

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 and Academic Librarianship Philosophy

As a library professor and researcher, I value information as an indispensable tool that students and faculty need to make informed decisions. My goal as a library professor is therefore to connect users with appropriate information resources for their needs and to facilitate their effective use of the information.

My teaching philosophy, including my approach to academic librarianship, therefore embraces best practices in the academic library profession. Specifically, library instruction will be most:

- Meaningful when it is infused into the course by linking it closely to class assignments.
 - Practical when it is incremental so that students develop higher-level research skills that will contribute to their academic and professional success.
 - Effective when it is one component of an institution-wide commitment to a systematic information literacy plan.
- Embracing this approach has enabled me to make meaningful contributions to the success of SCCC students and the betterment of Suffolk as a college of excellence.

My three years at Suffolk have presented rewarding opportunities that have allowed me to use my professional expertise to further the mission of the college. As an individual who comes from a humble background, I sincerely appreciate the significance of a college education for Suffolk students. As an academic who has been involved in higher education for over 25 years in a variety of roles (student, researcher, writing instructor, art history professor, library professor), I have important insights to share. Specifically, as a professor who has taught writing and introductory art history classes, I can relate to the needs of students. In addition, as a library professor and an Art Historian with a Ph.D. from Cornell University, I have extensive experience with academic research and can therefore relate to the sophisticated needs of an experienced researcher.

In many cases, academic libraries have the resources that a student needs, but ineffective research skills prevent students from accessing the resources. Library Faculty and Classroom Faculty working together can enhance

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students' information literacy skills so they will find appropriate information for their academic needs. In my current role as library professor, I have identified numerous ways in which I can enable SCCC library users to further their academic research skills and thereby boost their chances for academic success. I have applied my expertise to address these needs and am developing assessment tools to determine if my innovations are eliciting the desired learning outcomes.

In my discussion as to why I believe my promotion to the rank of associate professor is warranted, I will therefore focus on innovations and improvements that I have implemented to promote:

- 1. Academic Integrity**
- 2. Information Literacy and Infused Library Instruction**
- 3. Credit-Bearing Library Research Courses**
- 4. Assessment of Library Instruction**
- 5. Current and Relevant Library Collections to Support the SCCC Curriculum**
- 6. Consistent Library Reference Desk Procedures**
- 7. Central Role of SCCC Libraries in Student Success**

Innovations and Improvements

1. Promoting Academic Integrity (prepares students for success)

Currently, the topic of academic integrity is highly visible in higher education. In the library I encounter this topic from diverse perspectives. Students ask for assistance documenting sources (What is a bibliography? What is an "in-text citation?" etc.). Classroom faculty ask for assistance preventing and detecting plagiarism.

I am applying my expertise to address the crucial issue of academic integrity at SCCC. Promoting academic integrity is an important principle of academic librarianship and an important standard for Middle States accreditation. The Association of College and Research Libraries (ACRL) identifies the ethical use of information as an information literacy (IL) competency standard for higher education. The Middle States Commission (MSCHE) derives its definition of IL from the ACRL standards and requires that IL, including the ethical use of information, be coherently integrated throughout the curriculum. Therefore, based on a recognized need and a mandate from Middle States, I have implemented numerous innovations to promote academic integrity at SCCC. Most importantly, I have:

- developed a library instruction workshop (Fall 2004) entitled "Understanding Plagiarism and Documenting Sources" that has become a staple of our library instruction classes. After refining the workshop in 2004-05, I trained other library faculty members to lead the workshop. This highly interactive class appeals to classroom faculty and students. I have taught it to many sections of EF, EG, FM, HS, and PC classes (For example, about 14 sections in Fall 2005). It provides students a conceptual understanding of some issues surrounding academic integrity and also provides practical tools (worksheets and web-based citation guides) to correctly cite sources. The students and classroom faculty benefit from these classes as is clear in this note of appreciation that I received from a Professor:
"We've had some lively in-class discussion about your presentations, specifically about plagiarism, academic honesty, the importance of using credible information sources, and about crediting and citing others work.... The information you provided to the students (and to me) will have an enduring effect on the quality of their scholarly works at Suffolk and beyond."
- piloted a library instruction module regarding Academic Integrity for one OS15 section (Spring 2006). The library instruction is closely linked to an existing OS15 assignment. I will be refining this library instruction module in 2006-2007, with the intention of incorporating it into more OS15 sections in the future.
- conducted a student workshop (Fall 2004) during common hour regarding understanding and avoiding plagiarism.

- conducted a faculty workshop (Spring 2005) at the Eastern Campus Teaching and Learning Center regarding understanding and preventing plagiarism.
- facilitated a faculty roundtable titled “Promoting Academic Integrity” on the Eastern Campus. The roundtable developed out of my membership on the College-wide Ad Hoc Academic Integrity Committee. Newly formed in April 2005, this ad hoc committee is a subcommittee of and reports to the College-Wide Academic Standards Committee. As part of a college-wide initiative the ad hoc committee sponsored faculty roundtables titled “Promoting Academic Integrity” on each campus in Spring 2006. Dr. XXXX and I facilitated the roundtable on the Eastern Campus which was attended by about 13 Eastern Campus Faculty members.
- developed and mounted guides for faculty on the library webpage: “Library Research: Designing Effective Assignments,” (April 2004) and “Helping Students Understand Plagiarism & Documenting Sources – What Works” (first mounted in Feb 2005, updated in Feb 2006).
- selected online citation guides and organized the “citation guide” section of the library webpage. These online tools are used extensively in the library workshops on “Understanding Plagiarism and Documenting Sources.” They are also used extensively at the library reference desk. Library faculty refer students to these guides.
- selected online plagiarism guides for the “plagiarism guide” section of the library webpage. These online tools are used in some library instruction classes including OS15 and LR15.
- assisted in updating the MLA and APA citation guides for the Eastern Campus Library.

