

October 1, 2004

Stephen Anderson, Director  
School of Social Work  
College of Health and Social Services  
New Mexico State University  
Las Cruces, New Mexico

Dear Dr. Anderson:

Please accept these documents as my application for tenure and promotion to Associate Professor at New Mexico State University (NMSU). In light of my accomplishments during the past five years, I am confident you will agree that I qualify for tenure and promotion at this time. The following summary highlights my accomplishments in the areas of research, teaching, service and leadership during my time at NMSU.

#### Research and Scholarly Activities

My scholarly activities reflect my belief that social work research should reflect the concerns of the profession, namely client services and professional education (students). As a result, I have chosen to focus my scholarly pursuits on the use of learning technologies in social work education, in both blended and online formats. I believe scholarly activity involves using appropriate research methods and skills to investigate, document, critique and disseminate knowledge which affects the world in social work students and professionals study and work. Thus, scholarship includes not only the more traditional forms of discovery but also embraces broader and more diverse approaches to the use of theory, literature, documentation, reflective and results dissemination. This more flexible approach to scholarship allows greater freedom to investigate the complexities of professional social work education and practice.

After completing publications which related to my doctoral dissertation I began my focus on social work education and learning technologies. When the continuing education emphasis of the School of Social Work changed and distance education became a priority, I altered my research focus to reflect the change.. The change is reflected in my research, teaching and service.

I have been presented with 2 research awards by CHSS (2001 and 2002) for best published empirical research. I had four CHSS grant proposals approved and funded for new online course development. I had 1 CHSS mini-grant proposal approved and funded to investigate attitudes toward online continuing education among New Mexico licensed social workers. The mini-grant resulted in 2 publications and 1 presentation at a national conference.

I have had 6 refereed journal articles appear in print while at NMSU (1999-2004). I have had 2 book chapters appear in print in refereed edited books while at NMSU. In addition in 2004 I have 1 article in press in a refereed journal, have had 1 article accepted for refereed journal publication and 1 chapter accepted for publication in an a refereed edited book. I published 3 papers in refereed conference proceedings while at NMSU. I have made at least 1 refereed presentation each year at a professional conference (7 total). Each of these most current three articles has been submitted since my last annual evaluation. Most of my published and accepted publications (5), and all of my most recent publications, are in the area of learning technology and social work education (higher education and continuing education). My research in the area of learning technology and social work education has been recognized by being nominated in 2004 for the Journal of Technology in Human Services 's "Best Article" award in addition to the two CHSS research awards mentioned above.

I have demonstrated scholarly leadership by serving for 5 years on the Editorial Board of the Conference on Technology in Social Work Education and Practice. I serve on the external review panel of two social work journals. I have displayed leadership in research in the field of learning technology and social work education by being one of the first to begin the empirical investigation into the use of online discussions in both traditional and web-based courses. I have demonstrated leadership in social work research by partnering with new faculty and graduate students in research and publication efforts.

Over two years ago I began exploratory research into the utility and effectiveness of asynchronous discussions used in blended and fully online course formats. While online discussions are ubiquitous in distance education and used increasingly in blended formats, no evidence exists indicating their effectiveness. I am continuing to collect data and publish in this important area of the use of technology to support social work education. This investigation has resulted in 3 articles and 1 presentation at a national social work technology conference to date.

### Teaching

As a social work educator I identify my role as being primarily two-fold: to provide a student-centered learning environment in which participants can master facts, explore personal and professional values, learn appropriate theories, find and weigh evidence, consider each of these elements critically and present the synthesis of their thinking in a variety of academic formats (e.g. presentations, papers, exams, face-to-face and online discussions), and to assist and direct student effort to apply such learning in professional settings and situations by integrating student field education with academic pursuit in the

classroom to assist in the development of professional skills. It is the combination of the two efforts which distinguishes social work education and about which I feel most passionate as an educator. I consistently design classroom strategies to combine these two important elements of social work education. I use both my academic preparation and 20 years of practice experience to assist students in their professional preparation. I have learned to extend the classroom beyond its physical confines through the use of specific pedagogical strategies in an online environment.

