

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, new innovative techniques, methods, 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.

CANDIDATE'S STATEMENT:

My teaching philosophy is simple: Embrace the material with a passion and experience it with all possible senses. This inspires discovery and provides the basis for my experiential learning approach. My students learn to work transparently in the scientific data negotiating new scientific concepts. This provides the opportunity to enhance their problem solving and critical analysis skills and ability to integrate knowledge into new situations. Working from this philosophy, I have developed the following general approaches and methods.

A. APPROACHES, METHODS AND EXAMPLES

- Appreciation of nature, life processes, genetics, biotic and abiotic influences in life interactions and evolutionary descent with modification. Students integrate scientific data using the concepts of ecology and evolution in lab and in lecture,
- Scientific immersion in the subject material and application in real time. Students read daily scientific news articles, watch applicable Discovery Channel, PBS and Learning Channel programs and journal their experiences.
- Ecological principles are discussed and applied in each scientific discipline. Discussions of cancer, parasites and polluted water are integrated into current local environmental issues.
- Empowering the student with concepts of stewardship of our planet and resources by discussions and activities relating to public policy of land utilization, fisheries, biotechnology, the human genome project, safe drinking waters, pesticide use, the responsibility of voting and leading with global ecological principles as the ultimate vision.
- Experiential hands on approach to learning utilizing process learning concepts in the laboratory and the field, Eg. lecture activities and field trips to the beach to collect samples, lab work performing experiments on these materials and in depth analysis by the students of their own experimental data.
- Application of science in the everyday life of the student, Eg. utilization of pop cultures for illustration of scientific principles such as "Deep Impact", "Outbreak", "Gattaca" and the thematic development of the "metaphor for the day"
- Co-curricular activities such as the Natural Sciences Club of which I am advisor promotes process learning and gives students the opportunity to engage in scientific discourse outside of the classroom. The club host guest speakers, goes to the American Museum of Natural History, the Rose Planetarium and has weekly meetings with a scientific program.
- Emphasis on academic scholarship and excellence are established by high academic expectations regardless of the student's major. Students are assessed using a variety of evaluative techniques, Eg. oral presentation, laboratory practicum, essay exam, objective exam, scientific journal, lab book development, field journal, primary literature review.
- Technology use and development is fostered, Eg. Oceanography web site, communication by e-mail, instant messenger, computer review materials for every course
- Approachable and available is how I would describe my relationship with my students. Students access me in my office, class and lab activities, at home by phone, e-mail and in person, if necessary. They know that as a learning community I am dedicated to facilitating the best learning opportunity, Eg. review, offer additional work to further their understanding, find a testing methodology which is meaningful and valuable, apply what they have learned.

Student self-expression is encouraged in interpretation of data, analysis of observations from field and lab, in writing of reports, summarizing primary literature in which opinions based on their experience is encouraged.

- Dedication to be a life long learner
 - Open -ended questions and assignments given as part of the curriculum.
 - Join scientific organizations (American Association for the Advancement of Science, World Wildlife Federation, Wildlife Conservation Society, American Museum of Natural History, Empire Association of Two Year College Biologists)
 - Read scientific journals (Science, Natural History, Discovery, Science News)
 - Attend presentations at libraries (L.I. Littoral Society, Empire State Association of Two Year College Biologists) and other universities (Geology Night at University at Stony Brook)
 - Volunteer to assist in rescue efforts (Riverhead Foundation for Marine Mammal Research Seal and Turtle rescues) and local community groups (Babylon Town Gilgo Beach Dune Grass Planting).
- Inspire the student to reach their potential by mentoring, advising, encouraging activities at dedicated scientific labs, Eg. writing letters of recommendation for Cornell University Shoals Marine Lab, BioPrep, Physical Therapy, Physicians Assistant and Medical programs

Applying the methods above, my work at SCCC has evolved along the lines of process learning and application of science in real time to field work, technology and use, and program development. In the following discussions, I explain the concrete applications of my theory and then discuss innovation and new directions for three concentrated areas of scientific study.

