credit for Prior Service
University Promotion and Tenure Policy information about credit for prior service is found in section 5.90.3.6.1 of the University Promotion and Tenure Policy.

5.90.3.6.2 Extension of the Probationary Period
University Promotion and Tenure Policy information about the extension of the probationary period is found in section 5.90.3.6.2 of the University Promotion and Tenure Policy.

5.90.3.6.3 Reduction of the Probationary Period
University Promotion and Tenure Policy information about the reduction of the probationary period is found in section 5.90.3.6.3 of the University Promotion and Tenure Policy.

5.90.3.6.4 Part-Time Faculty and Tenure
University Promotion and Tenure Policy information about part-time faculty and tenure is found in section 5.90.3.6.4 of the University Promotion and Tenure Policy.

5.90.3.6.5 Joint Appointment (with Dual Responsibilities)
University Promotion and Tenure Policy information about joint appointment (with dual responsibilities) is found in section 5.90.3.6.5 of the University Promotion and Tenure Policy.

5.90.3.7 Mid-Probationary Review
University Promotion and Tenure Policy information about mid-probationary review is found in section 5.90.3.7 of the University Promotion and Tenure Policy.

Third Year Review

The third year review is a major midterm evaluation of non-tenured faculty in tenure-track positions and is conducted at the end of the faculty members third year of appointment. The purpose of this review is to provide faculty with information about the status of their progress toward promotion and tenure. While this review is required of all non-tenured, tenure track faculty, exceptions can be made as needed for those faculty who come into the university with years of credit toward tenure. The Director will
initiate the third-year review process for eligible faculty by requesting Third Year Review recommendations from the Promotion and Tenure Committee during the spring semester. After receiving the recommendation of this committee, the Director will make his/her own recommendation and forward both to the Dean of the College. The Director will meet with the faculty member to share the recommendations made by the committee and Director and to provide guidance in directing future work. At all levels, the review process should be supportive to the faculty member and focused on enhancing the likelihood of promotion and tenure.

Dossier for Third-Year Review and for Promotion and Tenure

The materials prepared and presented for third-year review should be the same as for consideration for promotion and tenure with the exception of letters from external peer reviewers. Each faculty member who undergoes a third-year review must submit documented evidence of quality teaching, research/scholarship, service and outreach and administration where appropriate. Supporting materials must include copies of all publications and summary student evaluations of courses. The inclusion of non-essential documents is discouraged.

The criteria for the evaluation of the quality of a faculty member’s accomplishments over the first three years are, in general, the same as those for promotion to Associate Professor with tenure. However, with the third year review, the quantity of work expected is necessarily less. Consideration is also given to a faculty member’s roles and responsibilities. See the criteria listed for Assistant Professor for teaching, research/scholarly activity, service and outreach (and administration where applicable) in the tables in this document. For example, the expectation for research and scholarship in the first three years of an appointment is for publications in refereed national or international journals, poster and/or paper presentations at regional and national conferences. There should be a logical and coherent line of research and scholarly work. While the principle emphasis is on quality, it is recognized that different products and types of research and scholarly work require different time investments; this should be taken into consideration. The quality of the work will be evident in publications, in either leading refereed journals or well-received books. Authorships of books, but not book chapters, will reduce the number of articles expected.

It is expected that quality in teaching should be manifested by at least good student and peer evaluations (see criteria for Assistant Professor). Furthermore, while a level of service to various constituencies is expected, given only three years in rank, it is recognized that newer faculty have not had the length of service necessary to exhibit the levels of involvement and service to the university, college and school and professional organizations expected for promotion.

Procedure: Third-Year Review

The following processes are to be followed:

- The committee chair will assist each faculty member undergoing third-year review with the preparation of the dossier to be submitted for the review.
- When the dossier is complete (or when all that are to be reviewed are complete), the committee chair will notify committee members that they are ready for review and set a date for the committee deliberations. Deliberations and discussions of dossiers will take place in committee meetings. All discussions will be held in strict confidence and no records will be made of the discussions. If additional information is required by the committee, the committee chair will request it from the faculty member.
Discussions should be objective and should adhere to the consideration of the established criteria. Each candidate’s accomplishments in the areas of teaching, research and scholarly activity, service and outreach (administration where appropriate) should be evaluated with respect to the quality of accomplishments, not merely quantity, and within the context of the faculty member’s role and responsibilities.

The committee chair will prepare a report, approved by the other committee members, that is submitted to the Director. This report should discuss the strengths and weaknesses of the faculty member’s accomplishments in the areas of teaching, research and scholarly activity, service and outreach (administration where appropriate). It should provide meaningful feedback and direction to the faculty member to assist in planning and organizing subsequent work activities in order to maximize the likelihood of promotion to Associate Professor with tenure.

5.90.3.8.3 College Faculty

University Promotion and Tenure Policy information about college faculty is found in section 5.90.3.8.3 of the University Promotion and Tenure Policy.

The Promotion Committee of the School of Nursing should consist of all tenured faculty members and all College Faculty members of ranks higher than the candidate’s. In the absence of available College Faculty in the School of Nursing, the Promotion and Tenure committee will ask faculty in the School of Nursing for nominations from other departments at NMSU, and select at least one nominee to serve on the committee for that academic year. The Promotion Committee shall be elected by tenure-track, tenured, and College Faculty and will consist of an equal number of tenured faculty and College Faculty.

5.90.4 Criteria for Promotion and Tenure

University Promotion and Tenure Policy information about the criteria for promotion and tenure is found in section 5.90.4 of the University Promotion and Tenure Policy.

Promotion in academic rank is recognition by faculty and administration that a peer merits academic reward. Academic ranks imply different levels of expectation in responsibility and achievement and demonstration of leadership. Tenure-track and College Faculty are eligible for promotion.

Tenure is a continuous contract awarded by the Board of Regents through the President of the University. The acceptance of tenure by a faculty member implies a commitment to academic pursuits and scholarly, professional performance of duties. Members or the College Faculty are not eligible for tenure.

The annual performance evaluation of College Faculty and tenure/tenured- track faculty serves two purposes. First, it is a mechanism by which the faculty member and the Department Head evaluate faculty goals, needs, and overall performance within the context of the School of Nursing criteria and expectations. Second, positive annual evaluations serve to indicate positive movement toward promotion, or tenure or both.

The concept of integration and synthesis is an overarching concept that may be used to describe more fully the areas of research, teaching, administration, leadership, service and outreach and extension which is relevant to a professional School of Nursing. Within the School of Nursing the applicable areas should be integrated and synthesized in such a manner as to complement and further inform each of the applicable areas of teaching/advising, scholarship/creative activity, service, leadership, and outreach and extension.
Tenure

The purpose of academic tenure is to promote and protect the academic freedom of the faculty. Tenure is separate and distinct from promotion. It often assists the University in attracting and retaining faculty members of high quality. Academic tenure refers to the conditions and guarantees that apply to a faculty member's employment, in particular the protection from involuntary discharge from, or termination of, employment, and from imposition of serious sanctions, except upon grounds and in accordance with procedures set forth in the NMSU faculty handbook. Tenure may be granted to those individual faculty members whose professional accomplishments indicate that they will continue to serve with distinction in their appointed roles. Tenure is awarded to faculty who demonstrate excellent teaching, outstanding research and scholarship, and substantial additional service, each of which must be relevant to the goals and needs of the University, college and school. The award of tenure is based on the achievement of distinction in an area of learning and the prediction of continued eminence throughout the individual’s professional career.

Promotion

Promotion from Assistant to Associate and Associate to Full Professor occurs after an individual has served time in rank. The time served may vary according to an individual’s contract but generally is five-six years as an Assistant Professor and five-six years as an Associate Professor. Individuals may negotiate time in rank served at other academic institutions with the Director, Dean and/or Provost.

Appointment, Promotion and Tenure Criteria

Policies pertaining to the appointment, promotion and tenure of tenure-track and tenured faculty are derived from the policies governing such matters at New Mexico State University. In accordance with the policy statement on promotional criteria at NMSU, effective teaching, including academic advising; research and or creative scholarship; professional achievement; and service/outreach and administration to the institution and the public form the basic components of the evaluative process. Although the NMSU Faculty Manual does not precisely define each of the criteria, criteria have been established by the School of Nursing for Teaching, Research/Scholarship and Service/Outreach and Administration. It is important to note that superior teaching along with research/scholarly productivity are considered the important qualifications for promotion and or tenure in academic rank.