2. Promoting Information Literacy and Infused Library Instruction (aids student retention)

Students receive one session library instruction classes in many courses. However, academic library best practices have demonstrated that infused library instruction more effectively equips students with the academic research skills that they need to succeed. Infused library instruction consists of a series of hands-on workshops that are closely linked to class assignments and require students to incrementally build information literacy (IL) skills. Infused library instruction enhances outcome behaviors for the critical thinking and synthesis skills that students require to succeed in college. The Middle States Commission (MSCHE) requires that IL, defined as an intellectual framework for understanding, evaluating, and using information, be coherently integrated throughout the curriculum.

Working from the realization that more library instruction would boost the chances for students’ academic success, I have collaborated with many classroom faculty to determine how we can effectively infuse library instruction into the fabric of their courses. These library instruction collaborations increase student confidence and academic success; they are therefore important student retention tools because academic success motivates students to complete their degrees. Some of the collaborations are listed below:

- EF06 with Professor Xxxxx

My collaboration with Prof. Xxxxx on this credit-bearing course for advanced EF students demonstrates the rich potential of infused library instruction. Our collaboration began in Fall 2003 and has evolved so that we now provide the students 3-4 library instruction classes per semester that are intertwined with the students’ research projects.

Initially I conducted the library instruction classes, adjusting my schedule to be there in the day or evening as necessary. After refining the workshop in 2004-05, I have trained other library faculty members to lead the workshop in order to provide more scheduling flexibility.

During the semester, students develop research skills on a step-by-step basis as they research a U.S. city. In the process, students apply several intertwined academic discourse skills. Foremost amongst these are information literacy, critical thinking, and synthesis skills, which will help them thrive in content courses.

Professor Xxxxx and I have presented our innovations at conferences and are currently writing a paper to be published in a peer-reviewed scholarly library journal.

- EF08, EG10, EG11, FM20, OS20, PC11

I have provided 2 or more library instruction classes for these courses (about 14 sections in Fall 2005). In all cases the students have benefited from developing more advanced research skills than are possible from single session library instruction classes.

Another benefit of infused library instruction is that students become increasingly comfortable with the library and library faculty as an important resource for academic success.

“The fact that Prof. Xxxxx had worked with my class prior to this library session made the encounter more productive; students seemed at ease with her, and did not hesitate to ask for assistance.”

The increased contact with library resources afforded by infused library instruction ensures that students understand that it is wise and efficient to ask for guidance. In the complex information landscape that exists today, guidance is essential to determine directions such as: Which is the best library database for my information needs? or: Are library databases or print sources the most appropriate resource for this topic?

- Library Instruction Delivered to the Classroom Meeting AC52, EG11, FM20, PC11

For some courses it has been practical to provide library instruction in the classroom setting. This is almost always scheduled in coordination with a pair of library instruction classes for the same section (e.g. one class will take place in the library and one will take place in the classroom where the course usually meets).

This has provided numerous advantages. For example, it provides for optimal use of class time because it is possible for me to provide library instruction and still allow time for the classroom faculty to provide content instruction. In such cases the library instruction session would be focused on a particular research skill such as learning about a new subject-specific database or learning about documenting sources. There are also scheduling advantages. Using the classroom provides another venue to schedule a class when the library instruction area (the reference room) is already booked and it also provides a venue for a library instruction class that will not displace students using the reference room tables as study space

- Collaborations with the library faculty are extremely important in promoting consistent and professional library instruction. I play a major role in providing guidance to the Eastern Campus adjunct librarians to assist them in their library instruction responsibilities.

3. Promoting Credit-Bearing Library Research Courses (innovative instructional methodologies)

SCCC offers two credit-bearing library research courses, LR11 and LR15. I teach these courses in diverse modalities thereby demonstrating my mastery of innovative instructional methodologies. I teach LR11 in a computer lab and the library, so that students participate in experiential learning.

I have expanded the learning opportunities available to SCCC students by taking the SUNY Learning Network (SLN) training course. As a result of this training, I teach LR15 as an asynchronous distance education course. This is particularly advantageous because of the limited number of computer classrooms available at the Eastern Campus.

Prior to 2005-06, LR15 was only offered on the Ammerman Campus. LR15 now has greater availability for SCCC students because I completed the course adoption procedures of the College Curriculum Committee, so that the course is now also offered on the Eastern and Grant Campuses.

4. Promoting the Assessment of Library Instruction (new procedures)

How do we determine if the library instruction and services provided by the library are resulting in the desired outcome behaviors? At the Eastern Campus Library, I have been coordinating several pilot projects to

determine if the students are meeting the learning objectives and exhibiting the desired outcome behaviors. Three of them are briefly described here:

- **OS15 library assignment**
In the OS15 library instruction class, students complete a written assignment and library faculty use a rubric to formally assess the attainment of student learning objectives. Each semester, I revise the assignment and update it to meet current student needs. I introduced an important modification to the assessment rubric in 2004 so that now the attainment of the student learning objectives can be quantified. The assessment indicates that a large proportion of the students are meeting the objectives. For example, an evaluation of the assignment demonstrates that 92% of the students fulfilled 80% or more of the specified objectives in the Spring 2005 semester. I have begun discussions with Xxxxx and Yyyyy in Institutional Effectiveness to determine how we can more effectively systematize this and other IL assessment initiatives that are being piloted at the Eastern Campus Library.
- **EG10 research paper assignment (collaboration with Professor Xxxxx).**
In Fall 2005, Dr. Xxxxx and I analyzed bibliographies from two EG10 sections; one section had received library instruction on documenting sources, while the other section had not received this library instruction. The bibliographies developed by students in the section which had received library instruction on documenting sources demonstrated better adherence to MLA format for citing sources. This small-scale assessment indicates that the library instruction assisted EG10 students developing some necessary academic skills that they need to succeed in future courses.
- **EF06 assessment tools.**
I have developed several assessment tools in collaboration with Prof. Xxxxx. I use pre- and post-tests (multiple choice) to evaluate the acquisition of general information literacy skills and of internet-specific information literacy skills. I analyze bibliographies to evaluate adherence to the MLA style of documenting sources. We evaluate critical thinking skills and the understanding of evaluating information sources via a written evaluation of a world wide web site.

