New Mexico State University

Promotion and Tenure Guidelines

School of Social Work

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1.0   Introduction

The purpose of this document is to address the philosophy, the standards, and the processes which guide the School of Social Work's decisions on promotion and/or tenure. Consistent with both the University's Promotion and Tenure Policy and the College of Health and Social Services Promotion and Tenure Policy, the School of Social Work is in accordance with the general concepts put forth by Boyer[1]. This document serves as the specific and expanded policies that are unique to the School of Social Work. Readers are encouraged to familiarize themselves with the related University and College level policies and are referred to University and College Promotion and Tenure Guidelines throughout this document.

1.1 Professional Model of the School of Social Work

As described in the College of Health and Social Services Promotion and Tenure Policy, Section 2, faculty members in the School of Social Work have both academic and professional roles. This can be clearly seen within the mission of the School of Social Work:

> The mission of the New Mexico State University School of Social Work is to serve the people of New Mexico with opportunities in social work education, research and public service from the perspectives of the state's multicultural heritage, the ever changing environment, and an interdependent world.

This mission is consistent with the mission of New Mexico State University as a land grant institution serving the educational needs of the people of New Mexico, and of providing undergraduate and graduate professional education. Social work faculty members are expected to be scholars in their roles as teachers and professional mentors, and to be active members of the university, the community and the profession.

In addition, they are expected to exhibit a professional identity consistent with the NASW Code of Ethics. A commitment to furthering diversity, promoting social justice, and individual and community well-being is to be evident within their teaching and advising, research, and service and outreach.

Efforts and accomplishments in teaching and advising, research, and service and outreach are the means to evaluate and allocate rewards to departmental faculty. In keeping with the mission of the School of Social Work and the diversity of its faculty and the students served, collegiality, constructive feedback, faculty participation, and transparency of process among faculty, led by the Academic Department Head, and modeled by senior faculty members, are considered to be integral components in the three domains.

2.0   Guiding Principles

Although university policies regarding promotion and tenure supersede department and college policies, both the University's Promotion and Tenure Policies (Sections 5.90.4, 5.90.3.1 and 5.90.3.2) and the College of Health and Social Services' Promotion and Tenure Policies (Section 3.0) explicitly state that faculty participation and transparency are guiding principles of the promotion and tenure process.

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[1] Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the Professoriate. New York: Carnegie Foundation for the Advancement of Teaching.

2.1 Fairness and Social Justice

The School of Social Work adds the principle of fairness and social justice. All policies must be applied without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, or sexual orientation. Furthermore, special care must be taken to avoid structural, institutional, or habitual thoughts and patterns that could lead to discrimination. NMSU values the richness that inquiry based upon intellectual and cultural differences brings to the university community.

2.2 Developmental Framework

In addition, the School of Social Work uses a developmental framework for viewing progress towards tenure and promotion to associate and full professor. This framework assumes that faculty members will expand, adapt, and strengthen their scholarship in teaching, research and service over time. Expectations for each stage of development are clearly delineated and each faculty members will provide artifacts demonstrating their developing expertise in the scholarship of teaching, research and service.

2.3 Performance Evaluation

Allocation of effort and performance evaluations are covered in the University's Promotion and Tenure Policies (Sections 5.90.3.3 and 5.90.3.4) and the College of Health and Social Services' Promotion and Tenure Policies (Sections 4.0 and 4.1). According to the University Policies, the amount of effort that faculty members regardless of rank or position devote to the various aspects of their duties necessarily varies, and any fair promotion and tenure process will recognize these variations.

A successful process considers whether the faculty member is effectively serving the mission of the university, as defined by a department's criteria and the individual's agreed upon goals and objectives. This means, for example, that the efforts of a faculty member made in response to administrators or committees are taken into account during promotion and tenure evaluation and are not discredited (Section 5.90.3.4, para. 1).

The faculty of the School of Social Work understands that the tenure and promotion process relies on a clear and consistent connection between expectations developed for each individual faculty member, the specific Allocation of Effort agreements developed for each year and the evaluation process for promotion and tenure. Readers are referred to the College Promotion and Tenure Policies (Sections 4.0 and 4.1).

2.4 Allocation of Effort

The College of Health and Social Services Policy information about allocation of efforts is found in Section 4.1 of the College's Promotion and Tenure Guidelines. Faculty members who are new assistant professors shall have their Allocation of Effort reflect the developmental process whereby they will be provided an opportunity to selectively demonstrate increasing expertise in the scholarship of teaching, research and service. Leadership, outreach and administration are not deemed as necessary but may be used toward tenure and promotion. When leadership, outreach and/or administration are part of the Allocation of Effort, then a reduction of expectations in other areas of scholarship (teaching, research, service) must be explicit.

2.5 Mid-probationary Review

The University Promotion and Tenure Policy information about the mid-probationary review is found in Section 5.90.3.7 of the University Promotion and Tenure Policy. Information regarding the procedures for the mid-probationary review, developed by the College of Health and Social Services, is provided in Section 4.2.8 of the College's Promotion and Tenure Policy.

The faculty of the School of Social Work understands that a mid-probationary review can provide important feedback to tenure-track faculty members. As such, this formative review is required; however, a second formative review during the tenure-track period is also strongly encouraged.