B. APPLICATION, INNOVATION AND NEW DIRECTIONS

BY 50 and 52 Modern Biology for Majors

APPLICATION and INNOVATION

The biology majors Modern Biology BY 50 and 52 courses are rigorous including a lecture and lab component. Lecture exams include a variety of testing styles and different levels of questions based on Bloom's Taxonomy. The laboratory work is comprehensive involving pre-lab work ups, experimentation and post-lab laboratory reports based on the scientific method. Training in technical writing is accomplished in assessing, recording and reporting weekly lab results. Laboratory practicum test the student's recall of scientific fact and their ability to analyze and integrate information as graphs and experimental results.

The BY50 course deals with integrating new lab experiments based on the new lab book which was published 2000. DNA analysis labs teach current methods in biotechnology with an understanding of modern forensics. The BY52 course will be using a new book available for the Spring 2001. DNA gene work will emphasize the commonality of some genes (housekeeping genes necessary for cell maintenance) and the uniqueness of other genes. Field experiences will allow application of the biology systematics learned in this lab, Eg. SCCC West Nature Preserve -analysis of terrestrial ecosystems and Sunken Meadow State Park – analysis of marine ecosystems.

NEW DIRECTION:

My lectures will be put on the internet with a web site initially through Blackboard. I am taking the Teaching and Learning Center design course and contest to design my own website. Delivery of class materials will be multimedia interactive presentations utilizing power point. Ultimately, I wish to incorporate Lab Works Computer Analysis into the laboratory. This requires a Biology lab set up with computer stations for direct analysis of experimental material by using the Lab Works Computer Programs. Dr. Robert Walker has the prototype for this in his Lab Works Chemistry Program. I have attended his workshops and am prepared to take Modern Biology into the 21st century.

OC 15 Introduction to Oceanography and OC 11 Oceanography

APPLICATION and INNOVATION

The Oceanography program is a rigorous progression of scientific disciplines: biology, geology, chemistry, physics, ecology and evolution. It allows students to understand the diversity of the marine environment. Students in the lecture part of this course are treated to a lively array of enthusiastic and interactive teaching techniques whether it be the hand puppet display of ectopods feeding or barnacle mating or the shock wave demonstration of wave theory. They are given tools of vocabulary, systematics, physics theories, geological evolution measurements, extinction rules, and chemical formulas. Students have access to the textbook website for current oceanographic information and a CD Rom was used in the computer lab for review and study.

Algae, studied via collection and mounting at the beach, allows students to compare the chlorophyta, phaeophyta and rhodophyta as well as the evolution of the terrestrial metaphyta. Field observations and experimentation are performed at a variety of locations on Long Island: Sunken Meadow State Park, the salt marsh, beach and brackish pond, Fire Island National Sea Shore, the Fire Island Lighthouse, Captree State Park, the Long Island Maritime Museum, the Riverhead Foundation for

Marine Mammal Research. Students working in teams or learning communities for lab and field sessions do their work as a unit but each must compose a laboratory journal. Students stayed in these groups all semester and formed lasting friendships. Each group was assessed routinely.

Oceanography “Jeopardy” was a game based on the popular show and was a popular review tool. The metaphor for the day empowered the student to relate a sophisticated concept with real life. Examples of these metaphors follows: the sea star lineage is directly related to the vertebrate lineage and this is the reason why each of my oceanography students is a “star”.

Team dissections of invertebrates facilitates understanding of anatomy, physiology and adaptations to various environments. Often the surfers, clambers or fishermen taking the class share the storehouse of practical oceanic information regarding the organisms we are dissecting and this brings practical information to the students.

NEW DIRECTION:

My goal is to put each lecture on a power point presentation which will be available to students via internet. I would like to institute a three hour laboratory session to enable more analysis in both the field and the lab. With this the incorporation of real time internet access will facilitate direct link to the Jason Project world wide and a variety of oceanographic web sites: Woods Hole Oceanographic and Scripps Oceanographic Institutes.

BY42 Animal Parasitology

APPLICATION and INNOVATION:

The Parasitology course BY 42 is an integral part of the Veterinary Science Technology Program recently adopted from SUNY Farmingdale I researched and designed the course developing it with clinical application in mind.

General concepts of parasitology, ecology, epidemiology, life cycles and the parasites are learned. The laboratory consists of viewing of slide specimens and the organisms in living or preserved form. This class goes on a field trip to go the Riverhead Foundation for Marine Mammal Research and has a special behind the scenes tour observing and discussing the parasites found in seals and porpoises. Some students have been inspired to do their internship clinic at the foundation as a direct result of the field experience.