5. Improvements to Promote Current and Relevant Library Collections for the SCCC Curriculum

SCCC students and faculty need appropriate sources for their information needs. I regularly select new items for the Eastern Campus collection through our book vendor and other selection tools. In addition, I play a major role in providing guidance to the Eastern Campus adjunct librarians for selecting new items for the collection. I provide them specific titles and subject areas to search. In addition, I have developed written guidelines to assist them with using the online software provided by our book vendor.

6. Improvements to Promote Consistent Library Instruction and Reference Desk Procedures

SCCC library users need consistent and professional service at all times. At a library reference desk that is partially staffed by a large number of adjunct library faculty during the day and evening it is important to effectively communicate procedures to the faculty. I have developed some helpful items including:

- Sections of an online reference desk procedure manual
- A reference data sheet that is responsive to the daily reference desk transactions
- Worksheet for scheduling library instruction classes
- Worksheet for assessing library assignments
- Signage regarding computer use policies

7. Central Role of SCCC Libraries in Student Success (positive evaluations)

I approach all my responsibilities with a high degree of professionalism because I recognize the important role of the SCCC libraries in the academic enterprise. As a library professor, my roles are diverse as is evident by the many activities discussed above. In my evaluations, I have consistently received positive feedback for my full-

range of professional responsibilities: librarianship, reference services and library instruction. Included are some representative statements:

Faculty & Administrator Comments

- “She has been extremely diligent in encouraging faculty to incorporate library research into several phases of their courses, and has also been generous with her time, visiting classrooms to do preliminary instruction on research methods.”
- “Prof. Xxxxx’s knowledge of subject matter is detailed and far-reaching; yet she presents material to students in a manner that is friendly and comprehensible.”
- “Dr. Xxxxx has successfully utilized an infused model for library instruction with discipline faculty in history..... This approach fills an instructional need and has been well received.”
- “Dr. Xxxxx’s collaboration with discipline faculty is exemplary, and her efforts to adapt library instruction have increased the library’s information literacy program.”
- “Please accept my sincerest appreciation for the two excellent presentations...”
- “Thanks for all of your help in getting the students on the right track with their research paper.... Many students have come back from the library and said you were a big help in getting them started.”

Student Comments

- “I think the professor’s participation was perfect and very timely. ... Professor Xxxxx was without doubt the best online professor I’ve had.”
- “I really liked how we learned how to research using the Suffolk online library. It was extremely useful and I intend to use it in the future.”
- “I didn’t expect to learn as much as I did.”

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:

SCCC Provides a World of Opportunities

I have learned in my relatively short tenure here that SCCC is a special institution which provides a world of opportunity to the residents of Suffolk County. It is my honor through service to the Eastern Campus and the College to embrace the philosophy of providing opportunities that will enhance the quality of life in Suffolk County. As with my library faculty responsibilities, my service to the campus, college and community is based upon recognizing needs and applying my expertise to fulfill those needs.

In my role as library professor, I serve the campus and the college in numerous ways to enhance the academic enterprise about which I am so passionate. An extensive listing of my contributions follows, but prior to the list I have highlighted some of my major accomplishments. In my discussion as to why I believe my promotion to the rank of associate professor is warranted, I will therefore focus on these major contributions:

1. **Middle States 2007**
2. **Assessment of Learning Outcomes**
3. **College-Wide Library Committees:**
 - I. **Information Literacy Committee**
 - II. **Electronic Resources Committee**
4. **Promoting Academic Integrity**

1. Middle States 2007 – (leadership on college-wide committee)

I have been an active member of the Steering Committee since its formation in Spring 2005. As a member of the Steering Committee, I volunteered to Co-Chair Working Group 8, which has examined Educational Offerings at Suffolk. My Middle States experience has been rewarding. I have greatly increased my understanding of Suffolk, especially of the complexities and breadth of the College's educational offerings. I see the positive qualities and also recognize areas in which it will be possible to implement modifications to attain improvements.

I have conscientiously dedicated myself to the important work of Middle States 2007 and have incorporated the significant time commitment into my schedule, as well as working over the Summer, plus many evenings and weekends. The Steering Committee and Working Group 8 met regularly throughout Spring 2005 to develop a plan for the self-study. Working Group 8 also met and worked during Summer 2005 planning for the Fall when we would examine educational offerings. During Summer 2005, we refined the self-study questions, identified members and welcomed them to our group. In addition, we prepared our presentation for the informational meeting on Opening Day.

In Fall 2005, with about 20 members in Working Group 8, we began the diligent work on our section of the self-study. We met regularly, gathered documents, and conducted research to inform ourselves about the Educational Offerings at Suffolk. With friendly and professional efficiency, I coordinated this large group for the task ahead and have received many statements of appreciation for my leadership in this regard. For example:

“The organizational skills that you evidence and the leadership that you have exerted throughout the process are extraordinary.”

In Spring 2006, we wrote, revised and enhanced our report several times taking into account input from the Middle States Coordinating Council and other members of the College community. We were particularly conscientious about striving to be thorough and accurate, qualities that were appreciated by the Coordinating Council. For example:

“I know that your group has been thorough and that you have led them through a process of investigation, analysis, draft, and revision.... The Working Group that you chair has been the leader in meeting deadlines.”