As clearly stated in the University Promotion and Tenure Policy (Section 5.90.3.7), this mid-probationary review "…must not be used as a determinant for setting merit pay or for contract continuation decisions." Rather, both the mid-probationary review and potential second formative review (at the tenure-track faculty member's discretion; e.g., either pre or post mid-probationary review) are times for overall assessment of the faculty member's progress on their efforts at those points in time, in relation to their annual evaluations and allocations of effort. No faculty will be discouraged from requesting such reviews, and the process will be completed in the spirit of assisting a faculty member to move successfully towards tenure and promotion.

2.6 Additional Promotion and Tenure Process-related Policies

The School of Social Work's policy for promotion and tenure is in accordance with Section 5.90.3 Guiding Principles of the University Policy, and includes criteria for promotion and tenure that is consistent with the College's criteria and procedures for promotion and tenure (Section 5.90.5.4.16 of the University Promotion and Tenure Policy).

Faculty members being considered for promotion or continuous contract (tenure), or both, must meet requirements as stated in the University Promotion and Tenure Policy (Section 5.90.5), the College Promotion and Tenure Guidelines (Section 5.9), and the Promotion and Tenure Guidelines of the School of Social Work.

The School of Social Work is in accordance with the University's Promotion and Tenure Policies (Section 5.90) and the College of Health and Social Services' Promotion and Tenure Policies (Section 4.2) that address Professorial Rank, Flexibility in Tenure, Credit for Prior Service, Temporary Suspension (for extension of the probationary period, see Section 5.90.3.6.2) or Reduction of the Probationary Period, Joint Appointments, and Withdrawal (Section 5.90.5.6), as well as Outcomes (Section 5.90.5.7), and Appeals (Section 5.90.5.8).

The School of Social Work is also in accordance with the University's Promotion and Tenure Policies (Section 5.90) that address the Director's roles and responsibilities, and include the process for external review and portfolio preparation (Section 5.90.5.5) and documentation (Section 5.90.5.5.1). The College of Health and Social Services' Promotion and Tenure Policies (Section 4.2) further address these roles, responsibilities, external review, and documentation, and readers are referred to the College document for additional, detailed information.

2.7 College Faculty

The School of Social Work is in accordance with the College's Promotion and Tenure Policy (Section 3.2.1) and the University's Promotion and Tenure Policy (Section 5.90.3.8.3) with guidelines and procedures for promotion and protections, for College Faculty as the same as those given to tenure-track and tenured faculty (Sections 5.90.5.1, 5.90.5.4 – 5.90.5.8).

Readers are referred to the College's Promotion and Tenure Policy Guiding Principles (Section 4.2.9) in relation to the promotion of College Faculty. Individuals with college faculty appointments are eligible for advancement in rank but not tenure; however, a college faculty position can be converted to a tenure-track position when sufficient recurring funds are available and a national search is conducted.

In the School of Social Work, the School's Promotion and Tenure Committee, in addition to a minimum of three (3) full-time College Faculty members, will review promotion applications for College Faculty. These College Faculty members should hold a rank equal to or above the rank for which the candidate is applying. If an insufficient number of College Faculty from the School or the College at an appropriate rank cannot be secured, the Associate Dean for Academics will seek qualified College Faculty from other Colleges.

2.8 University Timeline for Promotion and Tenure

The School of Social Work is in accordance with the University Timeline for Promotion and Tenure Policy (Section 5.90.5.9) and the College of Health and Social Services' Timeline. In the case of a 12-month appointment, a different schedule may be required.

3.0 Criteria for Promotion and Tenure

3.1 Introduction

According to the Council on Social Work Education, social work faculty must demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

Consistent with the School of Social Work's mission statement, a philosophy of professional and interprofessional collaboration informs the work of the department both internally (department, college, and university) and externally in partnership with human service organizations and communities.

Referring back to Boyer, scholarship is more than research. Scholarship represents the full spectrum of the work of the professoriate and includes teaching, research, and service. These areas will therefore be included as requirements for tenure and promotion.

Boyer's Model of the Four Scholarships		
Type of Scholarship	Purpose	Measures of Performance
Discovery and Inquiry	Building new knowledge through traditional research	Creating infrastructure for future studies Producing and/or performing creative work within established field Publishing in peer-reviewed forums
Integration	Interpreting the use of knowledge across disciplines	Collaborating with colleagues to design and deliver a core course Preparing a comprehensive literature review Writing a textbook for use in multiple disciplines
Application	Aiding society and the professions in addressing problems	Advising student leaders Assuming leadership roles in professional organizations Serving industry or government as an external consultant
Teaching	Studying teaching models and practices to achieve optimal learning	Advancing learning theory through classroom research Designing and implementing a program level assessment system Developing and testing instructional materials Mentoring graduate students
Source: Pacific Crest Faculty Development Series; Boyer's Model of Scholarship, M. Nibert, p.11.		

The School of Social Work believes that decisions regarding tenure and promotion are based on what the faculty member will do as well as what the faculty member has already done. Tenure and promotion will be given to those who have a relevant, feasible, and sustainable plan for the future which is based on their current knowledge, commitment, previous successes and activities. Thus, the process of making these critical decisions will focus both on what the faculty member has already accomplished, as it is an indicator of actual productivity, and on what the faculty member has planned for the future, as it is an indicator of what may be expected in the future.

Collaborative, effective efforts are expected in every scholarship. In addition, a supportive and positive faculty member contributes to the overall wellbeing of the academic unit. Without such support, the contributions of faculty in the environment can be compromised, and potential for collaboration lost. How faculty feel about themselves and their attitudes will strengthen or diminish growth and productivity in the department, and therefore cannot be ignored in the overall evaluation process.