Students routinely converse with me via e-mail and instant messenger to foster clarification of information. These lectures will also be put on the internet for easy access for the students. In this case the Blackboard format will be used to facilitate this mission.

Extensive multimedia presentations consisting of 2x2 carousel projector slides, video and films of selected topics, overhead transparencies, computer presentation in the laboratory permit the visualization of the parasite, disease pathologies and disease epidemiology. The opportunity for the students to review and study from selected programs in the computer labs and the internet is available. Students in all cases whether lecture or lab are immersed in the material with hand on experiences and competency based achievements.

NEW DIRECTION:

Lectures will be put on the internet for easy access and review. More tropical and polar verterinary parasites will be discussed. A “Parasite Journal” with identification sheets for organisms will be required for lab study.

Evidence of my learning facilitation derives directly from my students. Students learn in my classes due to my high scholastic expectations and my willingness to work with each student’s special situation. The following general observations, a-z, come from letters and comments of colleagues and students. Direct quotes taken from cards and letters from students follow.

C. EVIDENCE OF LEARNING FACILITATION EXCELLENCE

- a. the success and popularity of my courses
- b. the opportunity to excel despite poor performance in other classes
- c. the second chance
- d. the ability to retain students in my classes
- e. the reaction students have after the course is finished
- f. the many letters, cards and calls in which students praise their learning experience
- g. my intense passion and love of science and nature which I impart to my students
- h. the number of students who maintain a relationship with me after the course is done
- i. my ability to work successfully with students of any disability
- j. my no boundaries approach to what is learned and achieved
- k. my improvements in the variety of labs which I teach
- l. many students also join the Natural Sciences Club to further immerse themselves in science
- m. the letters of recommendation which students trustingly ask me to help them on their way to successful careers
- n. my approachability and access at any time; day, night, weekend
- o. the joy which my students have in their laboratory experiences where bonding as a cooperative learning unit is fostered and required
- p. the opportunities to interact with former students who are now successful professionals in their field of expertise and

- their thankfulness for a professor who cared
- q. the sharing of my life and experiences with my students to mentor and encourage
 - r. my active networking for the students to act as liason with researchers and opportunities in the field. I have sent students to BioPrep and Shoals Marine Lab.
 - s. bringing outside speakers into the classroom to give a high powered understandable lecture on current research in the field
 - t. appropriate use of computer technology so as not to emphasize the computer but rather the information creatively presented
 - u. use of the internet for easy access at home, sometimes even in the middle of the night via instant messenger on aol
 - v. rapid response to all questions utilizing e-mail
 - w. the opportunity for field trips in all scientific disciplines
 - x. my ability to work with each student with loyalty, compassion and professionalism
 - y. my ability to make even the most complex concept relevant to the students daily life
 - z. my integration of science, government, history, art, music, literature and pop culture which empowers the students to relate and integrate what they learn into their lives as life long learners

The following are excerpts of cards and letters and messages from students who have shared their joyful learning experiences in my classes.

Joseph Bruen: You were the most unique and most definitely the best professor we've ever had. You taught with such passion. You were brave enough to open you life to us, and we responded by opening ours to you. Not only were you a great professor, but you were a great friend. All of us were happy when Tuesdays and Thursdays arrived. We all looked forward to having you class. Like all of my close friends I consider you a part of my family.

Linda Hamburger: As you recall, I had some initial hesitation about taking this course due to the math component. However, after the first class I was hooked and knew that if I didn't take the course that I would be missing something special. I was right. I'm glad I took the risk....You have given me a new awareness and have sparked new interest in my environment.

Victor Cabrera: There was never a dull moment and I can honestly say, I always looked forward to Tuesdays and Thursdays. You are an incredibly smart woman with an incredible personality and an amazing sense of humor.....You inspired me to work hard and study. You truly motivated me in every shape and form. ... You are truly one of a kind.Let me finish off by saying that if angels walk among us, you are walking proof.

Irene E. Orellana:I have been in college for many years, but the semester that has made a change in my life is this one. You are an excellent teacher because you do not only teach, you make us love what you are teaching. The truth is that before your class I disliked very much the sciences, but with you I have learned to like it and now I really appreciate it.