2. Assessment of Learning Outcomes – (development of outcomes assessment)

In addition to promoting the assessment of library instruction as I discussed above in the section on “Performance of Teaching or Other Duties,” I have participated in college-wide assessment initiatives. Most notably, I have been a member of the College-Wide SUNY General Education Assessment Review (GEAR) Committee for the assessment of Information Management since November 2004. Information management which includes “computer proficiency” and “information literacy” is assessed as an infused competency in the General Education Curriculum.

In Spring and Summer 2005, the GEAR Committee developed a plan to assess this infused competency. We conducted our meetings synchronously via the distance education classrooms. We reviewed the existing plan, updated the assessment rubric, and used the rubric to analyze the bibliographies of EG11 papers to assess how well the students were meeting the learning objectives (the report is not yet available). As a result of this initial college-wide assessment of information literacy, I am collaborating with specialists from Institutional Effectiveness to determine how we can improve the process for future assessment cycles.

3. College-Wide Library Committees:

I. Information Literacy Committee – (leadership on college-wide committee)

When I began my position as a library faculty member at SCCC in May 2003, I immediately joined the Information Literacy Committee (IL) and since that time I have continually served on this important college-wide library committee. In September 2004, I became chair of the committee and have continued in that position until the present time. The IL Committee is very active and we are proud of our many accomplishments including:

- **May 2003 – (revision of existing courses)**
We rationalized the names, numbers and course descriptions for the credit-bearing library research courses. In May 2003, the 1.5 credit library research course had several different names, numbers and descriptions, as a legacy of its separate implementation on each campus. In keeping with the one-college concept, we completed the process to implement one name, one number and one description for the 1.5 credit course. It is now “LR11 Research Essentials: The Library and the Internet” on all three campuses and in the college catalog.
- **June 2003 – (college-wide coordination of courses)**
In preparation for the Fall 2004 sections of LR11, the library faculty who would be teaching this course met to share teaching strategies and innovations. We reviewed syllabi and determined core content and common learning objectives.
- **2003-2004 – (enhance delivery of academic services)**
We provided college-wide input from the IL perspective for the college-wide library webpage which was publicly mounted in early 2004. Our objective was to ensure that the library webpage would provide an effective interface for SCCC students. The faculty who were teaching LR11 in Fall 2003, solicited input from the LR11 students via a questionnaire that the students completed in a hands-on setting while pilot testing the new library webpage.
- **2003-2004 – (enhance delivery of academic services)**
In January 2004, the library migrated to the new SUNY-wide library catalog. The IL committee provided input on customizations that would accommodate the needs of the SCCC community.
- **2004-2005 – (development of college-wide statistics)**
We developed a college-wide system to tally library instruction statistics, which we finalized in 2005-2006. Prior to this each campus kept library instruction statistics, but they were not counted in exactly the same way across the college. In 2004-2005, library faculty college-wide provided 861 library instruction classes; 179 of these were provided on the Eastern Campus; 89 of these were provided by me.
- **2004-2005 – (preparation for Middle States)**
We devoted one of our meetings to discussing the upcoming Middle States self-study in the context of Information Literacy (IL). Prof. Xxxxx , who had assisted with the 2002 Middle States Periodic Review joined our meeting to provide her insights.
- **2005-2006 – (effective leadership for Middle States)**
I served as co-chair of Middle States Working Group 8 which examined IL and library resources in the broader context of educational offerings. In this role, I asked Prof. Xxxxx, who is a library faculty at Ammerman Campus and a member of the IL committee, to serve as leader of the subgroup examining library resources. Both of us were therefore able to solicit input from the library personnel to ensure that the library portion of the self study was inclusive and that all members of the library department were heard.
- **2005-2006 – (dissemination of new instructional materials)**
We revised and updated the IL section of the library webpage.

- 2005-2006 – (**college-wide coordination of curricula**)
We conferred with Dean Xxxxx as an Academic Discipline Committee, representing the Library Department to get our directive regarding the college-wide common syllabi initiative.
- 2005-2006 – (**revision of existing courses**)
We submitted college-wide common syllabi for the two credit-bearing library research courses, LR11 and LR15. I was responsible for developing the LR15 syllabus and soliciting input from my library faculty colleagues. I provided feedback to the library faculty members who developed the LR11 syllabus.
Many of the accomplishments of the IL committee have furthered the one-college concept that is an important college-wide initiative.

II. Electronic Resources Committee (dissemination of new instructional materials)

I joined the College-Wide Library Electronic Resources Committee in Fall 2003 and have been an active member since that time. This committee evaluates all aspects of electronic information resources. For example:

- Each year we review the usage statistics and renewal prices to determine if the electronic resources that we have licensed are being used by the SCCC community. This helps us to determine if we should continue to license all items that we currently have.
- We also review providers for the electronic databases to determine if we can attain a more favorable price. In 2005-2006 we consolidated many of our licenses with WALDO, a library consortium, and extended the purchasing power of our budget.
- We identify information resources that are needed to support the SCCC curriculum and organize trials of library databases so we can determine if there is a product that would help fulfill the information needs.
- I am particularly proud of advocating for three databases that I had used at other institutions. We trialed the databases on my suggestion and then decided to license them for SCCC. We have found *PsycArticles* (licensed in 2003-2004), the EbscoHost family of databases, especially *Academic Search Premier* and *Business Source Premier* (licensed in 2004-05), as well as *JStor* (licensed in 2005-06) particularly useful for SCCC students.

4. Promoting Academic Integrity (creation and presentation of special seminars for faculty)

In addition to promoting Academic Integrity as I discussed above in the section on “Performance of Teaching or Other Duties,” I have participated in college-wide initiatives to promote academic integrity.