We also acknowledge that professional and interprofessional collaborations have become more widely used as a vehicle for scholarship achievement, professional growth, and the pursuit of interdisciplinary grant funding. Collaborations between faculty are now more convenient due in part to advances in communications technology that provide colleagues at a distance with ease of access to shared documents and ongoing dialogue.

3.1.1 Evaluation Scale

All areas of faculty performance will be evaluated using the following scale:

4 – Excellent: Shows clear evidence of exceeding expectations and presents a clear continued excellence.
3 – Good: Shows clear evidence of meeting expectations and a clear plan for continued contributions.
2 – Average: Shows evidence of meeting minimum expectations.
0 – Poor: Fails to show evidence of meeting minimal expectations.

Faculty must be rated as *Average or better in all categories* for each of their assigned areas specified by their Allocation of Effort. These standards are relative to the level of experience and faculty rank. For example, a rating of excellence for an associate professor going up for promotion to full professor will be considerably higher than that of a third year review for a tenure track assistant professor.

In addition, ratings for each category of performance must be evaluated based on the Allocation of Effort *for each year.* For example, a faculty member who has a 50% Allocation of Effort for scholarship will be expected to meet considerably higher standards of productivity in that domain than a similarly positioned faculty member with a 25% Allocation of Effort. Likewise, faculty members with an Allocation of Effort of 70% for teaching will be expected to have expanded areas of content expertise compared to a similarly placed faculty member with an allocation of only 25% for teaching.

A faculty member's score is weighted based on the percentage assigned in the Allocation of Effort for each scholarship (teaching and advising, research and scholarly activity, and service and outreach) as well as the overall score.

   An overall rating of Excellence: overall mean score ranging from 3.25 to 4.0.
   An overall rating of Good: overall mean score ranging from 2.75 to 3.24.
   An overall rating of Average: overall mean score ranging from 1.75 to 2.74.

For tenure and promotion decisions, a faculty member must achieve ratings of *Average or better in all categories*, i.e., no category may be lower than *Average*. The overall score must be at or above 2.75.

3.2 Teaching and Advising

According to Boyer (1990), the scholarship of teaching requires knowledge of the discipline. This requires ongoing learning on the part of the teacher as well as critical analysis of the emerging knowledge. Teaching also involves the procedures employed with the students, engaging them in active learning. Yet teaching goes beyond these two facets. Scholarly teaching also requires that the faculty member transform and extend knowledge within their discipline. Finally, teaching and advising within social work is geared towards facilitating students' development of core competencies for professional social work practice.

3.2.1 Teaching and Advising Criteria

In social work education, a faculty member's teaching and advising excellence is evident by a passion for the subjects taught and a teaching style that is both dynamic and focused. The faculty member challenges

students to develop skills based on practical knowledge that will strengthen them as future social work professionals.

The faculty member has and sets high academic and professional standards for students, and is heavily invested in their educational outcomes. The faculty member exhibits the creative use of case studies, research, and other innovative teaching methods that stimulate critical thinking in students.

The faculty member values learning from students. By mentoring students, the faculty member empowers and advocates for them, and is available to students during and outside of class. The faculty member is consistent and clear when advising students, and provides consistent, appropriate academic and professional advising based on a productive, ethical, mentoring relationship with students. Finally, the faculty member is a lifelong learner who continues to grow and develop as a social work educator.

Criteria

Our criteria for teaching and advising rests on 1) facilitation of student learning, 2) competent and creative instructional design and 3) mentoring, modeling and facilitating professional development of social work students.

1. Facilitation of student learning

Facilitation of student learning requires several facets, including mastery of the social work curricular content, organizing and effectively communicating class material, and construction of learning assignments coupled with feedback which instructs and encourages further student growth. Facilitation of student learning will be evaluated based on specific items on the student evaluations, peer evaluations, and self-evaluation.

Additional evidence of mastery may include articles and professional presentations relevant to the content area, workshops presentations, and mentoring. The *Teaching and Advising Plan* will be consistent with accomplishments and will identify areas for further development.

2. Competent and creative instructional design

The faculty member's competence in creative instructional and curriculum design is evident in activities and products reflecting social work practice knowledge gleaned from life-long learning. Examples of new or modified syllabi, documentation of new teaching methods/class structure/assignments should be submitted. Support from the curriculum committees may be used as evidence for the faculty member's contributions to curriculum development. Self-evaluation of such participation is also expected. Student evaluations and peer evaluations must be submitted as evidence. A well-developed plan for future work in instructional design, which is complimentary to the needs of the School of Social Work, must also be evident.

3. Mentoring, modeling and facilitating professional development of social work students.

Faculty members must demonstrate their ability to model and facilitate professionalism as a social worker. This will be evident by the facilitation of a safe, productive learning environment in which social

work values and ethics are modeled, and by the provision of appropriate, consistent academic and professional advisement as requested or required. Evidence will come from student evaluations (new items), student file advising notes, peer evaluations from within the School of Social Work, and self-evaluation. Additional documentation from students and previous students may also be submitted.

3.2.2 *Evaluation of Teaching and Advising*

A thorough and consistent evaluation of Teaching and Advising requires several types of evidence. In order to critically evaluate a faculty member's teaching and advising accomplishments, a number of products and artifacts should be presented for review by the Promotion and Tenure Committee. For a bullet list of appropriate items, see Appendix.