In closing this section I emphasize that I am a life long learner who continually researches new material for each class. Students get each and every one of their exams back to be kept as part of their class portfolio and for use and review in the future. If students can argue a point successfully, they get the credit. Ego is never an issue. As a matter of fact, a challenging student is an intellectual delight. Students can do an extra credit projects which enhance their knowledge of current scientific events. Each lecture and lab has some new component from new research I have done. I learn from my students and my students learn from me and in this way my classroom achieves academic equilibrium.

As a life long learner I will end this section with a quote from the popular Disney movie "Tarzan":
 "...in learning you will teach and teaching you will learn...."

Name of Candidate

SERVICE TO THE COLLEGE AND COMMUNITY:

Include contributions to the department, division, campus, college and community since the last promotion and/or employment at the College. Primary emphasis shall be placed upon service to the College and campus. List in chronological order, including dates. Examples: area, department, division, campus and college committees, duties and organization 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.

CANDIDATE'S STATEMENT:

The role of the community college is to provide a dynamic learning environment in which life long learning skills are cultivated. The community college functions as an incubator which maintains the individual in a nurturing situation while encouraging risk taking and exploration.

Contributions to the environment at SCCC West, service activity in my Department of Natural Sciences and our local communities speak to my commitment as a scientist, educator and community minded person. I perceive my role as key in the implementation of the mission of our college by being a role model to our students, by using academic expertise, personal and professional experiences and contacts to facilitate projects and programs.

The following represents a presentation of key leadership and service roles I have had the opportunity to work on in the last five years from Fall 1995-Spring 2000.

Service to the Department, the Western Campus and the College

MIDDLE STATES RE-ACCREDITATION:

* Member of the College-wide Steering Committee for Middle States Re-accreditation Fall 1995-Spring 1997 including summers. This committee provided the framework and theme for the entire re-accreditation process. We met weekly year round to develop and refine the plan for campus and college wide re-accreditation. My input on this committee contributed to the groundwork which fostered the Middle States Re-accreditation Plan.

* Co-Chair and Chair of the Middle States Re-accreditation Committee for the Western Campus of SCCC Spring, Summers and Fall 1995-1997. I co-chaired the Campus re-accreditation committee with then Dean of Instruction William O'Mahoney. When Dean O'Mahoney left in October 1996, I became Campus Chair of the Western Campus Self-Study. This position meant coordinating campus sub-committees, meeting with campus subcommittees, review campus sub-committee reports through 1996-1997. I am proud to say that under my leadership the Western Campus of SCCC was given unconditional re-accreditation.

* The Campus Committee meant meeting with and coordinating the five subcommittee:
Organization and Support for Teaching Excellence
Campus Environment Supporting Personal/Professional Development and Encouraging
Student Learning
Technology Development and Utilization
Comprehensive Institutional Overview
Video Presentation Committee

* Co-Writer/Co-Editor of Western Campus Self-Study Report. Carol McGorry and I met 3-4 times weekly in late July and August, 1996, editing sub-committee reports, determining the need for further information and/or conclusions from sub-committees, and designing an overall report format with then Asst. Dean of Instruction, William J. O'Mahoney. Following Dean O'Mahoney's departure in the fall, Carol McGorry and I continued to meet regularly, to write and rewrite the report, integrating

subsequent data and making changes. After distributing draft copies, we evaluated proposed changes and then prepared the final document—a 110-page report with a 194-page appendix, submitted on March 1, 1997 to the college wide committee chair, Dr. Toni Kania.

* Middle States Self-Study Western Campus Advisor to the Teaching Excellence and Student Learning Sub-Committees, 1996-1997

* Middle States Self-Study Teaching Excellence Sub-committee Member. Wrote the Five Year Program Analysis for the Department of Natural Sciences and wrote Task 5,6, and 7 for the Organization and Support for Teaching Excellence. 1995-1997.

* Faculty Representative. Met with the Middle States Accreditation team at opening and closing meetings, in individual interviews and open forums—the first week of May, 1997. The Western Campus received unconditional re-accreditation.