Most notably, the faculty roundtable titled “Promoting Academic Integrity” that I facilitated on the Eastern Campus was part of a college-wide initiative. The roundtable developed out of my membership on the College-wide Ad Hoc Academic Integrity Committee. Newly formed in April 2005, this ad hoc committee is a subcommittee of and reports to the College-Wide Academic Standards Committee. As part of a college-wide initiative the ad hoc committee sponsored faculty roundtables titled “Promoting Academic Integrity” on each campus in Spring 2006. Dr. Xxxxx and I facilitated the roundtable on the Eastern Campus which was attended by about 13 Eastern Campus Faculty members.

Service to the College - Chronological List

2006, March 1

- **“Promoting Academic Integrity: A Faculty Roundtable”**

A workshop sponsored by the College-Wide Ad Hoc Academic Integrity Committee and the Eastern Campus

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Teaching and Learning Center.

I co-organized and co-facilitated this roundtable discussion which was attended by about 13 Eastern Campus faculty members.

2006, February 9

- **“Understanding Plagiarism & Documenting Sources. What Works?”**

(participation in student recruitment efforts)

Xxxxx, Head of Enrollment Services at the Eastern Campus, collaborates with the East End Counselors Association to develop a closer working relation between local high schools and SCCC. As part of this initiative, I was invited to speak on academic integrity at a meeting of the East End Counselors Association. I presented my discussion to a large audience of about 80 High School Counselors and English teachers.

2005, April - present

- **College-Wide Middle States Self-Study Steering Committee, Member.**
and
- **College-Wide Middle States Working Group VIII Committee, Standard 11, Co-Chair.**
Middle States Re-accreditation 2007
Standard 11 examines Educational Offerings.
See my comments above in “Candidate’s Statement.”

2005, April-present

- **College-wide Ad Hoc Academic Integrity Committee, Member.**
This committee was formed in April 2005 as a subcommittee of the College-Wide Academic Standards Committee.
We meet several times a semester and are examining ways to systematically promote academic integrity at SCCC. We are taking a multi-pronged approach by exploring the ideas and concerns of students, faculty, and administrators. We are also evaluating effective measures to prevent and deter academic dishonesty. As a member of this committee, I have organized and convened meaningful discussions with the Eastern Campus Deans (December, 2005) and Faculty (March, 2006).

2004, November – present

- **College-Wide GEAR Committee for Assessment of Information Management, Member.**
SUNY General Education Assessment Review (GEAR)
This is part of the SUNY General Education Assessment Plan
See my comments above in “Candidate’s Statement.”

2004, May – present

- **College-Wide Library Marketing Committee, Member.**
We met regularly in 2004-2005 to discuss ways to promote library services and resources.

2003, October

- **Faculty Association phone bank for Nov. 4 election, Volunteer.**
(service on employee organization)

2003, September – present

- **College-Wide Library Electronic Resources Committee, Member.**
See my comments above in “Candidate’s Statement.”

2003, May – present

- **College-Wide Library Information Literacy Committee, Chair.** (2004, September – present)
College-Wide Library Information Literacy Committee, Member (2003, May – 2004, Sept.)

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See my comments above in "Candidate's Statement."

Service to the Eastern Campus - Chronological List

2006, March 1

- **"Promoting Academic Integrity: A Faculty Roundtable"**

A workshop sponsored by the College-Wide Ad Hoc Academic Integrity Committee and the Eastern Campus Teaching and Learning Center.

I co-organized and co-facilitated this roundtable discussion which was attended by about 13 Eastern Campus faculty members.

2005, November 6 (Sunday)

2004, November 7 (Sunday)

2003, November 9 (Sunday)

- **SCCC Open House (participation in student recruitment efforts)**

I provided Library tours to prospective students and their parents.

2005, February 22

- **Student Poetry Slam, Judge (involvement in student activities)**

I participated as one member of a panel of judges.

2005, February 16

- **"Helping Students Understand Plagiarism & Documenting Sources – What Works?" (creation and presentation of seminar for faculty)**

I conducted a faculty workshop at the Eastern Campus Teaching and Learning Center. I prepared a handout for the faculty who attended and mounted the handout on the library webpage to provide wider availability.

2004, November 4

SC68H "The Making of the Modern Mind"

(creation & presentation of seminar for students)

Honors Seminar taught by Professors Xxxxx and Yyyyy

I presented an illustrated guest lecture on German Expressionism to the students.

2004, April 26

- **"Library Research: Designing Effective Assignments" (creation and presentation of seminar for faculty)**

I conducted a faculty workshop at the Eastern Campus Teaching and Learning Center.

I prepared a handout for the faculty who attended and mounted the handout on the library webpage to provide wider availability.

2004, September – 2005, June

- **Computer Art Program Review Committee, Member.**

I prepared and wrote the library section, in addition to providing input on other sections of the program review.

2004, September – present

- **Eastern Campus Congress - Academic Affairs Committee, Member.**

We reviewed and approved proposals for numerous courses and programs.

2004, September 22

- **"Plagiarism. How to Avoid It! A Student Workshop" (creation & presentation of seminar for students)**

I conducted a student workshop during Common Hour.

Revised June 2005

2004

- **Dean of Faculty Search Committee, Member** (search discontinued)

2003, October – present

- **Distinguished Lecture Series Committee, Member.**
In 2003-2004 we featured Congressman Tim Bishop as a guest speaker. On April 29, 2004 he presented a talk titled: “The American Political System & Government.”

2003, September – 2004, June

- **Graphic Design Program Review Committee, Member.**
I prepared and wrote the library section, in addition to providing input on other sections of the program review.

2003, September – present

- **Student Publications Board Committee, Member (involvement in student clubs)**
We meet once or twice a semester to review policies and decisions regarding the Eastern Campus student publications. We interview and elect the editor for the *East End Beacon*.