Teaching and Advising Plan

In order to critically evaluate a faculty member's plan for future contributions to the School of Social Work in teaching and advising, faculty members will submit a *Teaching and Advising Plan*. This plan should be clearly linked to the needs of the School of Social Work and should build on the faculty member's previous successes. The plan must also be feasible and sustainable and substantiate the faculty member's play for establishing a positive career trajectory, relevant to the rank and level of experience. The plan should include the following:

- Teaching/Advising goals and objectives
- Methods for achieving the goals
- Sustainability
- Expertise necessary for success and
- Means of evaluating performance

Evaluation

The following rating scales should be applied to each of the criteria for teaching and advising (*facilitation of student learning, competent and creative instructional design, and modeling and facilitating the professional development within social work)*, taking into account the Allocation of Effort and faculty rank and experience.

4 – Excellent: Shows clear evidence of exceeding expectations and presents a clear continued excellence.
3 – Good: Shows clear evidence of meeting expectations and a clear plan for continued contributions.
2 – Average: Shows evidence of meeting minimum expectations.
0 – Poor: Fails to show evidence of meeting minimal expectations.

    An overall rating of Excellence: total score ranging from 3.25 to 4.0.
    An overall rating of Good: mean score ranging from 2.75 to 3.24.
    An overall rating of Average: mean score ranging from 1.75 to 2.74.
    Overall mean score below 1.75 will be considered as failing to meet minimum standards.

Faculty members must be at or above 2.75, plus meet minimum expectations in all facets of teaching and advising. For a bullet list of additional activities, artifacts and products that can be submitted for review, see Appendix.

3.3 Research and Scholarly Activity

According to Boyer (1990), multiple classifications of scholarship are valued by the university. The scholarship of discovery is what is generally viewed as traditional research. It is the systematic efforts to investigate and explore in order to develop new knowledge. The scholarship of discovery is the backbone of the intellectual climate of the university.

The scholarship of integration is required to ensure that research is expanded into larger patterns. It requires making connections across disciplines. It is more than just working with someone from another discipline in that it is integrative and interpretive. The scholarship of application impacts significant and consequential social problems, and is differentiated from service and citizenship in that it is rigorous in its application and development of knowledge.

Finally, the scholarship of teaching is transformative and based on the principles of scientific inquiry. We believe that all four types of scholarship are integral to the mission of the social work profession. Thus, faculty members should be supported in these four realms, with no one realm deemed superior to the other.

3.3.1 Research and Scholarly Activity Criteria

Social work knowledge is broad and deep, and centers on the context and process of human relationships (Weick, 1999) as well as social and economic justice. In social work education, a faculty member's research excellence is evident by a passion for scientific inquiry and a well-conceived and sustainable plan to explore, assess, evaluate, integrate and advance the social work knowledge base.

The social work faculty member is committed to producing scholarship of an empirical, theoretical, and/or conceptual nature, and balances this commitment with healthy skepticism and optimism. The faculty member has a scholarly vision that includes the study of instructive ideas which, though they may lack testing, can lay the foundation for social work research in the future (Robbins, 2014). The faculty member is also able to conceptualize and implement changes in the social work curriculum that reflect research and practice as indivisible (Davis et al., 2013).

The social work faculty member focuses on creation of new knowledge as well as validation of existing knowledge, and participates in the fervent academic debate over current thought. The faculty member also shows interest in asking questions related to current professional social work, and seeks support for that inquiry. Maintaining questions close to social work practice, the faculty member is creative in cultivating funding opportunities through writing grants (Drisko, 2014).

Criteria

Our criteria for research and scholarly activity rests on a faculty member's passion for scientific inquiry and the development of a well-conceived and sustainable plan to explore, assess, evaluate, integrate and

advance the social work knowledge base. Our criteria for research and scholarship include conducting successful scholarship that 1) makes a significant contribution to the profession, 2) is rigorous, and 3) is innovative and creative (ground-breaking, contributing to new areas of scientific inquiry, or builds upon existing research in new and exciting ways). A faculty member's innovation in action adds value to the profession, bringing great ideas to life.

1.   Significant contribution to the profession

The faculty member conceives, conducts, and disseminates scholarly work which tackles significant problems or issues that are relevant to the social work profession. Furthermore, the research and scholarship conforms to the values and ethical standards of the social work profession.

2.   Rigorous methodology

The social work profession values a variety of research methods including quantitative and qualitative designs. Furthermore, Boyer's classifications of scholarship are equally valued. Nonetheless, rigor can be verified therefore not by the design but by the rigor of the peer review process.

3.   Innovation

The faculty member develops projects which are creative, innovative and ground-breaking – whether in new areas of inquiry or in building upon existing research. Innovative collaborations with other social work scholars and allied professionals are greatly valued; in addition, the successful scholar shows promise in the capacity to conduct individually conceived and developed research.

3.3.2 Evaluation of Research and Scholarly Activity

In terms of scholarship for tenure and promotion considerations, faculty members must demonstrate a) that they have achieved recognition as a productive scholar and b) that they will continue to be a productive scholar. The standards for productivity are dependent on both their rank and their allocation of effort designated for scholarship.