COMMITTEE AND CLUB WORK:

* Chair of the Institutional Animal Care and Use Committee (IACAUC) 1999-current. The position of Chair on this committee is a campus appointment from the Executive Dean of the Western Campus mandated by the Federal “Animal Welfare Act”. The Chair is ultimately responsible for the insurance that each and every animal in the Paumanok facility is well cared for and protocols for lab utilization are properly adhered to. This committee is mandated by the USDA of any facility dealing with research animals, animal used for testing, or animals used for instruction. The committee protects the rights of the animals located on the premises and reviews and approves the specific techniques being performed in the Veterinary Science Technician (VST) program. The Chair of this committee hosts 3-4 meeting an academic year, keeps the minutes and recommendations in an orderly fashion for review by the NYS Inspector, inspects the animal care facility and surgery area to insure animal safety and promotes the guidelines recommended by the USDA.

* Tri-Campus Course Review Team in Biology. Review BY 14 non-majors Biology and OC 15 lab Oceanography. Spring 2000-current.

* Sabbatical Committee College Wide. Fall 1998 and Fall 1999. This scholarly committee involved reading the sabbatical research proposals and deciding the outcome based on merit and scholarship.

* Member of the Committee to Oversee the Nature Preserve. 1996-2000.

* Member of the Campus Computing Committee. 1999-2000. This year the committee developed a strategic plan of one year and five year objectives. I co-authored this document with Donald Ferruzzi.

* Advisor of the Natural Sciences Club. 1993-2000. I have been an advisor for this Student Activities club. The club has had several name changes. When I first instituted the club in Spring 1993 the club was named the Science and Nature Club. In 1995 the students decided to foster an environmental theme for the club and officially changed the name to the Environmental Science Club. In the Spring of 1999 the club became the Natural Sciences Club after the Department of Natural Sciences. I have had a co-advisor since Spring 1999.

The following represents some of the activities which I have advised, arranged or co-arranged over the years since my last promotion:

1995-2000 American Museum of Natural History (AMNH) Trip—IMAX theater

AMNH: Rose Planetarium

Ski Trip to Windham Mountain

Howe Caverns

Movie Day: “Contact”, “Apollo 13”

Planetarium

Student Activities Day Fall and Spring

Sweet Briar Farm presentation of Falcons and other birds

Nature Preserve Field Trip

Robert Moses Beach Field Trip

Fire Island Lighthouse Field Trip

Sierra Club Presentation

AIDs table on World Aids Day

Earth Day Speech at the Earth Day presentation

Took students to several ESATYCB meetings (Frost Valley, Ithaca)

* Chair of Campus Life Committee. 1995-1996. Coordinated the installation of the ATM machine in Sagtikos by hosting the SFCU bank, making all the contacts and connections and attending meetings. The ATM was actually installed in the 1996-1997 academic year.

* Served on Several Search Committees:

Spring 2000	Dean of Students
1999-2000	Zoologist in the Department of Natural Sciences
Spring 2000	Veterinarian in the VST Program
Spring 1999	Historian in the Department of Social Sciences
1998	Associate Dean of Students Services
Fall 1998	Earth and Space Scientist in Department of Natural

* Western Campus Enrollment Management Committee. 1998-1999.

* Evening Commons Hour Committee. 1993-2000

* Committee to Encourage the Appreciation of Diversity. (CEAD) 1997-1998. Following our experience with active-learning in the “Striving for Excellence Grant,” Carol McGorry and I researched and developed a series of interdisciplinary field excursions and campus around the theme of “common Roots,” considering the “curious drive of humans to discover new places and spaces.” In conjunction with CEAD, we planned weekend excursion with coach bus transportation, supervised the field trips, and served as mentors, developing curriculum materials associated with the venues.

The following list highlights some of the events:

- 10/29/97 "Lecture: Genetic and Race," Dr. Elof Carlson, SUNY Stony Brook.
- 11/15/97 "African Burial Ground Project," World Trade Center.
- 2/1/98 "Making a Way to Freedom: The History of African Americans on Long Island, Museums at Stony Brook.
- 2/26/98 "African Burial Ground Project," campus presentation.
- 4/25/98 "Museo del Barrio," and "The Studio Museum," Harlem, NYC

* College-Wide Non-Fiction Writing Awards Committee. 1995-1996, 1996-1997.