2003, September-August 2004

- **Eastern Campus Congress – Planning Committee, Member.**

Service to the Department - Chronological List and Candidate’s Statement

My engagement with many facets of life at Suffolk County Community College, as documented throughout this promotion application, is evidence of my substantial service to the Library Department.

As a library professor, I pride myself on promoting library services and resources at every opportunity to faculty, students, administrators and staff. My participation on committees and at college events provides opportunities for me to disseminate information to the College community regarding library services and information resources. Therefore although my chronological list of service to the department could include almost everything that I have listed on this promotion application, I have selected some prominent examples of service to the Eastern Campus Library:

Service to the Department - Ongoing Librarianship Activities – Chronological List

2003-present

- **General Librarianship**
My daily responsibilities constitute a significant aspect of my service to the department. Through the exemplary service that I provide, the library is positively viewed for such daily activities as my:
 - constant interaction with students and classroom faculty to determine information needs and formulate research strategies
 - constant collaborations with library and classroom faculty to determine appropriate library services and resources for SCCC students
 - regular collection development selections to ensure that the collection is relevant and current
 - regular assessment and updating of library procedures and services
- See further comments regarding service to the department above in “Candidate’s Statement” for “Performance of Teaching or Other Duties.”

2003-present

- **College-Wide Library Electronic Resources Committee, Member**

Revised June 2005

- **College-Wide Library Information Literacy Committee, Chair**
See my comments above in “Candidate’s Statement.”

Service to the Department - Committees, Programs, Presentations – Chronological List

2006

- **March 1, “Promoting Academic Integrity: A Faculty Roundtable”**
A workshop sponsored by the College-wide Ad Hoc Academic Integrity Committee
I co-organized and co-facilitated this roundtable at the Eastern Campus. My part on this committee and in this program provides visibility for the Eastern Campus Library’s role in promoting academic integrity.

2005

- April 2005 – present.
Middle States 2007 - Steering Committee Member; Working Group 8, Co-chair
My participation in the Middle States self-study helps ensure that the perspective of the libraries is represented in the Middle States self-study.
- 2005, November 6 (Sunday)
2004, November 7 (Sunday)
2003, November 9 (Sunday)
SCCC Open House (participation in student recruitment efforts)
My attendance on Sunday ensures that prospective students and their parents receive a library tour as part of the Open House.
- February 16
“Helping Students Understand Plagiarism & Documenting Sources – What Works?”
My presentation of this faculty workshop at the Eastern Campus Teaching and Learning Center helped acquaint faculty with me and the library as an important resource when addressing academic integrity.

2004

- November – present
College-Wide GEAR Committee for assessment of Information Management, Member
My participation on this committee helped to develop my working relation with specialists in Institutional Effectiveness. This contact and familiarity with assessment is helpful as the libraries develop assessment of library instruction.
- November 4
**SC68H “The Making of the Modern Mind”
(creation & presentation of guest lecture for students)**
Honors Seminar taught by Prof. Xxxxx and Prof. Yyyy
My presentation of this guest lecture to an honors course provided positive exposure for me and the libraries as important components of the academic enterprise.
- 2004, April 26
“Library Research: Designing Effective Assignments”
My presentation of this faculty workshop at the Eastern Campus Teaching and Learning Center helped acquaint faculty with me and the library as important resources when developing research assignments.
- 2004, September – 2005, June
Computer Art Program Review Committee, Member.
I prepared and wrote the library section, in addition to providing input on other sections of the program review.

Service to the Community - Chronological List

2005, October – 2006, June

2004, October – 2005, June

- **A.G. Prodehl Middle School, Shoreham-Wading River Central School District**
Shared Decision-Making Team, Member
School administrators, teachers, & staff, meet with parents & community members about once a month to share information about important decisions in the school district. Some of the topics we discussed were: logistics for the school for state-mandated testing; learning outcomes for K-12 in SWRCSD; renovation and addition plans for the Middle School.

2005, April – 2006, April

- **A.G. Prodehl Middle School, Shoreham-Wading River Central School District (SWRCSD)**
Madrid Exchange, Co-Coordinator of program for the 2005-06 school year
This is an exchange program between 8th graders from the SWRCSD and a sister school in Madrid. The exchange program is in its 25th year. As one of the coordinators, I facilitated communication amongst the constituents (school, families, Madrid participants); I did the accounting, I organized fundraisers, travel arrangements, and hosting activities (when the Spanish visitors spent two weeks in SWR).
Madrid Exchange, Coordinator of morning food sales (A major fundraiser of about \$12,000 per year)

2004, March

- **Wading River Elementary School, Shoreham-Wading River Central School District**
Wading River Science Fair, Volunteer

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:

Professional Engagement is Essential to Remain Current

Professional engagement is of the utmost importance to me. It is invigorating and also essential to remain current in the profession. My participation in courses, workshops and conferences furthers my professional development and provides significant benefits to SCCC. My contact with library professionals from throughout North America increases Suffolk's national and international visibility. On a pragmatic level, the ideas and people that I interact with during these professional activities enable me to refine library resources and services at Suffolk. As a result, my ability to further the mission of the SCCC libraries to offer excellent services and information resources is enhanced. These techniques and resources facilitate our users' ability to access, evaluate and use information resources.

An extensive listing of my activities and accomplishments as a library professional follows, but prior to the list I have highlighted some major themes in my professional development. In my discussion as to why I believe my promotion to the rank of associate professor is warranted, I will therefore provide a brief discussion regarding the following major themes in my professional growth:

1. **Infused Library Instruction**
 - I. **Infused Library Instruction for ESL Students**
2. **Assessment of Information Literacy Learning Outcomes**
3. **Service to the Profession**
4. **Training in Instructional Technology and Methodology**

1. Infused Library Instruction

I have satisfied the educational criteria for both the ranks of Associate Professor and Professor, however, as an engaged professional I have continued advancing my learning in many ways. I am particularly interested in gaining a deeper understanding of some of the pedagogical methodologies that effectively develop students' information literacy skills.

