

PERFORMANCE OF TEACHING OR OTHER DUTIES:

Candidate should state why he or she believes promotion at this time is warranted based upon performance of teaching or other professional duties. Innovative techniques, methods or procedures or substantial improvements might be cited. Evidence based on student feedback, work toward retaining students, new administrative or work procedures initiated, or substantial improvements in office procedures or systems might be included.

Please use the Promotion Committee's guidelines (below) in completing this section:

ASSISTANT PROFESSOR • The candidate's performance at this level, while not necessarily outstanding, should be more than merely satisfactory with clear demonstration of the potential to be excellent/ outstanding.

ASSOCIATE PROFESSOR • At this rank, the candidate should exhibit a mastery of more diverse instructional methodologies, an ability to teach a broader range of courses, and a greater adaptability to meeting diverse student needs. The candidate's classroom performance, in all the key categories, should have a substantive evaluation indicative of excellence.

PROFESSOR • A candidate for promotion to professor should demonstrate mastery of teaching. The candidate should be capable of utilizing the full range of instructional methodologies, be able to teach the broadest possible range of courses in his/her discipline, and be capable of responding with skill and self-assurance to the full gamut of students' educational needs. The candidate's classroom performance in all the key categories should have an evaluative rating of "Excellent." He or she should be someone to whom you would refer a new instructor for peer mentoring and someone whose class you would recommend to a relative or friend.

Explain how you meet the above criteria. Give specific examples.

CANDIDATE'S STATEMENT:

Teaching at Suffolk County Community College has been a pleasure for me for many reasons. One is that my teaching methods seem to be refreshed and improved each semester—through interactions with my colleagues, through the workshops and seminars that Suffolk offers its faculty, through the feedback I receive by way of official teaching evaluations, and also through the many courses I have had the opportunity to teach.

No matter what I teach, student success is something in which I take great joy. In EG11 (Freshman Composition) for example, I feel that students have succeeded if they leave my class with a set of essays they are proud of, because those essays show improvement in their writing skills. And in EG13 (Introduction to Literature), I feel that students have succeeded if they leave my class knowing what it's like to think and speak about a piece of literature, and they are able to analyze it, finally, after a long semester, in a clear, focused essay.

My approach in accomplishing these goals is to establish a comfort-zone for thinking in the classroom. Students need to feel comfortable enough to express their thoughts without fear of being convicted of the iniquitous crime of being "wrong." It is only when this sort of atmosphere grounded in principles of the *cultivation of thought* is established in the classroom that a real exploration of ideas can take place. One of my former students, for whom I wrote a recommendation letter later on, cited this very outcome when referring to her time in my class: "THANK YOU! There was so much opportunity in your class to express myself...." (Athena Santora, 1/18/2006) Student-centered writing workshops are my specialty, and also student-centered discussions of a piece of literature. And because it is my aim to get students to express themselves, this student's experience in my class is not unusual. However, the comfort-zone is only a pre-requisite to learning, not an end in itself.

As a teacher, my guidance in the classroom is key—but mine is a special brand of guidance. It is not of the authoritarian sort that students are afraid of, but rather the *authoritative* sort that students can rely on as being informed yet kind. One of my evaluators this past year describes my class in this way: "Throughout the class, Professor --- was a gentle and coaxing presence. I was impressed by her command of the material and of the classroom procedures she has devised. The class moved seamlessly....students who read were not afraid of mispronouncing difficult words and most students were eager to participate and share their thinking." (Jeff XXX, 10/19/05)

The observers I have hosted in my classroom have uniformly commented on the rapport they see. I am surprised myself, when I see very shy students able to come forward with their ideas. One former student, who

was especially shy/self-conscious, wrote to me long after the semester was over to share her poetry. This student gave voice to my fondest hope—that I have somehow been accomplishing my teaching goals outside of the classroom through the ways in which I foster student thought and growth within the classroom.