Transferring between non-tenure and tenure tracks

At New Mexico State University, faculty are appointed to either tenure-track or non-tenure track (College) positions. Consideration to transfer from a tenure-track to a college position and from a college position to a tenure track represents a major career decision and should be considered carefully and should include consultation with members of the promotion and tenure committee and with the Director of the School. In keeping with the policy of NMSU, a one-time, one-way transfer is allowed (either from tenure track to college level or college level to tenure track). Faculty who wish to move from a non-tenure track position to a tenure track position must meet the minimum criteria for appointment to rank.
5.90.4.1 Teaching and Advising
University Promotion and Tenure Policy information about teaching and advising is found in section 5.90.4.1 of the University Promotion and Tenure Policy.

The Scholarship of teaching (Boyer, 1990) involves critical inquiry and exploration of teaching/learning processes resulting in development of effective instructional approaches and methodologies. It is defined within the concept of “Scholarship” which involves the highly complex, dynamic activity of constructing, creating, sharing, and communicating the knowledge base to “students”. To do so effectively requires a deep knowledge and understanding of the topic as well as constant reflection and review of the topic and the teaching-learning experience (Boyer, 1990). Examples of effective scholarship of teaching include, but are not limited to a sustained pattern of activity with: positive evaluations of teaching and advising, positive peer evaluations, teaching innovations and improvements, teaching enhancement activities (workshops on teaching effectiveness, etc.), providing assistance to others in teaching (mentoring), holding regular office hours.

Within the School of Nursing, faculty’s teaching and advising responsibilities are centered around all spheres of student activity, including the clinical areas of practice and the classroom setting which may be actual or virtual classrooms. The School of Nursing embraces the concept that there is reciprocal teaching and learning among teachers and students. Teaching is a dynamic process which requires the nursing faculty to have expertise in teaching concepts and the ability to translate that knowledge into the practice of nursing. Advising is a component of teaching. Career paths begin at the advising level in that professional responsibilities as a nurse dictate those areas of study necessary to fully participate in the profession of nursing. Faculty assumes those responsibilities as teacher, adviser, and mentor.

Definition of Teaching

The Scholarship of teaching (Boyer, 1990) involves critical inquiry and exploration of teaching/learning processes resulting in development of effective instructional approaches and methodologies. It is defined within the concept of “Scholarship” which involves the highly complex, dynamic activity of constructing, creating, sharing, and communicating the knowledge base to “students”. To do so effectively requires a deep knowledge and understanding of the topic as well as constant reflection and review of the topic and the teaching-learning experience (Boyer, 1990). Examples of effective scholarship of teaching include, but are not limited to a sustained pattern of activity with: positive evaluations of teaching and advising, positive peer evaluations, teaching innovations and improvements, teaching enhancement activities (workshops on teaching effectiveness, etc.), providing assistance to others in teaching (mentoring), holding regular office hours.

5.90.4.1.1 Evaluation of Teaching
University Promotion and Tenure Policy information about the evaluation of teaching is found in section 5.90.4.1.1 of the University Promotion and Tenure Policy.

Evaluation of teaching is to be done by assessing several pieces of evidence. The evidence should come from (1) the instructor, (2) from other nursing faculty, (3) from students, and (4) demonstrated student learning. There should be evidence within the teaching trajectory of increasing competence and excellence through the various ranks of faculty.
<table>
<thead>
<tr>
<th></th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Knowledge:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content expert (accuracy, breadth, and depth).</td>
<td>Maintain appropriate credentials and continuing education in content area. Ensure syllabus and course outlines are up to date with current evidence base nursing practice.</td>
<td>Active involvement in curriculum development. Active involvement with student projects/thesis/committees</td>
<td>Serves as a leader in curricular and instructional development, evaluation or reform in department and discipline.</td>
</tr>
<tr>
<td><strong>Example evidence:</strong></td>
<td>Practice hours to maintain certifications, peer evaluations, content expert review of syllabus/course outlines</td>
<td>New courses or major revision of current ones. Serves on student committees (i.e. thesis, graduate project)</td>
<td>Receives recognition for teaching excellence from colleagues. Peer reviewed publications and presentations related to nursing education.</td>
</tr>
<tr>
<td><strong>Teaching Delivery:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective teaching methods</td>
<td>Effective use of diversity in instructional methods (i.e. lecture, discussion, lab, case study, small group interaction, use of technology, face to face versus web-based/distance ed. Clinical, etc.) Ongoing education (Teaching Academy/workshops) Effective speaking skills</td>
<td>Expert use of diversity in instructional methods?</td>
<td>Sustained pattern of positive peer and student teaching evaluations; teaching awards; consultation for teaching</td>
</tr>
<tr>
<td><strong>Example evidence:</strong></td>
<td>Positive feedback from students and peer evaluations, personal documentation, course outline</td>
<td>Documentation of rationale for choice/match of method to class, peer and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Teaching Accessibility/Responsiveness</td>
<td>Makes appropriate changes to improve teaching based on peer and student evaluations/feedback. Open to constructive criticism. Timely feedback/fairness on student papers/tests. <strong>Examples of evidence:</strong> personal reflection/documentatio n, improved student evaluations.</td>
<td>Maintains posted office hours</td>
<td></td>
</tr>
<tr>
<td>Receptive to students and peers.</td>
<td>Keeps required number of office hours. Available to meet with students at other times by appointment. Receptive to questions/discussions. Effective student interaction skills. <strong>Examples of evidence:</strong> posts office hours, positive student evaluations/feedback, peer evaluation of communication with students.</td>
<td>In addition to face to face contact, utilizes on-line or web-based resources for student interactions</td>
<td></td>
</tr>
<tr>
<td>Makes self available to facilitate learning.</td>
<td>Active in both formal and informal student advisement activities. <strong>Examples of evidence:</strong> documentation of advisement activities. Student feedback</td>
<td>Mentors new faculty in teaching role <strong>Examples of evidence:</strong> content experts of teaching materials, peer evaluations of teaching effectiveness, supervises graduate assistants/college faculty in clinical and classroom settings.</td>
<td>Fosters positive work environment within school</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Professor</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Teaching Effectiveness:</strong></td>
<td>Appropriate design of tests&lt;br&gt;Clear, consistent, and appropriate grading criteria&lt;br&gt;Course Objectives met</td>
<td>See criteria for Assistant professor. Builds upon and expands teaching effectiveness from peer and student feedback.</td>
<td>See criteria for Assistant and Associate professor. Sustained activity that reflects use of feedback from peers and students.</td>
</tr>
<tr>
<td>Self-reflection Feedback from peers/students</td>
<td>Examples of evidence: Curriculum committee/content expert evaluation of tests and course materials</td>
<td>Examples of evidence: test scores, clinical evaluations/coursework, student evaluations</td>
<td></td>
</tr>
<tr>
<td>Student Learning</td>
<td>Active supporter of student success.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate challenge for students</td>
<td>Examples of evidence: Curriculum committee/content expert evaluation of tests and course materials</td>
<td>Examples of evidence: test scores, clinical evaluations/coursework, student evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teaching Synthesis/Discovery:</strong></td>
<td><strong>Teaching Synthesis/Discovery:</strong></td>
<td></td>
</tr>
<tr>
<td>Collaboration (peers/across college and university setting, stakeholders within the community)</td>
<td>Promotes a collaborative and productive relationship at all University levels and to the greater community.</td>
<td>Actively involved in accreditation activities. Takes a leadership role in administrative activities related to teaching.</td>
<td>Fosters positive image of school in greater community</td>
</tr>
<tr>
<td></td>
<td>Examples of evidence: Interdisciplinary coursework/research activities.</td>
<td>Examples of evidence: course/clinical coordination, supervising clinical instructors, facilitating affiliation agreements, specialty track/semester lead responsibilities.</td>
<td>Examples of evidence: Serves on state, regional, and national committees to promote NMSU and the School of Nursing and Nursing as a profession. Guest lecturer to recruit students from the community</td>
</tr>
<tr>
<td></td>
<td>Development and fostering existing clinical sites/opportunities Public relations activities Recruitment activities</td>
<td>危險活動</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Professor</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Research activities</td>
<td>Participates in research activities that directly impact</td>
<td>See criteria for Assistant Professor. Engages in</td>
<td>See criteria for Assistant and Associate Professor.</td>
</tr>
<tr>
<td>related to teaching</td>
<td>teaching.</td>
<td>research to improve</td>
<td>Demonstrated activity of using research to improve</td>
</tr>
<tr>
<td>improvement.</td>
<td></td>
<td>teaching effectiveness.</td>
<td>teaching.</td>
</tr>
<tr>
<td></td>
<td><strong>Examples of evidence:</strong> publications, presentations,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>collaboration with others, evidence based nursing practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.90.4.1.2 Evaluation of Advising

The following elements should be taken into account when evaluating advisement.