Traditionally, the merit of a researcher's scholarly efforts has been assessed through a review of their peer reviewed publications. Keeping in mind both the faculty rank and the Allocation of Effort, a steady record of publications over time is an indicator of consistent and sustainable success. Evaluation of a faculty member's publication record relies on the evaluator's knowledge of the journal's peer review process and its readership. Peer reviewed presentations are seen as steps in the process toward publication.

A second source of information for evaluating the faculty member's scholarship is a review by external reviewers. The mechanism for securing these reviews will be consistent with the policy outlined in Section 2.3. These reviews address the rigor, significance and innovative criteria of the faculty member's scholarship. A third source of information for evaluating the faculty member's scholarship is a review by grantor agency reviewers. Comments and feedback received from reviewers on submitted grant proposals may be considered as evidence of scholarship regardless of whether or not grant funding was secured.

Because it is crucial that scholarship continues beyond the decision for promotion and/or tenure, the faculty member will also submit a plan for future scholarly endeavors. This plan is necessary for critical evaluation of a faculty member's plan for future contributions to the School of Social Work in terms of scholarship and research. The plan is further described below.

Research and Scholarly Activity Plan

In order to critically evaluate a faculty member's plan for future contributions to the School of Social Work in research and scholarly activity, faculty members will submit a *Research and Scholarly Activity Plan*. The faculty member will submit a plan that builds on the faculty member's previous successes in research. The plan must be relevant to the social work profession, feasible in terms of resources and the faculty member's expertise, and sustainable. It will substantiate the faculty member's plan for continuing a positive career trajectory, relevant to their Allocation of Effort, rank, and level of experience. This plan should include the following:

- Statement of the research and scholarly activity focus
- Specific research aims
- Goals and objectives
- Methods for meeting the goals
- Anticipated products, including publications and external funding
- Plan for sustainability, including means of securing financial support
- Means of evaluating performance
- Letters of Support, e.g. from funders, collaborators, and external reviewers

Evaluation

The following rating scales should be applied to each of the criteria for research and scholarly activity (*significant contribution to the profession, rigorous methodology, and innovation),* taking into account the Allocation of Effort, faculty rank, and experience.

4 – Excellent: Shows clear evidence of exceeding expectations and presents a clear continued excellence.
3 – Good: Shows clear evidence of meeting expectations and a clear plan for continued contributions.
2 – Average: Shows evidence of meeting minimum expectations.
0 – Poor: Fails to show evidence of meeting minimal expectations.

    An overall rating of Excellence: mean score ranging from 3.25 to 4.0.
    An overall rating of Good: mean score ranging from 2.75 to 3.24.
    An overall rating of Average: mean score ranging from 1.75 to 2.74.
    Overall mean score below 1.75 will be considered as failing to meet minimum standards.

Faculty members must be at or above 2.75, plus meet minimum expectations in all facets of research and scholarship. For a bullet list of additional activities, artifacts and products that can be submitted for review, see Appendix.

3.4 Service and Outreach

According to Boyer (1990), the *scholarship of application* includes the development of service and outreach activities that go beyond citizenship to benefit the university, the community, and the larger

society. These activities are directly tied to the faculty member's specialized field of knowledge. Scholarly service in social work is defined as drawing upon one's knowledge, values and skills to help people in need and address social problems. As the first of six core values that provide the foundation for professional social work practice, *service* includes activities are most often provided pro-bono, without any expectation of compensation (NASW, 2008).

3.4.1 Service and Outreach Criteria

In social work education, a faculty member's service and outreach excellence is evident by contributions to the internal policy-related activities of the department, the college and the university. The faculty member participates in the daily work of different committees at the department, college and university levels. Whether through membership or leadership on these committees, the faculty member assists in accomplishing the work of the committee as a function of proactive faculty governance.

The faculty member also provides pro-bono service and outreach to human service organizations in the local community. Whether through membership on a non-profit agency's board of directors or as a consultant on an organization's formative, process, and/or outcome evaluations, the faculty member is cognizant of the issues impacting the well-being of the community, and advocates on the behalf of individuals in the community who are marginalized and oppressed.

Where feasible, the faculty member provides pro-bono service and outreach to the larger community, often proactively, in larger social justice and social change movements (NASW, 2008). This service and outreach includes service to and leadership through the National Association of Social Workers and other social work-focused organizations through board membership and/or advocacy efforts at the state, national, and/or international levels.

Criteria

Our criteria for service and outreach includes: 1) service to the department, the college and the university, 2) service and outreach to organizations and the community, and 3) service and outreach to the profession and the larger society.

1.   Service to the university

The provision of service to the department, the college, and the university require several facets, including skills in group facilitation, consensus-building, and decision-making processes. Facilitating a task or work group requires being an organized and effective communicator, and the timely completion of action plan tasks coupled with giving constructive feedback which encourages further commitments to completion of required tasks by deadlines. Facilitation of service and outreach will be evaluated based on specific peer evaluations and self-evaluation, and may include artifacts (e.g., meeting minutes) relevant to the work of the specific task group(s). The *Service and Outreach Plan* will be consistent with accomplishments and will identify areas for further development.

2.   Service and outreach to organizations and the community

The faculty member's competence in service and outreach is evident to others. The faculty member's activities and products must reflect the service and outreach activities completed. Examples of action plans with completed tasks should be submitted. Self-evaluation of such participation is also expected. Peer evaluations from colleagues may be submitted as evidence.

3. Service and outreach to the profession and larger society

Faculty members will, in service and outreach activities, demonstrate their ability to model and facilitate professionalism as a social worker. Examples of action plans with completed tasks should be submitted. Self-evaluation of such participation is also expected.