A promising approach in the academic library profession is the best practice of providing infused library instruction. Infused library instruction consists of a series of hands-on workshops that are closely linked to class assignments and require students to incrementally build information literacy (IL) skills. Infused library instruction enhances outcome behaviors for the critical thinking and synthesis skills that students require to succeed in college. For further details regarding how I have incorporated this into my teaching repertoire, please see my comments above in my "Candidate's Statement" for "Performance of Teaching or Other Duties."

In terms of my professional growth, I have gained advanced learning regarding this approach through a variety of means. Most importantly I participated in the online seminar, "Best Practices in Information Literacy in Undergraduate Education" (July 2004) that was presented by the Learning Times Network and the Association of College and Research Libraries (ACRL). In addition, I have attended several conferences which included presentations regarding infused library instruction. For example: the ACRL National Conference in Minneapolis in 2005 and the SUNYLA Annual Conference in Cortland in 2004.

My professional experience with infused library instruction at SCCC has been extremely successful. As a result, I would like the opportunity to share my innovative techniques with other SCCC faculty. To move this professional agenda forward, I co-authored a Striving for Excellence Mini-Grant with Prof. Xxxxx. We were awarded the grant by the Suffolk Community College Foundation (May 2006) and will be organizing a faculty development program in 2006-2007.

I. Infused Library Instruction for ESL Students

A specialized aspect of my infused library instruction innovations has been collaborating with Prof. Xxxxx on infused instruction for ESL students. My innovations in this area have been of interest to the profession and I presented my findings at the ACRL National Conference in 2005. I was gratified that my proposal was selected by an adjudication committee from a competitive pool of proposals. In addition, Prof. Xxxxx and I have presented our innovations at two conferences: the SUNY Conference on Instructional Technologies(CIT) in Binghamton (May 2005) and the SUNYLA Annual Conference in Geneseo (June 2006).

2. Assessment of Information Literacy Learning Outcomes

Another area of professional growth for me has been to advance my education regarding the assessment of learning outcomes. I have gained extensive knowledge regarding assessment through a variety of means. Most importantly I participated in the online seminar, "Information Literacy and Assessment" (February 2004) that was presented by the Learning Times Network and the Association of College and Research Libraries (ACRL). In addition, I have attended several conferences. Most notably, in conjunction with my Middle States Committee responsibilities, I attended "The 2005 Assessment Institute in Indianapolis" (October 2005). Library conferences have also extended my knowledge of assessment issues. Two of the most useful were : the ACRL National Conference in Minneapolis in 2005 and "Collaborating Across the Campus – Measuring Up to Middle States" in Farmingdale in 2004.

3. Service to the Profession

I also keep current and engaged with the library profession by serving on a regional annual conference committee. Long Island Libraries Research Council (LILRC) has organized a well-respected annual conference on “Libraries and the Future” for about 15 years.

My participation on this committee keeps me informed about library issues in the Long Island region. Helping to organize the conference has been rewarding because our invited speakers are leaders in the field. It has been an opportunity to network with professionals of international stature in a regional setting. In 2005 for example, our guest speakers included Dr. Camila Alire, the current president of the Association of College and Research Libraries (ACRL), and Rueben Martinez, winner of the 2004 MacArthur Foundation “Genius” award.

4. Training in Instructional Technology and Methodology

I furthered my ability to teach in additional modalities by taking SUNY Learning Network Training in 2005. I now teach LR15, a 3 credit library research course, as an asynchronous distance education course.

Professional Growth – Grants Awarded

2006, May

- **“Information Literacy Prepares Developmental Studies Students for Academic Success. A Faculty Development Program and Workshop”**

Professor Xxxxx and I were awarded a Striving for Excellence Mini-Grant from the Suffolk Community College Foundation. We received this award for our proposal to schedule a faculty development program on four non-consecutive days in 2006-2007. The program will be for SCCC faculty who teach developmental studies students, including non-native speakers. We will provide them guidance regarding how infused library instruction can help prepare developmental studies students for academic success.

Professional Growth – Conference Presentations

2006, June 16

- **“ESL Students Need Academic Literacy to Succeed: Infused Library Instruction Helps”**

Co-presenter with Professor Xxxxx at:
38th Annual State University of New York Librarians Association (SUNYLA) Conference
SUNY Geneseo, NY

2005, May 24

- **“Library Instruction Helps ESL Students Embrace Academic Discourse”**

Co-presenter with Professor Xxxxx at:
“Conference on Instructional Technologies” (CIT), Sponsored by FACT (Faculty Access to Computing Technology),
SUNY Binghamton, NY

2005, April 9

- **“Engaging ESL Students in Academic Discourse: What Works?”**

Roundtable facilitator at:
Association of College and Research Libraries (ACRL) 12th National Conference
Minneapolis, MN

The ACRL biennial national conference is the premier national conference for academic librarians. I was honored that my proposal to facilitate a roundtable discussion was selected by an adjudication committee from a competitive pool of proposals.

Professional Growth – Service to the Library Profession

2004, September - present

- **Long Island Libraries Research Council (LILRC) Annual Conference Committee, Member**

I contribute to all aspects of organizing this well-respected annual conference that attracts attendees from Long Island and the Metropolitan NY area. Attendees include library professionals from higher education institutions as well as from the public library sector. The guest speakers include trendsetters in the field. In 2005 for example, our guest speakers included Dr. Camila Alire, the current president of the Association of College and Research Libraries (ACRL), and Rueben Martinez, winner of the 2004 MacArthur Foundation “Genius” award.