- Establishes and abides by an office schedule for meeting with students
- Assists in the orientation of students
- Provides accurate information on program requirements, academic policies and procedures.
- Helps students to establish a well-defined plan for the future.
- Completes or reviews degree checks, candidacy forms, and similar activities.
- Monitors student progress.
- Works with students to address academic problems
- Helps students understand and navigate appeals processes.

Faculty members should keep a log of advising encounters with students for evaluation purposes.

5.90.4.2 Scholarship and Creative Activity

University Promotion and Tenure Policy information about scholarship and creative activity are found in section 5.90.4.2 of the University Promotion and Tenure Policy.

Scholarship is the demonstration of knowledge through discovery, integration, application and teaching (Boyer, 1990). Scholarship results in a product that is shared with audiences within the wider academic, professional, and societal communities.
Scholarship of discovery creates new knowledge through investigation of the unknown. The Scholarship of discovery is the traditional type of research (basic research) that involves the pursuit of knowledge for its own sake and the discovery of new knowledge. Examples of this type of scholarship are typical and include publications in refereed journals, books, etc. that describe original research, presentations at professional meetings that do the same, grants obtained to conduct such research, etc.

Scholarship of integration brings new insights within a discipline by interpreting and drawing together facts, concepts, or knowledge in a new way. The Scholarship of integration involves interpreting and drawing insights from the facts and findings of original research, drawing them together, integrating and summarizing them, and creating new conclusions, implications, and interpretations from the integration. Examples of this type of scholarship included publications in refereed journals, books, etc., that describe the integration of professional knowledge, presentations at professional meetings that do the same the writing of textbooks and nonacademic writings which integrate the knowledge base, grants obtained to conduct such scholarship, etc.

Scholarship of application uses the knowledge of the discipline to investigate clinical issues in order to enhance health care outcomes. The Scholarship of application involves exploring the dynamic between theory and action in applying the professional knowledge base in solving practical problems in practical settings in rigorous ways. This form of scholarship attempts to relate the service role of faculty to scholarship. Examples of this type of scholarship include efforts to help solve practical problems in educational settings by applying professional theory, conceptions, methods, and findings, such as action research projects, grants obtained to conduct such scholarship, etc.

Within the discipline of nursing evidence-based practice is an essential element of scholarship and creative activity. Evidence-based practice is the integration of the best possible research evidence with clinical expertise and with patient needs. Today’s technology has made it possible for nursing to focus on collecting sufficient data to determine the best approach to clinical practice. Digital technology allows for huge components and aggregates of clinical information to be integrated, compared, and contrasted that reveals significant valuable information. It is this information that provides the framework for a systematic evidence-based clinical practice.

The trajectory of evidence-based practice includes a clinician that makes sound decisions based on evidence, implements the requisite practice, and ultimately changes that practice as the evidence indicates a need for that change. This pathway complements the traditional research trajectory of faculty. In conjunction with research findings and evidence-based practice, not only is clinical practice addressed, the nursing knowledge base is informed.
**Definition of Scholarship**

Scholarship is the demonstration of knowledge through discovery, integration, application and teaching (Boyer, 1990). Scholarship results in a product that is shared with audiences within the wider academic, professional, and societal communities. Scholarship of discovery creates new knowledge through investigation of the unknown. The Scholarship of discovery is the traditional type of research (basic research) that involves the pursuit of knowledge for its own sake and the discovery of new knowledge. Examples of this type of scholarship are typical and include publications in refereed journals, books, etc. that describe original research, presentations at professional meetings that do the same, grants obtained to conduct such research, etc.

Scholarship of integration brings new insights within a discipline by interpreting and drawing together facts, concepts, or knowledge in a new way. The Scholarship of integration involves interpreting and drawing insights from the facts and findings of original research, drawing them together, integrating and summarizing them, and creating new conclusions, implications, and interpretations from the integration. Examples of this type of scholarship included publications in refereed journals, books, etc., that describe the integration of professional knowledge, presentations at professional meetings that do the same the writing of textbooks and nonacademic writings which integrate the knowledge base, grants obtained to conduct such scholarship, etc.

Scholarship of application uses the knowledge of the discipline to investigate clinical issues in order to enhance health care outcomes. The Scholarship of application involves exploring the dynamic between theory and action in applying the professional knowledge base in solving practical problems in practical settings in rigorous ways. This form of scholarship attempts to relate the service role of faculty to scholarship. Examples of this type of scholarship include efforts to help solve practical problems in educational settings by applying professional theory, conceptions, methods, and findings, such as action research projects, grants obtained to conduct such scholarship, etc.

**5.90.4.2.1 Evaluation of Scholarship and Creative Activity**

University Promotion and Tenure Policy information about the evaluation of scholarship and creative activity is found in section 5.90.4.2.1 of the University Promotion and Tenure Policy.

There should be evidence within the scholarship and creative activity trajectory of increasing competence and excellence through the various ranks of faculty.
<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity must address important questions in the field</td>
<td>Questions may include entry level inquiry and replication of others’ published work;</td>
<td>Questions should include new dimensions of inquiry; the activity substantially adds to knowledge of phenomenon of inquiry</td>
<td>Questions should include a progression of dimensions of inquiry; contributes to the discipline substantially; exhibits theoretical connection to advance discipline</td>
</tr>
<tr>
<td>The activity reveals a high level of discipline-related expertise</td>
<td>Demonstrates a high level of expertise; reflects evidence-based nursing; pilot testing of conceptual models</td>
<td>Demonstrates a higher level of expertise; complexity is evident in terms of design and implementation of scholarly work; is sought out as expert in the phenomena of interest</td>
<td>Demonstrates continued higher level of expertise; is cited for scholarly work and as an expert in the discipline</td>
</tr>
<tr>
<td>The activity and outcomes have been presented appropriately and effectively to its various audiences</td>
<td>Abstracts of work are accepted and presented at local, regional and national forums as poster or platform presentation</td>
<td>May also include “invited” presentations; begins to be “cited” for scholarly work in an scholarly area</td>
<td>Receives and presents invited and volunteered presentations at local, regional, national and international forums; serves as a mentor to those in more junior roles</td>
</tr>
<tr>
<td>Shows evidence of a program of scholarly and creative work</td>
<td>Initiates a program of scholarly and creative work; attending workshops; initiating literature reviews; developing design and methods; investigating suitable approaches; article publications in refereed journals; book chapters (see below); serves as primary or co-author</td>
<td>Shows evidence of a sustained pattern of progress of a program of scholarly and creative work; engaged in and carries out research design and methodology; active in data collection; data analysis; theoretical implication</td>
<td>Demonstrates sustained progress of a program of scholarly and creative work over several years; serves as research consultant</td>
</tr>
<tr>
<td>Contributes to a research team</td>
<td>Co- or PI; member of the research team</td>
<td>PI or co-PI and/or leadership role in scholarly work</td>
<td>PI; co-PI as mentor to other investigators</td>
</tr>
<tr>
<td>Evaluation Item</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
<td>Professor</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Seeks grant support</td>
<td>Internal and local sources</td>
<td>External funding sources</td>
<td>National funding sources; continues to apply for and receive internal, local funding and external for research</td>
</tr>
<tr>
<td>Receives financial support</td>
<td>Internal and local foundations</td>
<td>External funding sources</td>
<td>National and other funding sources</td>
</tr>
<tr>
<td>Prepares and submits scholarly work to appropriate publishers and peer-reviewed journals</td>
<td>Minimum of 1-2 year; might reflect dissertation or other on-going work; manuscripts accepted</td>
<td>3-4 year – contingent on status of research in progress</td>
<td>2-4 year; contingent on status of ongoing research</td>
</tr>
<tr>
<td>Successfully publishes scholarly work in textbooks and/or peer-reviewed journals</td>
<td>1 year (consideration given for research in progress); manuscripts submitted and in revision</td>
<td>2 year – contingent on status of research in progress</td>
<td>1-2 year; contingent on status of ongoing research</td>
</tr>
<tr>
<td>Prepares other scholarly materials recognized for their expertise in their discipline</td>
<td>List examples of other scholarly materials; technical reports, manuals, etc.</td>
<td>List examples of other scholarly materials; protocol development, testing of models, etc.</td>
<td>List examples of other scholarly materials: technological advances, etc. Other materials not already listed</td>
</tr>
</tbody>
</table>

5.90.4.3 Extension and Outreach

University Promotion and Tenure Policy information about outreach and extension is found in section 5.90.4.3 of the University Promotion and Tenure Policy.