The following are things I accomplished in the way of Teaching/Learning from 9/03-5/06, which represents one year of temporary full time teaching (2003-2004) and one year tenure track (2005-2006):

- Implemented a new writing workshop-style methodology (by Marie Poncet) in EG11 (Freshman Composition) classes, the success of which is documented in a teaching evaluation completed by Xxxxx, Academic Chair, English, 12/05/03: "...Students accomplished a great deal in today's session. The class...constituted a true community of writers."
- Further developed the workshop-style class for use in EG13 (Introduction to Literature), HM44 (Mythology), and EG11 Honors Blended/Hybrid.
- Developed a critical thinking methodology from the Critical Thinking workshop at SCCC Ammerman, Fall 2005, and applied it in EG13 (Introduction to Literature) during the same semester. The success of the application is documented in a teaching evaluation completed by Xxxxx, 10/19/05: "Class camaraderie and rapport with the instructor were evident in the relaxed and familiar way they went about their work. I was particularly impressed that to see that Professor --- had developed classroom activities that had grown out of a college workshop which had been held barely a month and a half before this class."
- Developed a new course, EG11 H Honors Blended/Hybrid for immediate application in SCCC Grant's Early College Program (Deer Park HS), and to fulfill the needs of a new online student population. I taught the course for the first time in Spring 2006, and plan to further develop it for use again in Spring 2007.
- Have taught a broad range of courses at SCCC: EG10 (Developmental Writing), EG11 (Freshman Composition), EG11 H (Freshman Composition Honors Blended/Hybrid), EG13 (Introduction to Literature), and HM44 (Mythology). Will teach EG60 (Contemporary Global Literature) in Fall 2006.
- Courses I would be prepared to teach in the future (existing courses and courses to be proposed as special topics): Masterpieces in World Literature, The Literature of World Religions, The Literature of Islam, The Literature of Persia.
- Supervised the construction of a new English Department Web site in Spring 2006. The final product was available as of May 16, 2006. The web site aids in the student population's ability to find specific classes they would like to take, helps them find a specific instructor, and also helps them make informed decisions about registration. This initiative will continue to make Suffolk's courses and faculty more visible.
- Created a brochure "English Department Course Offerings Fall 2006," specifically for use during Priority Registration beginning 3/27/06. The brochure was a useful tool for faculty advisors and the Counseling Center to hand out to students during their critical period of decision-making before registration.
- Participated in Orientation for Students for Spring 2006, by providing valuable information about the college, but more importantly, supportive words of advice for entering students. I enjoy extending to students a warm welcome to the Grant Campus, and contributing to their success with a good start.
- Maintained great rapport with students in and outside of class-time, as documented by a teaching evaluation completed by Xxxxx, Acting Academic Chair, and also by notes/emails from students regarding coursework and personal literary interests. "Professor --- is an outstanding instructor and valuable member of our College community. Her animated reading, enthusiasm, and accessibility to students both in and out of class all contribute to her excellent rapport with her classes." (Xxxxx, 10/19/05)
- Showed exceptional support to continued success of students, by writing letters of recommendation that were requested by students: for the SCCC Honor's Program, for scholarships (ie., Hispanic Women's Scholarship), and for other institutions of higher learning (ie., Columbia's Honors Program).

VERIFICATION: The above statements are verified by documents in the candidate's file.

Signature of Administrator

Date

SERVICE TO THE COLLEGE AND COMMUNITY:

Include contributions to the department/area, campus, college and community since appointment to current rank. Primary emphasis shall be placed on service to the College and campus. List in chronological order, including dates. Examples: area, department, division, campus and college committees, duties and organizations such as (but not limited to) Academic Assembly, Academic Chairperson, Area Coordinator, Campus Congress, Faculty Association, Faculty Senate and Guild of Administrative Officers; involvement in student activities, clubs and college events; preparation of grant proposals (indicate if granted); formulation and conducting of special seminars; creative measures to enhance the delivery of college services; representing the college at conferences or professional organizations; orientation of new faculty; professionally related community activities in cultural, educational and benevolent organizations. Indicate when remuneration or honorarium is involved.

Please use the Promotion Committee's guidelines (below) in completing this section:

ASSISTANT PROFESSOR • The expectation for this rank is strong service at the department/area level, in terms of positive and proactive involvement in department/area committees and projects. Evidence of curriculum development (e.g. review and revision of existing programs/courses, creation of new programs/courses) and commitment to academic advising, student recruitment and retention would also be desirable.

ASSOCIATE PROFESSOR • The expectation for this rank is a strong presence at the department level as well as solid service at the campus or college level. The candidate should at this point have a significant, positive impact on departmental matters and be in the process of becoming well known to faculty and administrators outside of his/her department or area through campus and/or college meetings, committees, and projects. He/she should also have begun to demonstrate some type of leadership role in his/her chosen paths of service.

PROFESSOR • The expectation for this rank is strong, proactive service at the college level, in addition to the department/area and campus levels. The candidate should have a strong and positive campus presence, and be in the process of becoming well known to faculty outside of his/her department/home campus. He/she should have demonstrated by this time a positive attitude and a leadership role in some form or area of service to the college, and his/ her overall evaluative rating for service should be unequivocally "excellent."