Peer evaluations from colleagues may be submitted as evidence. A well-developed plan for future work in service and outreach, which is complementary to the needs of the School of Social Work, must also be evident.

3.4.2 Evaluation of Service and Outreach

In terms of tenure and promotion considerations, faculty members must demonstrate a) that they have been productive in service to the university, b) service and outreach to organizations and the community, and c) service and outreach to the profession and larger society. The standards for productivity are dependent on both their rank and their Allocation of Effort designated for service and outreach.

Traditionally, the merit of service efforts has been assessed through a review of existing committee records and internal policies, as well as work on accreditation and/or reaccreditation documentation. Keeping in mind both the faculty rank and the Allocation of Effort, a steady record service over time is an indicator of consistent and sustainable success. Evaluation of the service record relies on the reviewer's knowledge of such service activities.

A second source of information which is essential for evaluating the faculty member's service and outreach is the feedback from peers and colleagues. Because it is crucial that service and outreach continue beyond the decision for promotion and/or tenure, the faculty member will also submit a plan for future service and outreach activities. This plan is necessary for critical evaluation of a faculty member's plan for future contributions to the School of Social Work in terms of service and outreach. The plan is further described below.

Service and Outreach Plan

In order to critically evaluate a faculty member's plan for future contributions to the School of Social Work in service and outreach, faculty members will submit a *Service and Outreach Plan*. This plan should be clearly linked to the needs of the School of Social Work and should build on the faculty member's previous service and outreach activities. The plan must also be feasible and sustainable and substantiate the faculty member's play for establishing and maintaining service and outreach activities relevant to rank and level of experience. This plan should include the following:

- Service/outreach goals and objectives
- Methods for achieving goals

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- Sustainability
- Expertise necessary for success and
- Means of evaluating performance

Evaluation

The following rating scales should be applied to each of the criteria for service and outreach (*service and outreach to the university, to organizations and the community, and to the profession and the larger society)*, taking into account the Allocation of Effort and faculty rank and experience.

4 – Excellent: Shows clear evidence of exceeding expectations and presents a clear continued excellence.
3 – Good: Shows clear evidence of meeting expectations and a clear plan for continued contributions.
2 – Average: Shows evidence of meeting minimum expectations.
0 – Poor: Fails to show evidence of meeting minimal expectations.

An overall rating of Excellence: total score ranging from 3.25 to 4.0.
An overall rating of Good: mean score ranging from 2.75 to 3.24.
An overall rating of Average: mean score ranging from 1.75 to 2.74.
An overall mean score below 1.75 will be considered as failing to meet minimum standards.

Faculty members must be at or above 2.75, plus meet minimum expectations in all facets of service and outreach. For a bullet list of additional activities, artifacts and products that can be submitted for review, see Appendix.

3.5   Administration

The School of Social Work does not require administrative roles for either promotion or tenure. However, there are significant administrative roles for faculty in the university, college, and department. In order to operate, the School of Social Work requires faculty members who are willing and able to engage in administration. Administrative duties are negotiated by the faculty member and the Academic Department Head and evaluation is conducted by the Academic Department Head with the departmental P&T Committee serving in an advisory role.

3.5.1   Administration Criteria

Administrative activities that require knowledge of the discipline and the capacity to manage the daily operation of departmental programs are essential to the department. Titles of faculty who are assigned administrative activity vary by department. Examples include program coordinators and field education coordinators. Such positions are crucial to maintaining the professional viability and status of the department.

According to the College P&T Policy, "For promotion and tenure, these faculty members (engaged in administrative duties) should be fully credited with performing such activities, and not be penalized for having reduced activity in other areas of faculty activity because of time devoted to administrative activity" (Section 5.3.3.3). In such cases, activities are generally student-related and pertain to the function and operation of the department.

Criteria

Our criteria for administration includes: 1) effective and efficient management, and 2) coordination of information and services on behalf of students, faculty, and staff.

1.   Effective and efficient management

In social work education, the faculty member's administrative excellence is evident by the effective, efficient management of the academic unit for which he/she is responsible. An academic unit can be an entire department or a program or programs within a department. Some faculty members may provide coordination of the field program.

2.   Coordination of timely resources and information

Coordination of timely resources and information for students, faculty and staff can include creating the semester class schedule (and reserving classrooms), organizing and facilitating student orientations, ordering textbooks, recruiting and training adjunct faculty, supervising program staff, assigning graduate assistants and work study students, facilitating program committees, overseeing the updating of all formal program-related policies – such as the Student Handbook – and general problem-solving. In addition, program coordinators often meet with students by appointment or as needed for advising and problem resolution.

3.5.2   Evaluation of Administration

In order to critically evaluate a faculty member's plan for contributions to the School of Social Work in an administrative position, faculty members serving in administrative positions will submit an *Administrative Plan*. This plan should be clearly linked to the needs of the School of Social Work and, if possible, should build on the faculty member's previous administrative experience. The plan must also be feasible and sustainable and clearly articulate the faculty member's plan for administrative success, relevant to the rank and level of experience. This plan should include the following:

- Administrative goals and objectives
- Methods for achieving the goals
- Sustainability
- Expertise necessary for success and
- Means of evaluating performance

Evaluation

The following rating scales should be applied to each of the criteria for administration *(effective and efficient management, and 2) coordination of information and services on behalf of students, faculty, and staff)*, taking into account the Allocation of Effort, rank and level of experience.