Outreach is defined as any activity that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and school or college missions.

The following elements should be used in the evaluation of outreach and extension.

a. Community projects/activities
b. Program development
c. Program delivery
d. Scholarship-related outreach and extension
e. Assessment and evaluation of programs/projects
f. Grant-related outreach and extension
g. Management or leadership activities

**Definition of Service/Outreach and Administration**

Service or “engagement” involves the active and interactive connection with people and places inside and outside of the university through activities of professional involvement. It may include extensions of clinical practice, or active participation in organizations that facilitate setting goals, selecting means and methods, applying means and methods, reflecting on results, and dissemination of the results (Boyer, 1990).

Outreach is defined as any activity that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and school or college missions.

Administration refers to service in terms of the management and implementation of an academic program(s) and/or supervision of staff and students.

**5.90.4.3.1 Evaluation of Extension and Outreach**

Inherent in the understanding of extension and outreach is the issue of collaboration. There should be evidence of collaboration in the evaluation of this element.

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Assistant Professor (Participates)</th>
<th>Associate Professor (Participates)</th>
<th>Professor (Participates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Outreach Organizations</td>
<td>Participates in community or other outreach organizations in a professional role. Serves, teaches or advises on community committees.</td>
<td>Assumes leadership roles in community organizations i.e. chairs committees, taskforces, or serves as an adviser. Serves as an active member in community organizations, committees, or taskforces.</td>
<td>Assumes professional leadership, collaborator, or director of outreach projects at national or international level. Contributes to policy developments. Serves in the role of consultant/professional expert in assisting community, professional and/or other outreach activities. Evidence: Vitae, minutes, letters, or news releases, pictures, documenting contributions.</td>
</tr>
<tr>
<td>Effective participation and Leadership</td>
<td>Example evidence: Vitae, membership roles or membership cards, minutes of organization, volunteer in community service organization/projects</td>
<td>Example evidence: Vitae, membership roles or cards, minutes of organization, letters from committee chairs/members about contributions, news releases</td>
<td></td>
</tr>
<tr>
<td>Evaluation Item</td>
<td>Assistant Professor (Participates)</td>
<td>Associate Professor (Participates)</td>
<td>Professor (Participates)</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Community practice expertise in extension outreach</td>
<td>Demonstrates licensure and/or certification, current knowledge and expertise in specialty areas (i.e. med-surg, education, mental health, community, maternal-child, research, etc.) in community settings. <strong>Examples of evidence:</strong> community or outreach presentations, collaboration with others in community events or conferences. Other public acknowledgment, continuing education certificates, outreach events/conference programs, and other documentation.</td>
<td>Participates in practice activities that directly impacts community. <strong>Examples of evidence:</strong> Participation in forming policy or procedures to improve health care in the community. Other public acknowledgment, continuing education certificates, outreach events/conference programs, and other documentation.</td>
<td>Initiates changes in health care, education, governance, or policy on local, regional, or national levels to improve health care and the community environment. <strong>Examples of evidence:</strong> Initiating change of policy or procedures to improve health care outcomes. Other public acknowledgment, continuing education certificates, outreach events/conference programs, and other documentation.</td>
</tr>
</tbody>
</table>

**5.90.4.4 Service**

University Promotion and Tenure Policy information about service is found in section 5.90.4.4 of the University Promotion and Tenure Policy.

Service or “engagement” involves the active and interactive connection with people and places inside and outside of the university through activities of professional involvement. It may include extensions of clinical practice, or active participation in organizations that facilitate setting goals, selecting means and methods, applying means and methods, reflecting on results, and dissemination of the results (Boyer, 1990).

**5.90.4.4.1 Evaluation of Service**

University Promotion and Tenure Policy information about service is found in section 5.90.4.4.1 of the University Promotion and Tenure Policy.
The elements that should be considered within service are the following:

- Governance
- Faculty development
- Faculty advancement
- Scholarship-related service
- Accreditation and assessment
- Grant-related service
- Projects
- Management or leadership activities
- Student-related service (non-teaching)
- Fundraising and development activities

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Assistant Professor (Participates)</th>
<th>Associate Professor (Participates)</th>
<th>Professor (Participates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional organizations</td>
<td>Participates in professional organizations. Serves on professional committees.</td>
<td>Assumes leadership roles in professional organizations i.e. chairs committees, taskforces, or serves as an officer. Serves as an active member in professional committees, or taskforces.</td>
<td>Provides professional collaboration at national or international level. Contributes to policy developments. Provide leadership to nursing colleagues in professional organizations at the national or international levels. Serves in the role of consultant/professional expert in assisting nursing and non-nursing colleagues in nursing, professional activities.</td>
</tr>
<tr>
<td>Effective participation and leadership</td>
<td>Example evidence: Vitae, membership roles or membership cards, minutes of organization.</td>
<td>Example evidence: Vitae, membership roles or cards, minutes of organization, letters from committee chairs/members about contributions, news releases.</td>
<td>Evidence: Vitae, minutes, letters, or news releases documenting contributions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation Item</td>
<td>Assistant Professor (Participates)</td>
<td>Associate Professor (Participates)</td>
<td>Professor (Participates)</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>University/College/School of Nursing Organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective participation and leadership</td>
<td>Contributes to School of Nursing Committees Collaborates with peers and groups within the college, university setting and community. Promotes a collaborative and productive relationship at all University levels and to the greater community.</td>
<td>Chairs or actively participates in School of Nursing Committees.</td>
<td>Contributes to policy development. Participates in initiatives to advance school of nursing recognition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evidence: Minutes that document contributions, vitae, letters from committee chairs and members about contributions</td>
<td>Evidence: Vitae, minutes, or letters documenting contributions.</td>
</tr>
<tr>
<td>Expertise and educational or certification requirements for nursing specialty or program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content and practice expertise</td>
<td>Demonstrates licensure and/or certification, current knowledge and expertise in specialty areas (i.e. med-surg, education, mental health, community, maternal-child, research, etc.) Participates in practice activities to maintain certification in specialty which contributes to School of Nursing.</td>
<td>Participates in practice activities that may directly impacts nursing practice, and students learning.</td>
<td>Initiates changes in education, governance, or practice on local, regional, or national levels.</td>
</tr>
<tr>
<td></td>
<td>Examples of evidence: collaboration with others regarding current evidence based nursing practice activities, awards, and/or other public acknowledgment, continuing education certificates, and other documentation.</td>
<td>Examples of evidence: Participation in forming policy or procedures to improve the practice of nursing.</td>
<td>Examples of evidence: Initiating change of policy or procedures to improve the practice of nursing</td>
</tr>
</tbody>
</table>

5.90.5.5 Policies
5.90.5.1 Reappointment/Annual Evaluation and Promotion and Tenure

The basis for an annual review or reappointment is faculty planning. Faculty planning, both short and long term, should occur in the spring semester during the annual review process. Annual planning and report/evaluation should be part of a cumulative process that culminates in a tenure and promotion file for non-tenured faculty and a promotion file for those who will be candidates for Associate or Full Professor. The consultation between the faculty member, the Promotion and Tenure Committee and the Director during the annual review should be focused on assisting the faculty member in planning his or her personal distribution of effort among teaching, research and scholarly activity and service or outreach activities in order to help fulfill the School’s mission and goals (and for assistant and associate professors, to maximize the likelihood of promotion).

It is the faculty member’s responsibility to document activities and accomplishments over the previous year when preparing the annual report and submitting it to the Director. Dossiers for the annual review should include not only a listing of activities and accomplishments but supportive materials as well.

**Point System**

A point system has been developed to evaluate and guide an individual’s performance in the areas of teaching, research/scholarship, and service/administration and outreach. The purpose of the system is to guide the individual in terms of needed areas of improvement on a year-to-year basis and to serve as a mechanism for the promotion and tenure committee and Director to evaluate an individual’s sustained record and pattern of performance in each of the areas of faculty service. The intent is not to sum the total point values for each area but rather to use points as a descriptor for each item and for each of the three criteria of faculty service (teaching, research/scholarship and service/administration/outreach). See Appendix for descriptors for Assistant, Associate and Professor Ranks.