Explain how you meet the above criteria. Give specific examples.

CANDIDATE'S STATEMENT:

I have taught at the Grant Campus as a full-time temporary instructor from 2003-2004, as a full-time tenure track instructor from 2005-2006, and also in the intervening period (2004-2005) as an adjunct instructor. During that time I have been involved on the departmental level, the campus level, and the college level in a variety of ways. I have also been involved in the larger community on Long Island in terms of cultural education and volunteer activities. The following is a summary of activities:

English Department

- Attended all departmental meetings, participated in discussions of departmental business, and continued to report on progress of English Department brochure development and Web site development.
- Participated in grading of essays for English Department's pilot placement essay program. The program would be used to more effectively place students into their initial writing class on the Grant Campus.
- Submitted Course Proposal for new blended/hybrid course EG11 H in Fall 2005 to be taught Spring 2006, specifically for the Honors Program's Early College Program for Deer Park High School students.
- Taught new EG11 Honors Blended/Hybrid course in Spring 2006, with enrollment from among Deer Park High School students, using an independent web site for an online writing forum.

Supervised construction of new English Department Web site, which was available for viewing on May 16, 2006. The Web site is an important informational link for the community at large and can be used by current or potential students, faculty, administrators and members of the community who are interested in the Grant Campus English Department's courses, faculty members, events and special programs. The web site connects to the college's main page, creating a virtual presence for our department and its faculty's credentials online. This presence improves the image of the college, especially when one considers that, in general, online visibility is becoming increasingly important in today's world.

- Created brochure “English Department Course Offerings Fall 2006” for Priority Registration 3/27/06. The brochure is eye-catching and attractive, but more importantly, it is an efficient way to increase awareness of current course offerings, and increase enrollment in individual courses for the coming semester.

Campus/College

- Attended all Assembly Meetings during 2003-2004 and 2005-2006, and participated in votes and discussion.
- Served on the Nature Preserve Committee, attending all meetings but one (owing to a conflict), served as secretary for one meeting (12/13/05), and pursued the issue of increasing the visibility for the Nature Preserve. Created a link on the English Department’s Web site for “Earth Lessons,” essays and artwork inspired by the Nature Preserve. The link will provide one more way to increase awareness about this important Grant Campus asset.
- Served on the Business Administration Search Committee in Fall 2005, attended all meetings and all candidate interviews. The search was successful, resulting in the hiring of a new full time faculty member to teach Business Administration courses in Spring 2006.
- Served as Desi International Club co-advisor, along with Xxxxx. The club met weekly, and put on many programs and events. Prominent among the programs were fundraisers: two Henna Tattoo fundraisers, a benefit for Katrina victims, and a benefit for Earthquake victims in Pakistan during “South Asia Week,” which was a week (April 3-7, 2006) with daily cultural events. With our guidance, the club also put on a “breaking-of-fast” dinner for one night during Ramadan, an Eid celebration, and an afternoon of traditional kite-flying (*Basant*). The organization of such an active club was a challenge that necessitated my introducing Robert’s Rules of Order early in the year to encourage effectiveness at meetings. By the end of the year, I was pleased to receive an award for “Outstanding Faculty Advisement” for 2005-2006.
- Participated in Orientation for Students, Spring 2006, giving instructions for entering students, advice on how to do well in college, and general words of encouragement. Orientation is a good time to let students know about resources on campus, since a good start contributes to retention and eventual success.
- Gave a workshop in the Academic Skills Enrichment Series, 2/22/06, entitled “My, my, but I do run-on, would you like a splice of pizza?” The workshop was geared toward anyone who has trouble with either sentence fragments or run-ons. It was well-attended and (according to feedback received) appreciated.
- Took on the role of faculty-announcer in the program “Dressing with Style” in 2004, 2005, and 2006, either by introducing the program or by reading for the models as they walked out. Other Career Services programs I participated in were the “Reverse Job Fair” (moderator in 2005, faculty-observer in 2006), where students interviewed potential employers, and the “Mock Interviews” (2006), where faculty and administrators interviewed students to prepare them for the “real world” interview. I enjoy participating in these activities, as they serve to help students take the next step and prepare for a competitive job market.
- Participated in the SUNY Strengthened Campus Based Assessment Project by serving on a committee formed for considering the question of the rubric for the College-wide Writing Assessment (2005-2006).