GRANTS:

- * VATEA Grant "Visual Aids for Parasitology" written with Prof. Brad Boyer for the audio-visual support materials for the VST Program. Granted. 1997.
- * SEATEC Grant Developer and Writer with Bay Shore HS. Not granted. 1995-1996.
- * Wrote a Striving for Excellence Grant 1997 with Carol McGorry to develop a holistic approach to science and literature. It was an experiential program in which students would be taken on field trips to locations and learn the science, history, literature and art associated with the site. Not granted. This was based on the "Common Roots" theme, described subsequently.
- * Participant in the "Beyond the Classroom", a Striving for Excellence Grant achieved by Carol McGorry and Robin Means. Spring/Fall 1996 In this role I participated in sending students from my OC 15 Lab Oceanography class to the USB graduate teaching facility to participate in a teaching workshop. Students then wrote about their experiences and impressions and presented this work at a workshop designed and executed by myself, Carol and Robin.

OTHER SERVICE:

- * Articulation Representative for SUNY Stony Brook. Represented the Biology Program of SCCC with the Division of Biology at Stony Brook for articulation considerations. Spring 1996.
- * Empire State Association of Two Year College Biologists (ESATYCB):
Board Secretary 1996-1997.
Scholarship Committee 1996-1997.
- * Wrote Teaching Institute Fellowship for Summer 2000 to develop a research institute for the campus. This is described in the Professional Development section.
- * Volunteer to Telephone Students for Admission Inquiry. Summer 1998, Summer 1999.
- * Morris K. Udall Scholarship Campus Representative 1997, 1998, 1999, 2000.
- * Commencement Committee Graduation Assistant 1996, 1997, 1998, 1999.
- * Registration Advisor in Sagtikos Lobby 1999, 1998, 1997, 1996.
- * Summer Institutes for Mathematics, Science and the Arts. Summer 1995. Project not granted.

Service to the Community

- * Religious Education Teacher for St. Patrick's Roman Catholic Church Parish:
1998-1999 5th grade religion: the Sacraments
1998-1999 6th grade religion: the Bible

- * Webelos Den 3-1 Helper Mom: Pack 153 1998-1999. Assisted Den mother Lisa Scimeca. Scientist Achievement Pin. Naturalist and Environmentalist Achievement Pin.
- * Academic Expectations and Achievement Committee. Bay Shore Union Free School District. 1995-1996.
- * Technology Committee. Bay Shore Union Free School District. 1996.
- * Science Enrichment Club at Mary G. Clarkson Grammar School: grades K-2. Coordinator and Teacher for the three week program. 1995-1996.
- * Science Discovery Club at Gardiner Manor School: grades 3-5. 1995-1996.
- * Presentation "Women in Science". Bay Shore Middle School. Tomorrow's Women of Today Club. January 9, 1997.
- * Taught a class in Nuclear Fusion Energy to Mrs. Karen Bergendorff's 5th grade class. Fall 1998.
- * Taught a class in Nutrition and Health to Mr. Tom Bernagozzi's 3rd grade class. Fall 1996.
- * Beach Grass Planting at West Gilgo Beach. Town of Babylon. April 17, 1999. Several students in the Oceanography OC15 classes had the opportunity to plant the Beach Grass to preserve the dunes at West Gilgo Beach.
- * Consultant for the Bay Shore High School Advanced Research Program Grades 9-11. Run by Dr. Ronald N. Occhiogrosso. Spring 2000.

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

Signature of Administrator and Designee
of College Personnel Committee

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 material cited.

CANDIDATE'S STATEMENT:

Commitment to scholarship and academic excellence is an important factor in my personal and professional life. I consider myself an educator first and foremost. My journey of knowledge and dispersing knowledge leads me to be current in a number of fields. By taking courses, programs and workshops and giving talks, presentations and courses, I maintain my edge of information excellence. I love the challenge of a good question that is critical, thought provoking with an answer not readily apparent. This is when my scholarship ignites to stimulate discussion, brainstorming and research.

This summer, I am embarking on a new venture representing Suffolk County Community College as a naturalist on the Norwegian Cruise Line vessel "Wind" on the Inside Passage of Alaska. I also participated in the Summer Teaching Institute as a Fellow and developed a proposal for a SCCC Western Campus Natural Sciences Research Institute.