In August of 1999 I was hired as an Assistant Professor in the Social Work at NMSU to teach primarily in the Practice and Human Behavior and the Social Environment (HBSE) sequences as well as in the Research sequence when needed. On a number of occasions I have functioned as Field Liaison as well. My teaching has primarily been at the graduate level although I have taught at least one course per year at the undergraduate level. I have taught existing courses, helped to revise existing courses and worked with colleagues to develop new courses as the need has arisen (e.g., SWK 300). I have taught at least 3 courses per semester (33 courses including Fall, 2004), taught 1 course each summer (4 courses on main campus; 1 course in Roswell), taught 1 course fully on line for the School of Social Work and taught 1 overload online course during each of the last 5 semesters for the Bachelor of Human and Community Services (BHCS) major.

With few exceptions my teaching evaluations have been above the departmental mean. Twenty-four (80%) of the 30 courses on which I have been evaluated at NMSU have been rated at or above the departmental mean. My courses were consistently singled out for commendation by students during our recent (Spring, 2004) re-accreditation program evaluation research.

In addition to teaching and developing traditional courses I have developed 5 courses (4 graduate; 1 undergraduate) for online delivery and taught distance education (DE) online courses at NMSU (7 courses taught online). I have delivered such DE courses both by traveling to a distant site (1 course) and online (6 courses) through WebCT supported by other learning technologies. During my first 5 years at NMSU I have adapted technology to assist in the delivery of each of the courses I have taught. I use technology to enhance my teaching by extending the classroom primarily through asynchronous discussions.

During the School of Social Work's recent re-accreditation site visit, my use of learning technology pedagogical strategies to enhance values and ethics teaching and discussions was noted as exemplary by the site-team. I have upgraded my technology skills for education by attending NMSU, national and international conferences on learning technology and education.

### Service and Leadership

My service and leadership activities demonstrate my core belief that as an educator I have duties beyond the classroom. Central to my role as a faculty member is contributing to the enhancement of the learning environment on campus and to client services in the larger

community. As such I have been involved in educational and social work professional service on campus, in the local community, the state of New Mexico and nationally.

I have served on committees within my school, served undergraduate and graduate students, worked on distance education (DE) initiatives and provided leadership in the use of learning technologies and pedagogy. I have served 5 years as the School's Library Liaison which is highlighted by my securing over \$36,000 from the New Mexico go-Bond funds for the purchase of Social Work Educational resources for NMSU library holdings. The details of my school service are contained in both my CV and in the service section of this document. Typically, when I have not chaired a departmental committee on which I've served, I have acted as recording secretary.

I provide leadership and service in DE and technology across the NMSU campus. I have served as chair of the School of Social Work's distance education committee for over 2 years. After developing a proposal for the Dean of CHSS to begin a faculty DE mentoring program for the college, I created a WebCT site which contained one of my online courses and gave access to it to CHSS faculty, other interested NMSU faculty and faculty across the country as a model of a discussion-intensive online course. As a result I informally assisted faculty across the college, university and nation with development of their first online courses. I was elected and have served as the CHSS representative to the NMSU Faculty Senate's Technology Committee for 4 years. (I have recently volunteered to chair for the current academic year.) I have served on the NMSU Distance Education Advisory board and its committees for over 2 years and have recently been appointed as CHSS faculty to assist in the development of the NMSU internet portal. Three years ago I volunteered to resurrect the WebCT Usergroup (now named the Learning Technologies Usergroup). Under my leadership the group has broadened its scope to include all learning technologies, broadened its service to include each of NMSU's state-wide campuses and extension offices and maintained its focus on assisting and supporting the use of learning technologies for faculty, administrative staff, administrators and teaching assistants.

In the state of New Mexico I volunteered to initiate and chair an ad-hoc committee on Social Work Practice and Technology for the National Association of Social Workers New Mexico Chapter (NASW-NM). The committee's charge is to stay current with the chapter members technology needs in two primary realms: technology needs to support social work practice and the development and delivery of continuing education units to support BSW and MSW-level social work licensure. The committee is using findings generated from my study of opinions about online continuing education among NM licensed social workers to guide its preparation of such CEU events.

Nationally I have served for 5 years and continue to serve on the national advisory board for the National Conference on Technology and Social Work Practice and Education. Service has included assisting with peer review of conference presentation proposals, advising on the direction of the conference and contents of its annual proceedings and the affiliation of the conference with HUSITA, an international conference on technology and the human services. I have served for over 2 years on the external review board for the

Journal of Technology in Human Services and served on the external review board of the Journal of Families in Society for approximately 6 months.

In closing, I believe I have compiled a record worthy of tenure and promotion to associate professor at NMSU.

Sincerely,

Timothy Barnett-Queen, Ph.D.  
Assistant Professor