2004, February 26

- **“Academic Libraries and Librarianship,” Guest Lecture by Xxxxx**

On invitation, I presented a guest lecture at a meeting of the library science graduate course “LIS745, Academic Libraries,” a course offered by Palmer School of Library and Information Science, Long Island University

2001-2004, October

- **LILRC – Resource Sharing Committee, Member**

I helped organize many programs for library professionals, including two during the period since I began as Assistant Professor at SCCC.

- **“Collaborating Across the Campus – Measuring Up to Middle States,”** 15 Oct. 2004

I compiled a bibliography that was distributed to participants.

- **“Opening the Door: Serving the Culturally and Linguistically Diverse,”** 24 Oct. 2003

Professional Growth – Education: Online Seminars, Training Courses, Workshops

2005, April 27, June 10, August 3, November 29

- **SUNY Learning Network Training (SLN), SCCC Ammerman**

After completing this training I began teaching LR15 (Library Research Methods) at SCCC in Fall 2005 as an SLN course.

2005, February 18

- **“Library Marketing: Tips and Techniques”**

A teleconference at SCCC presented by College of DuPage

2004, July 13-27

- **“Best Practices in Information Literacy in Undergraduate Education”**

An online seminar presented by Learning Times Network and co-sponsored by the Association of College and Research Libraries (ACRL). I participated from SCCC.

2004, May 17-19

- **Great Teacher’s Summer Institute,** Cenacle Retreat House, Ronkonkoma, NY

Sponsored by the Title III Federal Grant

2004, February 5-19

- **“Information Literacy and Assessment”**

Revised June 2005

An online seminar presented by Learning Times Network and co-sponsored by the Association of College and Research Libraries. I participated from SCCC.

2003, June 6 & 27, October 10

- **SUNY Coursespace Training**, SCCC Ammerman

2003, May 30

- **“Developing Students’ Critical Thinking Skills – Strategies for the Classroom”**
Sponsored by Title III Grant, Faculty Development Workshop
SCCC Ammerman

Professional Growth – Library and Assessment Conferences Attended

2006, June 14, 15, 16

- **“Branching Out: Keeping SUNY Libraries Strong”**
38th Annual State University of New York Librarians Association (SUNYLA) Conference
SUNY Geneseo, NY

2005, October 23, 24, 25

- **“The 2005 Assessment Institute in Indianapolis”**
Presented by Planning and Institutional Improvement. Indiana University-Purdue University
Indianapolis, IN
I attended this conference on college business, in connection with my responsibilities on the Middle States
2007 Steering Committee.

2005, October 21

- **“Changing Demographics and Our Libraries – people, collections, and technology”**
14th Annual Conference on Libraries and the Future
Presented by Long Island Library Resources Council (LILRC)
Dowling College, Oakdale, NY

2005, May 23, 24, 25

- **“Fitting the Pieces Together: Pedagogy, Technology, and Learning. Conference on Instructional Technologies” [CIT]**
Sponsored by FACT (Faculty Access to Computing Technology)
SUNY Binghamton, NY

2005, April 7, 8, 9, 10 (including Saturday & Sunday)

- **“Currents & Convergence: Navigating the Rivers of Change”**
Association of College and Research Libraries (ACRL), 12th National Conference
Minneapolis, MN

2004, November 5

- **“Library Vision: 20/10”**
13th Annual Conference on Libraries and the Future
Presented by Long Island Library Resources Council (LILRC)
Dowling College, Oakdale, NY

2004, October 15

- **“Collaborating Across the Campus – Measuring Up to Middle States”**
Presented by the Division of Academic and Special Libraries (DASL) of the Suffolk County Library
Association & the LILRC Resource Sharing Committee

Revised June 2005

SUNY Farmingdale, NY

2004, May 25, 26

- **“The Core of Learning”**
36th Annual State University of New York Librarians Association (SUNYLA) Conference
SUNY Cortland, NY

2003, November 21

- **“Operation Intellectual Freedom: Librarians on the Front Line”**
Association of College and Research Libraries (ACRL), New York Chapter Symposium
Baruch College, New York, NY

2003, October 17

- **“The Information Commons: Delivering Library Service in a Virtual World”**
12th Annual Conference on Libraries and the Future
Presented by Long Island Library Resources Council (LILRC)
Dowling College, Oakdale, NY

Professional Growth - Professional Association Membership

American Libraries Association (ALA)
Association of College and Research Libraries (ACRL)
Suffolk County Libraries Association (SCLA)

Professional Growth – Eastern Campus, Teaching and Learning Center (TLC) Presentations and Workshops Attended

2005, October 3

- **“Finding Your Roots”**
A presentation at the Eastern Campus TLC by Prof. Xxxxx

2005, February 23

- **“Conquering the Plagiarism Epidemic, Part II”**
A workshop at the Eastern Campus TLC by Carrie Ayers, Longman/Allyn & Bacon Publishers

2004, October 20

- **“Tapping Student Literacies and Building an Academic Discourse Community”**
A workshop at the Eastern Campus TLC by Dr. Xxxxx

2004, October 13

- **“Standardized Testing: A Graphic Design Experiment”**
A workshop at the Eastern Campus TLC by Prof. Xxxxx

2004, April 27

- **“Managing Difficult Students: Part II”**
A workshop at the Eastern Campus TLC by Prof. Xxxxx

2004, April 26

- **“Syllabus Building for Online Display”**
A workshop at the Eastern Campus TLC by Prof. Xxxxx

Revised June 2005

2003, November 19

- **“Issues of Diversity from a Fulbright Scholar”**
A workshop at the Eastern Campus TLC by Dr. Xxxxx

2003, September 29

- **“Understanding Students with Mental Health Issues”**
A workshop at the Eastern Campus TLC by Dr. Xxxxx

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

Signature of Administrator

Date