Community

- Volunteered at the “Long Island Helping Hand Young Talent Show and Concert for Tsunami Relief,” held at SCCC Grant Campus, 3/26/05. The proceeds went to those affected by the tsunami in South Asia.
- Volunteered at the Good Shepherd Hospice’s Holiday Program for bereaved children in December, 2005, and plan to participate in the two-day summer program in 2006. It is a program for children who have recently lost a parent; volunteers “buddy-up” with a child and take them through guided activities.
- Performed with “Taiko Tides” Japanese group drumming since April 2005. The group aims to promote cultural awareness and appreciation for traditional Japanese folk music. Recent venues have included both the Tsunami Relief concert at SCCC Grant Campus (2005) and the Katrina Benefit put on by the Desi Club at SCCC Grant Campus (2006). Other venues from the past year have included Smithtown Library, Middle Country Library, Sweetbriar Nature Center’s Craft and Wildlife Fair, The Wang Center at Stony Brook University, Earthstock at Stony Brook, and The Arts Festival at Brookhaven National Laboratory.

VERIFICATION: The above statements are verified by documents in the candidate’s file.

Signature of Administrator _____ Date _____

PERSONAL AND PROFESSIONAL GROWTH:

Include items since last promotion and/or employment only. Emphasis shall be placed upon professionally related experiences. List in chronological order, including dates. Examples: advanced education, research, publications exhibits, awards and honors, professional conferences, membership and service in professional organizations, consultant work, related travel, seminars, development of unique instructional materials and techniques. Evaluators may request to examine materials cited.

Please use the Promotion Committee's guidelines (below) in completing this section:

ASSISTANT PROFESSOR • The expectation for this rank is evidence of remaining current in one's field through relevant coursework (where needed) and attendance at local, national, or regional professional conferences. Membership in appropriate professional organizations would also be expected.

ASSOCIATE PROFESSOR • The expectation for this rank is everything required at the assistant professor rank, but in greater quality and quantity. For example, instead of mere attendance at conferences and workshops, the faculty member should strive to be a presenter at these programs. Instead of simply belonging to a professional organization, one should move toward an active role in that organization.

PROFESSOR • The expectation for promotion at this rank is everything required at the assistant and associate professor ranks, but in still greater quality and quantity. At this point, there should be evidence of some significant professional accomplishment as appropriate to the changes in the field (e.g. recent attainment of a doctorate or completion of advanced graduate coursework, publications relevant to teaching or to one's academic discipline, public performances/ exhibits, presentation of papers and/or workshops at national or regional conferences, attainment of a leadership role in a professional organization, development of new instructional methods in one's discipline).

Explain how you meet the above criteria. Give specific examples.

CANDIDATE'S STATEMENT:

Education/Research

- *Graduate Credits:* Since being hired as a fulltime temporary Instructor of English in Fall of 2003, I have been continuously enrolled in "Dissertation Research on Campus" at Stony Brook University, through the Department of Comparative Literature (54 credits). Making satisfactory progress on a dissertation while teaching fulltime has not been easy. The work has proven to be challenging, but also very rewarding.
- *Specialization:* The time I have spent working on translations of Persian Literature in the past three years has made me somewhat of a specialist on two authors: Aziz al-Din Nasafi and Abd al-Rahman Jami.
- *Publication:* Work on Nasafi has brought me a publishing contract for my translation of Nasafi's *Maqsad al-'Aqsa*. The work is being published by Fons Vitae as *The Furthest Destination*.
- *Potential publication:* Work on Jami will produce another easily publishable translation: Jami's *Lawami*'. The work is eagerly anticipated among specialists in Islam. Recently I received an email from a doctoral student in Toronto inquiring about when my dissertation work might be published: "...Your work represents, to the best of my knowledge, a sorely-needed encounter with his [Jami's] theosophical ideas." (Chad G. Lingwood, 5/23/06) I am well aware that his inquiry is representative of a greater need for translated texts in the fields of Persian Literature and Islamic Studies in general, so further work in this area will be fruitful.
- *Education through teaching:* I have continued to teach summer courses on World Religions and Introduction to Islam in the Asian and Asian American Studies Department at Stony Brook (2004, 2005, 2006). Teaching these courses represents my own desire to stay current in the field of world religious literature. My work at Stony Brook in the summer enables me to renew my course materials for my classes at SCCC, for which I emphasize a multi-cultural perspective.
- *Reputation in the field of Religious Studies:* As a result of my involvement in the field of religious studies, I was asked to review a forthcoming text (for the purpose of authenticating its contents) by Longman Publishers in Summer 2004, *Religious Foundations of Western Civilization: Judaism, Christianity and Islam*, ed. Jacob Neusner (with remuneration). I gave comments on every chapter, and extensive critical comments on the sections closest to my own expertise. The volume was published February of this year (2006).