The criteria for promotion and tenure will be used in the yearly evaluation of each faculty member. Promotion and tenure is based upon a sustained program of achievement through the years of employment which assumes that the yearly performance evaluation will reflect these achievements. The intent of the yearly evaluation for faculty is two-fold. First the yearly performance evaluation is a mechanism by which the faculty member and the Director evaluate faculty performance, discuss needs of the faculty and the department and discuss goals of the faculty within the context of School needs and requirements of the department. Secondly the yearly performance serves as a guide in the promotion and tenure process. Ideally, the yearly performance evaluation will support tenure and promotion as appropriate for faculty. The worksheet for annual evaluation is found in Appendix B.

**Point value descriptors:**

1. Below expectations – performance below the minimal expectation of rank
2. Fair – meets minimal qualitative expectations of rank
3. Good – fulfills responsibilities and expectations of rank
4. Excellent – substantial effort and achievement above expectations of rank
5. Extraordinary – demonstrated excellence and achievement well above expectations of rank
5.90.5.2 Procedure: Promotion to Associate Professor and Professor

The following processes are to be followed:

- The first meeting will be called each fall semester by the previous year’s chair. An election of a chair will be held by members of the promotion and tenure committee. Subsequent meetings will be called by the committee chair. It is the responsibility of the committee chair to verify that each candidate’s dossier is complete. When all dossiers are complete, the committee chair will notify members that they are ready for review and set the date for the committee deliberations. **NOTE:** the committee will not accept incomplete dossiers for consideration for promotion and/or tenure.

- Committee members will review each candidate’s dossier by requesting them from the Director. Dossiers may not be removed from the School.

- Deliberations and discussions will take place in committee meetings. All discussions will be held in strict confidence and no records will be made of the discussions. If additional information is required by the committee, the committee chair will request it from the faculty member.

- Discussions should be objective and should adhere to the consideration of the established criteria (see tables for criteria for Associate and Professor). Each candidate’s accomplishments in the areas of teaching, research and scholarly activity, service and outreach (administration where appropriate) should be evaluated with respect to the quality of accomplishments, not merely quantity, and within the context of the faculty member’s role and responsibilities. Each faculty member of the appropriate rank independently reviews the faculty member’s file and assesses whether or not the candidate has met the criteria for promotion. The evaluations should be detailed and interpretive, containing an analysis of the materials.

- In commenting on the promotion of Assistant to Associate or Associate to Full Professor, the analysis should emphasize the potential and persistence for continued contributions to the institution in the areas of teaching, research/scholarship and service/outreach and administration as well as increased emphasis on service to the institution, professional organizations, and society.

- Voting will be by secret ballot. Three-fourths of the committee membership constitutes a quorum. The results of the voting along with a short narrative will be given to the Director.

**Tenure**

The following process is to be followed:

- Voting for tenure is a separate process. Although tenure may be separate from promotion to Associate Professor, it usually occurs at the same time.

- See earlier statement on tenure (page 7).

- Voting will be by secret ballot. Three-fourths of the committee membership constitutes a quorum. The results of the voting along with a short narrative will be given to the Director.
Letters from External Peer Evaluators

Letters from external peer reviewers evaluating the candidate’s dossier must be solicited from the Director and included with the candidate’s dossier when forwarded to the committee for deliberation. Letters from at least 3 external reviewers at the rank for which the candidate is applying (Associate or Professor) and tenured will be acceptable. The individuals should not be former mentors, professors or close colleagues of the candidate. The individuals must also be from a “tenure-granting” school with similar programmatic offerings (BSN –PhD). The candidate may submit up to six names to the Director for consideration. The Director forwards these names to the promotion and tenure committee for their recommendation. The committee recommends three potential reviewers from the list and forwards these to the Director. The Director may use the committee’s recommendations or solicit other qualified reviewers. The candidate’s dossier should be sent to the external reviewers at least 6-8 weeks prior to the submission deadline for the candidate’s dossier to the School.

Unfavorable Recommendations

See New Mexico State and College faculty guidelines for actions and grievances regarding unfavorable tenure or promotion decisions.
APPENDIX A

Narrative and Examples of Materials
Prior to preparation of the dossier, the candidate should decide on a consistent and readable format of the enclosed documents. For example: font style and size (no smaller than 11 point), reference style, whether paragraphs will be indented or block style, and the spacing within and between sections along with headings/sub-headings. All materials should be placed in a three-ring binder with a table of contents and tabbed sections according to the organization of the application and supporting materials. The committee prefers that all documentation be presented in one- two, three-ring binders.

What is the Narrative?

- The narrative is a summary of what is in your P&T dossier. You should have a two to three page summary which should show how your teaching, scholarship and service are connected and integrated.

- You could also write separate 2 page narratives on teaching, scholarship and services. What should be included in the overall two page narrative?

- A statement which describes and explains your area(s) of scholarship, the research questions you address, its importance and its impact on your field and discipline.

- A summary of your teaching philosophy and how teaching is connected to your scholarship or vice versa.

- A summary of your service activities (school, college, university, community and profession) and how these activities are connected to your teaching and scholarship.

The Teaching Narrative

Should include:

- A statement of teaching philosophy, including an overview of the types of courses taught, the techniques used to teach these courses, the scholarship that supports the teaching, the way in which the teaching meets student needs and supports the mission of the school and university.

- A discussion of the overall student evaluations scores and how you initiated change from student critiques.

- Instructional innovations and assessment of their effectiveness.

- Statement of new course developments and design if any.

- A reflective statement about courses taught or specific syllabi that might explain how the courses have evolved over time.

Required Supporting Teaching Materials

- Student course evaluations for courses taught at NMSU.

- A summary of numerical data from the student evaluations.

- Discussion of various items of interest from student evaluations including a discussion of how student evaluations have been used to modify or improve teaching.
Optional Supporting Teaching Materials for the Dossier

- Supporting material may include:
  - Course syllabi
  - Sample exams
  - Sample assignments (simulations, problem sets, journal prompts)
  - Materials developed for teaching (computer technology, tutorial packages)

- Examples of teaching scholarship. Descriptions of teaching research, teaching grants submitted, received, articles on teaching scholarship and a reflective statement on how the work contributes to teaching effectiveness.
- Work as a teaching consultant/mentor to others.
- Supporting Materials May Include
  - Descriptions of steps taken to improve teaching effectiveness (participation in workshops, attendance of conferences, classroom assessment techniques, consultation with others).
  - A list of teaching awards and honors.
  - See tables for criteria for Assistant, Associate and Professor for other examples
  - See tables for criteria for Assistant, Associate and Professor for other examples

The Scholarship Narrative

- The scholarship narrative should provide the reader who may be far removed from nursing a clear understanding of the nature of your research, creative endeavors or scholarly activities.
- The narrative should explain the purpose of your work and the questions raised by these activities.
- The narrative should explain the importance of your research, creative endeavor or scholarly activity on issues that relate to your field(s) of study.
- The narrative should discuss the scope and impact of the work on your field(s) of study. How does your work break new ground or how is it innovative?
- How does your scholarship impact and contribute to a larger body of knowledge in your field(s)?
- Cite evidence to show impact of your work.
- The narrative should explain how your scholarship informs your teaching. You should indicate where your future research is headed in the next few years.

Supporting Materials for Scholarship

- Copies of publications or other material reflecting scholarly or creative endeavors.
- Any working papers or manuscripts under review.
• Published articles, book chapters, or manuscripts.
• Letters from editors for accepted articles and book chapters.
• Copy of the book contract from the publisher or a letter from the editor which explains the conditions under which the manuscript will be accepted.
• Published reviews of books
• Published review essays of your books
• Evidence of citations of your published work by others, e.g., Social Sciences Citation Index
• Awards or Honors for your publications
• See tables for criteria for Assistant, Associate and Professor for other examples

The Service Narrative
• The service narrative should summarize your contributions to the campus (school, college, university levels); your profession and community.
• Your narrative should if at all possible show how your service is connected to your scholarship and or teaching.
• Your service narrative should document the role and activities you performed on the various university and professional committees on which you served.
• The narrative should provide evidence of the quality of the work you did and the impact your work on these committees had for your unit or community.
• The narrative should also describe your individual impact on the committees in which you served.