4 – Excellent: Shows clear evidence of exceeding expectations and presents a clear continued excellence.
3 – Good: Shows clear evidence of meeting expectations and a clear plan for continued contributions.
2 – Average: Shows evidence of meeting minimum expectations.

0 – Poor: Fails to show evidence of meeting minimal expectations.

An overall rating of Excellence: total score ranging from 3.25 to 4.0.
An overall rating of Good: mean score ranging from 2.75 to 3.24.
An overall rating of Average: mean score ranging from 1.75 to 2.74.
An overall mean score below 1.75 will be considered as failing to meet minimum standards.

Faculty members must be at or above 2.75, plus meet minimum expectations in all facets of administration. For a bullet list of additional activities, artifacts and products that can be submitted for review, see Appendix.

4.0 The School's Committee Procedures and Confidentiality of Records

4.1 The School of Social Work Promotion and Tenure Committee

In addition to the mid probationary review, the Promotion and Tenure Committee performs an informal annual review of tenure earning faculty following School guidelines, provides written feedback to the candidate, and forwards results to the Director who shares this information with the Dean. This review is separate from, and independent of, the Director's annual review of each faculty member. This feedback does not become part of the tenure application portfolio. Tenured faculty members seeking promotion may also request a review of their progress toward promotion. The feedback of the Promotion and Tenure Committee is a form of guidance that does not become part of the candidate's promotion application.

For faculty members who are seeking promotion and/or tenure, the Promotion and Tenure Committee makes recommendations to the Director based on the candidate's portfolio and School criteria. The responsibilities of the Promotion and Tenure Committee are to examine and read the portfolio of each candidate and evaluate the candidate according to the School's promotion and/or tenure standards. The committee takes into account the candidate's School assignment and role apportionment as specified in the candidate's contract and Allocation of Effort forms.

In addition, sample portfolios should be made available to the candidate. If the portfolios of actual persons are used, written permission must be obtained from the owner of the portfolio. The Promotion and Tenure Committee participates in the mid-probationary review process and provides formative feedback to candidates.

The School provides procedures to ensure faculty members have regular, established access to advice and information related to progress toward eligibility for tenure and promotion. After the Director receives the recommendation from the Promotion and Tenure Committee, the Director prepares a recommendation concerning the candidate, and forwards this recommendation and the documentation files to the Dean of the College. The Dean of the College transmits the documentation files and all recommendations to the College Promotion and Tenure Committee.

The written report will discuss candidates' strengths and limitations in the areas of scholarship and creative activity, teaching and advising, service and outreach, and as appropriate, leadership and

administrative activity, along with its recommendation, to the Director, with a copy to the Dean of the College.

The Promotion and Tenure Committee will recommend whether a new temporary contract should be issued, who should be considered for continuous contracts, and which candidates should be considered for promotion. Records that include the committee's vote totals from the Promotion and Tenure Committee will be placed in each candidate's portfolio (Section 5.90.5.4.16 of the University Promotion and Tenure Policy).

4.2 Confidentiality of Procedures and Records

All deliberations and voting of the Promotion and Tenure Committee will be conducted in closed session only among committee members. Surveying the committee's recommendations regarding each candidate(s) will be done via secret written ballot. Voting must be in person. Absentia and proxy ballots are not permitted. All vote counts must be recorded. If additional information concerning a candidate is needed, the Promotion and Tenure Committee member will contact the Committee Chairperson, who will request in writing to obtain the material through the Director.

Strict confidentiality of materials, records, deliberations, procedures, and decisions of the Promotion and Tenure Committee shall be observed in all promotion and tenure procedures, and exceptions **must** be clearly identified, as this is critical for unbiased recommendations to occur. Any faculty member who is a candidate for promotion, or continuous contract, or both, may withdraw the application and documentation files under consideration at any time during the review process.

APPENDIX

Examples of Teaching and Advising Activities, Artifacts, and Products

Examples of Research and Scholarly Activities, Artifacts, and Products

Examples of Service and Outreach Activities, Artifacts, and Products

Examples of Administration Activities, Artifacts, and Products

Examples of Teaching and Advising Activities, Artifacts, and Products
(Alphabetical Order)

- Completing an approved *Teaching and Advising Plan*
- Conducting a thorough and final "STAR Audit" of advisee academic records certifying that all degree requirements have been satisfactorily completed for graduating students
- Consulting with advisee's instructors about problems impacting the student's performance
- Creating and/or delivering new and/or innovative approaches to field practicum education, e.g., developing new workshops and CEU offerings to field instructors and liaisons
- Creating student assignments that are appropriate for BSW and/or MSW level
- Delivering a blended (traditional and distance learning) course or a distance learning course
- Demonstrating capacity to develop student learning outcomes that are realistic, achievable, and consistent with Council on Social Work Education guidelines
- Demonstrating the connection between assignments/activities and CSWE core competencies and educational outcomes
- Developing a written plan outlining teaching and advising areas of needed self-improvement identified by evaluations that include a set of measurable outcomes
- Developing new field placements and/or improving existing field placements
- Discussing with students their academic and/or professional performance
- Facilitating a "counseling-in" meeting for an advisee who a majority of faculty agrees is able to, with remediation, function at an acceptable level academically or professionally
- Facilitating a "counseling-out" meeting for an advisee who a majority of faculty agrees is unable to accept social work principles and values or act in accordance with the ethical and professional standards of the Social Work profession
- Identifying textbooks, journal articles, and other teaching materials and technology to enhance student learning and achievement
- Maintaining accurate, up-to-date student records with relevant notes
- Maintaining posted weekly office hours and otherwise being available to advisees by appointment to ensure sufficient access when assistance is needed
- Monitoring student progress ensuring that all degree/curriculum requirements are fulfilled in an orderly, timely and satisfactory way
- Orienting students and adjunct faculty to the substance and structure of the MSW curriculum; including review of the expectations entailed in the role of the student
- Planning a program of study during registration and providing assistance in course selection
- Presenting an advisement audit
- Presenting draft syllabi for courses under development
- Presenting innovations in teaching and/or course creation/delivery at professional conference
- Presenting student evaluations
- Presenting workshops on teaching pedagogy
- Providing advice and counsel to advisees when they are experiencing difficulties
- Providing an updated curriculum vita
- Providing letters of support from students, graduates, and peers
- Providing the Digital Measures Reports
- Providing syllabi from established courses
- Selecting textbooks for BSW/MSW courses
- Submitting examples of assignments