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Professional Organizations

- Member, Modern Language Association (MLA). I continue to read journals regarding my specific area of interest:

Literature of the Middle East, and receive bulletins on newly published texts.

- Member, American Academy of Religion (AAR). I continue to read journals regarding Islamic texts, and receive bulletins on newly published translations from Persian and Arabic.
- Member, Performance Poetry Association (PPA). I have performed for, and met with other poets on Long Island through this organization, representing SCCC while exploring approaches to performance poetry.

Publications/presentations

- Performed original poetry “*Ya Ashiqan*” (“O, Lovers”) in both Persian and English, at SCCC Grant’s Poetry Night, Fall 2003. The performance included an introduction and an explanation of cultural elements.
- Presented a talk “The Persian Language Tradition and the Poetry of Rumi,” at SCCC Grant’s Poetry Night, Spring 2004. I offered a taste of the rich history of Persian literature, its conventions, and some poetry.
- Acquired publication contract in Fall 2004 for *Nasafi’s The Furthest Destination* (Aziz al-Din Nasafi’s *Maqsad al-Aqsa*), Louisville, KY: Fons Vitae (forthcoming).
- Presented a talk “Winedrinking in the Poetry of Ibn al-Farid,” *Comparative Literary and Cultural Studies Faculty and Graduate Student Colloquium*. Stony Brook University, March 30, 2005.
- Performed original poetry “*Taus*” (“The Peacock”) in both Persian and English, at SCCC Grant’s Poetry Night, Spring 2005. The performance included an introduction and an explanation of cultural elements.
- Performed original poetry “*Iman*” (“Faith”) at Cool Beanz Café, St. James, NY, September 20, 2005, representing Suffolk County Community College.
- Performed original poetry “An Ode to Greenness” and “An Ode to Brownness” at Cool Beanz Café, St. James, NY, October 18, 2005, representing Suffolk County Community College.
- Performed original poetry “Lamentations” and “The Lover and the Beloved” at SCCC Grant’s Poetry Night, October 31, 2005. The presentation included an introduction and explanation of cultural elements.
- Presented workshop “The Sentence: My, my, but I do run-on, would you like a splice of pizza?” at SCCC Grant’s Academic Skills Enrichment Series, February 22, 2006. The workshop focused on grammar/usage.
- Performed original poetry “The Bowler” and others, at SCCC Grant’s Poetry Night, March 30, 2006.

Workshops/Seminars

- Attended workshop, “Writing to Learn: Writing Non-fiction,” at SCCC Grant, by Bard College Institute for Writing and Thinking, May 14, 2004. The workshop fosters the exchange of ideas between area high school English teachers and English faculty at Grant.
- Attended talk by Wendy Doniger, specialist in Hindu Mythology, “You Can’t Get Here From There: The Logical Paradox of Creation Myths,” at Hofstra University, April 7, 2005. The talk was sponsored by the Department of Philosophy and Religion at Hofstra, and drew a great number of area scholars together.
- Attended workshop by Kevin McIntyre, “The Infusion of Critical Thinking throughout the Curriculum,” at SCCC Ammerman, August 23, 2005. The workshop was helpful in leading me to develop new methodology.
- Attended faculty workshop by Kevin Peterman, “Strengthening Your Promotion Folders,” at SCCC Grant, October 26, 2005. The workshop helped me become more aware of my own activities on and off-campus.
- Attended seminar, “Dealing with Disruptive Students in the Classroom,” at SCCC Ammerman, February 10, 2006. The seminar was enlightening, in that I became aware of better ways to address disruptions in class.
- Attended TLC workshop, “Disruptive Behavior Seminar Follow-up” with Dean Xxxxx, at SCCC Grant, March 17, 2006. The workshop helped clear up (for me) the institutional ramifications of students’ behaviors, and also my own responses to those behaviors.
- Attended workshop by George Wallace, “Unleashing the Imaginative Mind,” at SCCC Grant, March 23, 2006. The workshop was an opportunity for me to learn creative-writing exercises specific to poetry.
- Attended TLC workshop, “Look Out!—Keep up with Microsoft Outlook,” at SCCC Grant, June 6, 2006.

VERIFICATION: The above statements are verified by documents in the candidate’s file.

Signature of Administrator

Date