Examples of Service and Outreach Activities to Document
• Service on university committees including your role (chair)
• Mentoring of faculty or students (both undergraduate and graduate)
• Service awards for work on university, community or professional committees
• Service as a refereed journal reviewer
• Service on editorial boards
• Service as an officer in national or regional professional organizations
• See tables for criteria for Assistant, Associate and Professor for other examples

A Dossier Outline
• Provide table of contents and clearly marked tabs in the binder
• Application/request letter to Director to submit application for Promotion and or Tenure
• Overall Narrative integrating teaching, scholarship and service (2 pages)
• Curriculum vita
• Past evaluation letters and recommendations from Director and Promotion and Tenure Committee
• External reviewer letters
• Narrative on Teaching (2 pages)
• Supporting Materials for Teaching (Excellence and Effectiveness)
• Narrative on Scholarship (2 pages)
• Supporting Materials for Scholarship (Excellence and Impact)
• Narrative on Service
• Supporting Materials for Service (University, Community and Professional)

Preparing the Dossier

• Gathering Materials
  • Give some thought to your personal philosophy of teaching and learning. How is this philosophy integrated into the mission of the university, college and department?
  • Gather descriptions of what you have done. This would likely include material gathered and integrated into areas of research, teaching and community service.
  • Evaluative reflections on each of the areas you have included.
  • Other people’s reports concerning your work.

• Sorting
  • While gathering materials you will be sifting and sorting into rough categories. Initially, it may help to sort materials which are roughly divided into categories – research, teaching and service.
  • At this stage you may begin to make some preliminary choices, rather than final decisions about what to include.

• Sampling
  • Sampling is selecting those materials as evidence of your competence. As you gather material, you want to be cognizant of your philosophy as integrated with the school, college and university mission.
  • You begin to identify themes that support your scholarly agenda and those materials that best illustrate your success at attaining your goals.
• Editing

• Sampling leads to final editing. Once you have decided on a focus and gathered materials, consider using a peer mentor to give you feedback on how well your focus has been developed from their perspective as a reader.

• Look carefully for:

  • Duplication of materials, ideas, evidence.
  
  • Sections that are too expansive and provide too much detail about one aspect of your focus, which may distort the overall impact of your work.
  
  • Sections that may not be well integrated or explained and need further clarification or refinement.

• Deadlines

• Even with school deadlines, consider creating your own timeline so that you are able to sequentially mark your progress. The dossier takes much longer than you think to do it well!

• A “Coherent” Whole or Gestalt

• Your final dossier should show no evidence of the piece-meal process of assembly.
  
• Your goal from the careful, step-by-step process you undertake is to achieve a coherent whole. Make certain that the focus of the dossier is your own personal development toward integrating the mission of the university, college and school into your scholarly agenda.
APPENDIX B

ANNUAL EVALUATION WORKSHEET
## Teaching

<table>
<thead>
<tr>
<th>VALUE</th>
<th>SCALE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below expectations</td>
<td>Problematic classroom or other teaching performance; unreliable advising and frequent unavailability; indifference toward or unreasonable resistance to meeting teaching standards</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>Fulfills all teaching responsibilities; meets minimal qualitative expectations in the classroom. Some unreliable availability or mistakes in advising; little or no curricular development; minimal efforts at improvement; one or more problematic elements in the area of teaching</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>Fulfills all teaching responsibilities. Evidence of solid work in the classroom; some successful effort to improve; good reliable student mentoring and academic advising</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Fulfills all teaching responsibilities well. Evidence of overall excellence in teaching, advising, mentoring; curriculum or program development</td>
</tr>
<tr>
<td>5</td>
<td>Extraordinary</td>
<td>Fulfills all teaching responsibilities very well. Demonstrable overall excellence in teaching, advising, and mentoring; leadership in curricular improvement, sharing of expertise.</td>
</tr>
</tbody>
</table>
### RESEARCH AND SCHOLARLY AND CREATIVE ACTIVITY

<table>
<thead>
<tr>
<th>VALUE</th>
<th>SCALE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below expectations</td>
<td>No scholarly or creative activity or activity of a quality below expectations given rank and position.</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>Minimal scholarship or research productivity of acceptable quality relative to rank and position.</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>Some good, solid scholarly activity and productivity relative to rank and position; solid evidence of future plans with high likelihood of successful completion.</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Substantial scholarly effort and achievement relative to rank and position; completion of important research/creative projects in accordance with long term plans.</td>
</tr>
<tr>
<td>5</td>
<td>Extraordinary</td>
<td>Significant and rigorous scholarship/creative work in prestigious venues. Major research or scholarly/creative achievements relative to rank and position.</td>
</tr>
</tbody>
</table>
## PROFESSIONAL SERVICE

<table>
<thead>
<tr>
<th>VALUE</th>
<th>SCALE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below expectations</td>
<td>Little or no meaningful or useful activity in serving department, College, or University in important ways. Or, behavior of a professionally unacceptable kind or harmful effect.</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>A minimal level of useful activity, relative to rank and seniority, in serving the program, department, College, University or profession.</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>Consistently useful and effective service appropriate to rank and seniority, shows initiative; responsive to needs of students and department.</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Excellent initiative and effort with consistently beneficial results on important projects, appropriate to rank and position.</td>
</tr>
<tr>
<td>5</td>
<td>Extraordinary</td>
<td>Uniformly excellent effort and results in important projects; generosity of spirit in volunteering; effective leadership appropriate to rank and position.</td>
</tr>
</tbody>
</table>

## PROFESSIONAL OUTREACH

<table>
<thead>
<tr>
<th>VALUE</th>
<th>SCALE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below expectations</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Extraordinary</td>
<td></td>
</tr>
</tbody>
</table>
### ADMINISTRATION

<table>
<thead>
<tr>
<th>VALUE</th>
<th>SCALE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below expectations</td>
<td>Unsatisfactory completion of administrative responsibilities relative to position.</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>Meets minimal expectations regarding administrative activities.</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>Demonstrates responsible and efficient completion of administrative activities relative to position.</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Completes responsibilities in a timely fashion and uses creativity in completing tasks relative to position.</td>
</tr>
<tr>
<td>5</td>
<td>Extraordinary</td>
<td>Consistently excellent track record of successfully completing administrative responsibilities and activities.</td>
</tr>
</tbody>
</table>

### Appendix B: Evaluation criteria for annual review

Expectations for Assistant, Associate and Professor in each of the areas of faculty service are as follows.

**TEACHING**

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Assistant Professor</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Knowledge:</td>
<td>Maintain appropriate credentials and continuing education in content area. Ensure syllabus and course outlines are up to date with current evidence base nursing practice.</td>
<td></td>
</tr>
<tr>
<td>Content expert (accuracy, breadth, and depth).</td>
<td>Example evidence: Practice hours to maintain certifications, peer evaluations, content expert review of syllabus/course outlines</td>
<td></td>
</tr>
<tr>
<td>Evaluation Item</td>
<td>Assistant Professor</td>
<td>Point value</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Teaching Delivery:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective teaching methods</td>
<td>Effective use of diversity in instructional methods (i.e. lecture, discussion, lab, case study, small group interaction, use of technology, face to face versus web-based/distance ed. Clinical, etc.) Ongoing education (Teaching Academy/workshops) Effective speaking skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example evidence:</strong> Positive feedback from students and peer evaluations, personal documentation, course outline</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Accessibility/Responsiveness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receptive to students and peers.</td>
<td>Makes appropriate changes to improve teaching based on peer and student evaluations/feedback. Open to constructive criticism. Timely feedback/fairness on student papers/tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Examples of evidence:</strong> personal reflection/documentation, improved student evaluations</td>
<td></td>
</tr>
<tr>
<td>Makes self available to facilitate learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keeps required number of office hours. Available to meet with students at other times by appointment. Receptive to questions/discussions. Effective student interaction skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Examples of evidence:</strong> posts office hours, positive student evaluations/feedback, peer evaluation of communication with students.</td>
<td></td>
</tr>
<tr>
<td>Evaluation Item</td>
<td>Assistant Professor</td>
<td>Point value</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Advisement/mentorship</td>
<td>Active in both formal and informal student advisement activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Examples of evidence:</strong> documentation of advisement activities. Student feedback</td>
<td></td>
</tr>
<tr>
<td>Teaching Effectiveness:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>Appropriate design of tests</td>
<td></td>
</tr>
<tr>
<td>Feedback from peers/students</td>
<td>Clear, consistent, and appropriate grading criteria</td>
<td></td>
</tr>
<tr>
<td>Student Learning</td>
<td>Course Objectives met</td>
<td></td>
</tr>
<tr>
<td>Appropriate challenge for</td>
<td><strong>Examples of evidence:</strong> Curriculum committee/content expert evaluation of tests and course materials</td>
<td></td>
</tr>
<tr>
<td>students</td>
<td>Active supporter of student success.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Examples of evidence:</strong> test scores, clinical evaluations/coursework, student evaluations</td>
<td></td>
</tr>
<tr>
<td>Teaching Synthesis/Discovery:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration (peers/across</td>
<td>Promotes a collaborative and productive relationship at all University levels and to the greater community.</td>
<td></td>
</tr>
<tr>
<td>college and university setting,</td>
<td><strong>Examples of evidence:</strong> Interdisciplinary coursework/research activities. Development and fostering existing clinical sites/opportunities Public relations activities Recruitment activities</td>
<td></td>
</tr>
<tr>
<td>stakeholders within the community)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research activities related to</td>
<td>Participates in research activities that directly impact teaching.</td>
<td></td>
</tr>
<tr>
<td>teaching improvement.</td>
<td><strong>Examples of evidence:</strong> publications, presentations, collaboration with others, evidence based nursing practice activities</td>
<td></td>
</tr>
</tbody>
</table>
**TEACHING:** Promotion to Associate Professor must include the criteria listed for Assistant Professor as well as the following.