- Submitting examples of student products
- Submitting peer teaching evaluations
- Submitting teaching evaluations provided by the NMSU Teaching Academy
- Submitting videos of actual teaching
- Supervising students regularly on projects such as independent studies, oral examination or thesis preparation, honors papers, research projects, and/or doctoral dissertations
- Supporting and protecting rights of students by informing them of grievance procedures
- Teaching creatively and innovatively, introducing new techniques or approaches to teaching, innovation in creation of assignments
- Teaching performance as indicated in written peer observations
- Teaching performance as indicated on student evaluations
- Teaching recognition in teaching awards, grants, or funding secured to support course or curriculum development

Examples of Research and Scholarly Activities, Artifacts, and Products
(Alphabetical Order)

- Completing an approved *Research and Scholarly Activity Plan*
- Conducting a program or practice evaluation
- Conducting a research study
- Developing and delivering a distance education course or a new course designed for delivery in a traditional or hybrid format that meets Quality Matters standards
- Editing a book chapter or chapters in an academic textbook
- Participating in a interprofessional research project
- Presenting a peer reviewed paper at a competitive professional conference
- Presenting a poster or written report on funded or unfunded research at a competitive professional conference
- Providing the Digital Measures Reports
- Publishing a book chapter or chapters in an academic textbook
- Publishing a monograph or conference proceedings
- Publishing a peer reviewed journal article
- Publishing a scholarly or technical report
- Securing funded research and/or training grants
- Submitting a research grant proposal with reviewer's comments (if applicable)
- Submitting a training grant proposal with reviewer's comments (if applicable)
- Writing and/or editing an academic textbook or chapters in an academic textbook

Examples of Service and Outreach Activities, Artifacts and Products
(Alphabetical Order)

- Completing an approved *Service and Outreach Plan*
- Delivering university services (academic or non-academic) in off-campus (external) settings
- Developing goals and objectives for specific academic or professional programs
- Participating in curriculum development activities
- Participating in marketing activities within, or outside of, the university
- Participating in New Mexico State Licensing Examination preparatory study activities for students
- Participating in regular and documented peer mentoring
- Participating in student recruitment activities within, or outside of, the university
- Performing a literature review necessary to develop a program
- Performing market research necessary for program development or expansion
- Presenting at professional conferences
- Providing an updated curriculum vitae
- Providing committee meeting minutes
- Providing media releases and non-peer-reviewed publications
- Providing pro bono social work services at the micro, mezzo or macro levels to strengthen individuals, families, groups, organizations, or communities
- Providing the Digital Measures Reports
- Publishing peer-reviewed papers
- Serving as a chair or member of a college-wide committee
- Serving as a chair or member of a departmental (School of Social Work) Committee
- Serving as a chair or member of a faculty search committee
- Serving as a chair or member of a university committee
- Serving as an advisor to a student organization
- Serving as an elected or appointed member of a professional board or committee, such as the National Association of Social Workers, the Council on Social Work Education, or the Association of Social Work Boards, etc.
- Serving as the chair, president, or member of a board for a human service or related organization
- Submitting peer and colleague evaluations
- Submitting professional papers
- Submitting updated/approved university or organizational policies and procedures
- Submitting work on accreditation documents

Examples of Administrative Activities, Artifacts and Products
(Alphabetical Order)

- Completing an approved *Administrative Plan*
- Coordinating the department and/or programs within the School of Social Work
- Creating opportunities (where possible) as a PI, to involve students in research and/or training grant activities in a manner consistent with overall BSW, MSW, or future doctoral program educational outcomes
- Directing curriculum planning, development, and implementation
- Expanding programs in the School of Social Work
- Interviewing, selecting, and managing or supervising grant funded employees in the administrative role of PI
- Managing a department or program in a administrative position in the School of Social Work
- Meeting departmental objectives whether in permanent or temporary administrative positions
- Providing direction for faculty and/or staff involved in the delivery of field education
- Providing direction in curriculum development that creates a fit between social work educational outcomes and Council on Social Work Education requirements
- Providing direction in curriculum development that results in improved social work licensing test scores for BSW and MSW graduates
- Securing or maintaining Council on Social Work accreditation
- Supporting the development and provision of distance learning within the School of Social Work

Approved by the Faculty 10.19.15