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Associate Professor</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Knowledge:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Content expert (accuracy, breadth, and depth). | Active involvement in curriculum development.  
Active involvement with student projects/thesis/committees  
**Example evidence:** New courses or major revision of current ones.  
Serves on student committees (i.e. thesis, graduate project) |              |
| **Teaching Delivery:**               |                                                                                                         |              |
| Effective teaching methods           | Expert use of diversity in instructional methods?  
**Example evidence:** documentation of rationale for choice/match of method to class, peer and student evaluations |              |
| **Teaching Accessibility/Responsiveness** |                                                                                                         |              |
| Receptive to students and peers.     | Maintains posted office hours                                                                           |              |
| Makes self available to facilitate learning. | In addition to face to face contact, utilizes on-line or web-based resources for student interactions |              |
| Advisement/mentorship               | Mentors new faculty in teaching role  
**Examples of evidence:** content experts of teaching materials, peer evaluations of teaching effectiveness, supervises graduate assistants/college faculty in clinical and classroom settings |              |
| **Teaching Effectiveness:**          |                                                                                                         |              |
| Self-reflection  
Feedback from peers/students  
Student Learning  
Appropriate challenge for students | See criteria for Assistant professor. Builds upon and expands teaching effectiveness from peer and student feedback |              |
<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Associate Professor</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Synthesis/Discovery:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration (peers/across college and university setting, stakeholders within the community)</td>
<td>Actively involved in accreditation activities. Takes a leadership role in administrative activities related to teaching. <strong>Examples of evidence: course/clinical coordination, supervising clinical instructors, facilitating affiliation agreements, specialty track/semester lead responsibilities.</strong></td>
<td></td>
</tr>
<tr>
<td>Research activities related to teaching improvement.</td>
<td>See criteria for Assistant Professor. Engages in research to improve teaching effectiveness.</td>
<td></td>
</tr>
</tbody>
</table>
**TEACHING**: Promotion to Professor must include the criteria listed for Assistant and Associate Professor as well as the following.

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Professor</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Knowledge:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Content expert (accuracy, breadth, and depth). | Serves as a leader in curricular and instructional development, evaluation or reform in department and discipline.  
Example evidence: Receives recognition for teaching excellence from colleagues. 
Peer reviewed publications and presentations related to nursing education. |             |
| **Teaching Delivery:** |                                                                            |             |
| Effective teaching methods | Sustained pattern of positive peer and student teaching evaluations; teaching awards; consultation for teaching |             |
| **Teaching Accessibility/Responsiveness** |                                                                            |             |
| Receptive to students and peers. |                                                                            |             |
| Makes self available to facilitate learning. |                                                                            |             |
| Advisement/mentorship | Fosters positive work environment within school |             |
| **Teaching Effectiveness:** |                                                                            |             |
| Self-reflection  
Feedback from peers/students  
Student Learning  
Appropriate challenge for students | See criteria for Assistant and Associate professor. Sustained activity that reflects use of feedback from peers and students. |             |
<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Professor</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Synthesis/Discovery:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration (peers/ across college and university setting, stakeholders within the community)</td>
<td>Fosters positive image of school in greater community</td>
<td></td>
</tr>
<tr>
<td><strong>Examples of evidence:</strong> Serves on state, regional, and national committees to promote NMSU and the School of Nursing and Nursing as a profession. Guest lecturer to recruit students from the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research activities related to teaching improvement.</td>
<td>See criteria for Assistant and Associate Professor. Demonstrated activity of using research to improve teaching.</td>
<td></td>
</tr>
</tbody>
</table>

---

**RESEARCH/SCHOLARLY ACTIVITY**

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Assistant Professor</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity must address important questions in the field</td>
<td>Questions may include entry level inquiry and replication of others’ published work;</td>
<td></td>
</tr>
<tr>
<td>The activity reveals a high level of discipline-related expertise</td>
<td>Demonstrates a high level of expertise; reflects evidence-based nursing; pilot testing of conceptual models</td>
<td></td>
</tr>
<tr>
<td>The activity and outcomes have been presented appropriately and effectively to its various audiences</td>
<td>Abstracts of work are accepted and presented at local, regional and national forums as poster or platform presentation</td>
<td></td>
</tr>
<tr>
<td>Shows evidence of a program of scholarly and creative work</td>
<td>Initiates a program of scholarly and creative work; attending workshops; initiating literature reviews; developing design and methods; investigating suitable approaches; article publications in refereed journals; book chapters (see below); serves as primary or co-author</td>
<td></td>
</tr>
<tr>
<td>Evaluation Item</td>
<td>Assistant Professor</td>
<td>Point value</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Contributes to a research team</td>
<td>Co- or PI; member of the research team</td>
<td></td>
</tr>
<tr>
<td>Seeks grant support</td>
<td>Internal and local sources</td>
<td></td>
</tr>
<tr>
<td>Receives financial support</td>
<td>Internal and local foundations</td>
<td></td>
</tr>
<tr>
<td>Prepares and submits scholarly work to appropriate publishers and peer-reviewed journals</td>
<td>Minimum of 1-2 year; might reflect dissertation or other on-going work; manuscripts accepted</td>
<td></td>
</tr>
<tr>
<td>Successfully publishes scholarly work in textbooks and/or peer-reviewed journals or media</td>
<td>1 year (consideration given for research in progress); manuscripts submitted and in revision</td>
<td></td>
</tr>
<tr>
<td>Prepares other scholarly materials recognized for their expertise in their discipline</td>
<td>List examples of other scholarly materials; technical reports, manuals, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**RESEARCH/SCHOLARLY ACTIVITY:** Promotion to Associate professor must include the criteria listed for Assistant Professor as well as the following.

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Associate Professor</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity must address important questions in the field</td>
<td>Questions should include new dimensions of inquiry; the activity substantially adds to knowledge of phenomenon of inquiry</td>
<td></td>
</tr>
<tr>
<td>The activity reveals a high level of discipline-related expertise</td>
<td>Demonstrates a higher level of expertise; complexity is evident in terms of design and implementation of scholarly work; is sought out as expert in the phenomena of interest</td>
<td></td>
</tr>
<tr>
<td>The activity and outcomes have been presented appropriated and effectively to its various audiences</td>
<td>May also include “invited” presentations; begins to be “cited” for scholarly work in an scholarly area</td>
<td></td>
</tr>
<tr>
<td>Shows evidence of a program of scholarly and creative work</td>
<td>Shows evidence of a sustained pattern of progress of a program of scholarly and creative work; engaged in and carries out research design and methodology; active in data collection; data analysis; theoretical implication</td>
<td></td>
</tr>
<tr>
<td>Evaluation Item</td>
<td>Associate Professor</td>
<td>Point value</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Contributes to a research team</td>
<td>PI or co-PI and/or leadership role in scholarly work</td>
<td></td>
</tr>
<tr>
<td>Seeks grant support</td>
<td>External funding sources</td>
<td></td>
</tr>
<tr>
<td>Receives financial support</td>
<td>External funding sources</td>
<td></td>
</tr>
<tr>
<td>Prepares and submits scholarly work to appropriate publishers and peer-reviewed journals</td>
<td>3-4 year – contingent on status of research in progress</td>
<td></td>
</tr>
<tr>
<td>Successfully publishes scholarly work in textbooks and/or peer-reviewed journals</td>
<td>2 year – contingent on status of research in progress</td>
<td></td>
</tr>
<tr>
<td>Prepares other scholarly materials recognized for their expertise in their discipline</td>
<td>List examples of other scholarly materials; protocol development, testing of models, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**RESEARCH/SCHOLARLY ACTIVITY:** Promotion to Professor must include the criteria listed for Assistant and Associate Professor as well as the following:

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Professor</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The activity addresses important questions in the field</td>
<td>Questions should include a progression of dimensions of inquiry; contributes to the discipline substantially; exhibits theoretical connection to advance discipline</td>
<td></td>
</tr>
<tr>
<td>The activity reveals a high level of discipline-related expertise</td>
<td>Demonstrates continued higher level of expertise; is cited for scholarly work and as an expert in the discipline</td>
<td></td>
</tr>
<tr>
<td>The activity and outcomes have been presented appropriately and effectively to its various audiences</td>
<td>Receives and presents invited and volunteered presentations at local, regional, national and international forums; serves as a mentor to those in more junior roles</td>
<td></td>
</tr>
<tr>
<td>Shows evidence of a program of scholarly and creative work</td>
<td>Demonstrates sustained progress of a program of scholarly and creative work over several years; serves as research consultant</td>
<td></td>
</tr>
<tr>
<td>Contributes to a research team</td>
<td>PI; co-PI as mentor to other investigators</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Seeks grant support</td>
<td>National funding sources; continues to apply for and receive internal, local funding and external for research</td>
<td></td>
</tr>
<tr>
<td>Receives financial support</td>
<td>National and other funding sources</td>
<td></td>
</tr>
<tr>
<td>Prepares and submits scholarly work</td>
<td>2-4 year; contingent on status of ongoing research</td>
<td></td>
</tr>
<tr>
<td>and peer-reviewed journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successfully publishes scholarly work</td>
<td>1-2 year; contingent on status of ongoing research</td>
<td></td>
</tr>
<tr>
<td>in textbooks and/or peer-reviewed journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepares other scholarly materials</td>
<td>List examples of other scholarly materials: technological advances, etc. Other materials not already listed</td>
<td></td>
</tr>
<tr>
<td>recognized for their expertise in their discipline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SERVICE:**

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Assistant (Participates)</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Outreach Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Participation and Leadership</td>
<td>Participates in professional organizations. Serves on professional committees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example evidence:</strong> Vitae, membership roles or membership cards, minutes of organization.</td>
<td></td>
</tr>
<tr>
<td>University/College/School of Nursing Organizations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Participation and Leadership</td>
<td>Contributes to School of Nursing Committees Collaborates with peers and groups within the college, university setting and community. Promotes a collaborative and productive relationship at all University levels and to the greater community.</td>
<td></td>
</tr>
<tr>
<td>Expertise and educational or certification requirements for nursing specialty or program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content and Practice Expertise</td>
<td>Demonstrates licensure and/or certification, current knowledge and expertise in specialty areas (i.e. med-surg, education, mental health, community, maternal-child, research, etc.) Participates in practice activities to maintain certification in specialty which contributes to School of Nursing. <strong>Examples of evidence: collaboration with others regarding current evidence based nursing practice activities, awards, and/or other public acknowledgment, continuing education certificates, and other documentation.</strong></td>
<td></td>
</tr>
</tbody>
</table>
**SERVICE:** Promotion to Associate Professor must include the criteria listed for Assistant Professor as well as the following:

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Associate (Facilitates)</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Organizations</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Effective Participation and Leadership</strong></td>
<td>Assumes leadership roles in professional organizations i.e. chairs committees, taskforces, or serves as an officer. Serves as an active member in professional committees, or taskforces.  <strong>Example evidence:</strong> Vitae, membership roles or cards, minutes of organization, letters from committee chairs/members about contributions, news releases</td>
<td></td>
</tr>
<tr>
<td>University/College/School of Nursing Organizations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effective Participation and Leadership</strong></td>
<td>Chairs or actively participates in School of Nursing Committees. <strong>Evidence:</strong> Minutes that document contributions, vitae, letters from committee chairs and members about contributions</td>
<td></td>
</tr>
<tr>
<td>Expertise and educational or certification requirements for nursing specialty or program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content and Practice Expertise</strong></td>
<td>Participates in practice activities that may directly impacts nursing practice, and students learning.  <strong>Examples of evidence:</strong> Participation in forming policy or procedures to improve the practice of nursing.</td>
<td></td>
</tr>
</tbody>
</table>
**SERVICE:** Promotion to Professor must include the criteria listed for Associate Professor as well as the following.

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Professor (Develops)</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Organizations</td>
<td><strong>Effective Participation and Leadership</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provides professional collaboration at national or international level. Contributes to policy developments. Provide leadership to nursing colleagues in professional organizations at the national or international levels. Serves in the role of consultant/professional expert in assisting nursing and non-nursing colleagues in nursing, professional activities. Evidence: Vitae, minutes, letters, or news releases documenting contributions.</td>
<td></td>
</tr>
<tr>
<td>University/College/School of Nursing Organizations:</td>
<td><strong>Effective Participation and Leadership</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contributes to policy development. Participates in initiatives to advance school of nursing recognition. Evidence: Vitae, minutes, or letters documenting contributions.</td>
<td></td>
</tr>
<tr>
<td>Expertise and educational or certification requirements for nursing specialty or program</td>
<td><strong>Content and Practice Expertise</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiates changes in education, governance, or practice on local, regional, or national levels. Examples of evidence: Initiating change of policy or procedures to improve the practice of nursing</td>
<td></td>
</tr>
</tbody>
</table>
## Outreach

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Assistant (Participates)</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extension Outreach Organizations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective participation and Leadership</td>
<td>Participates in community or other outreach organizations in a professional role.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serves, teaches or advises on community committees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Example evidence:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vitae, membership roles or membership cards, minutes of organization, volunteer in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>community service organization/projects</td>
<td></td>
</tr>
<tr>
<td>Community practice expertise in extension outreach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective practice expertise demonstrated in outreach</td>
<td>Demonstrates licensure and/or certification, current knowledge and expertise in</td>
<td></td>
</tr>
<tr>
<td>locations</td>
<td>specialty areas (i.e. med-surg, education, mental health, community, maternal-child,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>research, etc.) in community settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Examples of evidence:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>community or outreach presentations, collaboration with others in community events or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>conferences. Other public acknowledgment, continuing education certificates, outreach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>events/conference programs, and other documentation.</td>
<td></td>
</tr>
</tbody>
</table>
**Outreach:** Promotion to Associate Professor must include the criteria listed for Assistant Professor as well as the following

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Associate (Facilitates)</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Outreach Organizations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Effective participation and Leadership       | Assumes leadership roles in community organizations i.e. chairs committees, taskforces, or serves as an adviser. Serves as an active member in community organizations, committees, or taskforces.  

**Example evidence:**  
Vitae, membership roles or cards, minutes of organization, letters from committee chairs/members about contributions, news releases
|                                                                                                           |                                                                                                                                                                                                                                                                                                                                 |             |
| Community practice expertise in extension outreach                                                   |                                                                                                                                                                                                                                                                                                                                 |             |
| Effective practice expertise demonstrated in outreach locations                                       | Participates in practice activities that directly impacts community.  

**Examples of evidence:**  
Participation in forming policy or procedures to improve health care in the community. Other public acknowledgment, continuing education certificates, outreach events/conference programs, and other documentation.
**Outreach:** Promotion to Professor must include the criteria listed for Associate Professor as well as the following.

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Professor (Develops)</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Outreach Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective participation and Leadership</td>
<td>Assumes professional leadership, collaborator, or director of outreach projects at national or international level. Contributes to policy developments. Serves in the role of consultant/professional expert in assisting community, professional and/or other outreach activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Evidence:</strong> Vitae, minutes, letters, or news releases, pictures, documenting contributions.</td>
<td></td>
</tr>
<tr>
<td>Community practice expertise in extension outreach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective practice expertise demonstrated in outreach locations</td>
<td>Initiates changes in health care, education, governance, or policy on local, regional, or national levels to improve health care and the community environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Examples of evidence:</strong> Initiating change of policy or procedures to improve health care outcomes. Other public acknowledgment, continuing education certificates, outreach events/conference programs, and other documentation.</td>
<td></td>
</tr>
</tbody>
</table>