The following represents some of my intellectual and professional pursuits from 1995-2000. In particular, I have explored several strands of intellectual development:

- **the study of current theories in Paleontology**
- **enrichment in marine biology, oceanography and the environment**
- **the use of process learning and pop culture in course curriculum**
- **workshops in and development of technology utilization**
- **diverse scientific and educational presentations, conference, courses and workshops**

PALEONTOLOGY

Paleobiology of Dinosaurs and Dinosaur Dig. Mesa College, Grand Junction, Colorado and Dinosaur National Monument, Utah. NSF Chautauqua Course. Given by Dr. Michael Parrish of Northern Illinois University, DeKalb, Illinois. June 15-20, 1996.

The Dinosaur Family Tree. American Museum of Natural History, New York. NSF Chautauqua Course. Given by Dr. Michael Parrish. April 10-12, 1997.

Society for Vertebrate Paleontology 57th Annual Meeting. The Ramada Congress Hotel. Fall 1997

Society for Vertebrate Paleontology (SVP) 58th Annual Meeting. Snowbird, Utah. Fall 1998.

"Learning From the Fossil Record." Teacher's workshop for development of Paleontology Course/curriculum. Given by University of Utah Continuing Education Department. Snowbird, Utah. October 3, 1998.

MARINE BIOLOGY, OCEANOGRAPHY and the ENVIRONMENT

* Naturalist with the Norwegian Cruise Line vessel "Wind" on the Inside Passage of Alaska. Summer 2000.

Lectures include:

The Oceanography and Natural History of Alaska and the Inside Passage

The Animals and Plants of the Inside Passage

Glaciers: Ice Cathedrals of the Inside Passage

The Natural History of the "Wind" Ports of Call

Alaska's Inside Passage: The Past, The Present, The Future

* Whale Watch Identification Training Workshop. Given by the Coastal Research and Educational Society of Long Island (CRESLI) for the purpose of data collection on our local marine mammals. June 17, 2000.

* Whale Watch Volunteer and Data Collector with CRESLI. 2000-present

- * Honors Oceanography Course. OC11H #7473 and Oceanography Honors Seminar OCHSH #7474. Spring 2000.
- * Shoals Marine Laboratory Alumni Reunion Meeting and Workshop.
 - o August 1997
 - o August 1998
- * UCLA Ocean Discovery Lab at Santa Monica Pier. Visitation and materials review. Spring 2000.
- * Interpretive Nature Guide and Field Talk. Trail opening of the SCCC West Nature Preserve. October, 1996.
- * “A Walk through Earth’s Natural History: a biological and geological perspective”. The Celebrate Summer in Suffolk Festival. May 8, 1999.

PROCESS LEARNING AND POP CULTURE

- * Society for Literature and Science Meeting October 5-8, 2000 Atlanta, Georgia
The Perception of Scientist as Perpetrators of Evil in the Natural World. (Paper accepted. Presentation in preparation.)
- * Outcomes Assessment Workshop: A Performance-Based Model for Assessment of General Education. Given by Dr. Jeffrey Seybert. SCCC Ammerman. March 10, 2000.
- * “Integrating Workplace Skill Standards into the Curriculum”. Title III Symposium. SCCC Ammerman Library. June 2, 2000. Title III Grant Symposium.
- * Teaching Fellows Summer 2000 Institute Fellowship Proposal: “Establishing the SCCC Western Campus Department of Natural Sciences Research Institute”. Accepted. Spring 2000.
- * Process Education Teaching Institute Fellowship Workshop. SCCC Ammerman. June, 5-7, 2000.
- * Improving Teaching and Learning Process. Professional Development Day on Process Learning. SCCC Ammerman. March 2000.
- * Workshop on Collaborative Learning. SCCC Western Campus. By Wayne Zako. November 15, 1996.
- * Teams in the Classroom: Collaborative Learning. SCCC West TLC. By Millie Murphy and Mario Caprio. November 20, 1996.
- * All Academic Convocations

TECHNOLOGY

- * 1st Annual Educational Technology Summit. SCCC West. May 1999.
- * 2nd Annual Educational Technology Summit. Paths to Success Through Technology: Interdisciplinary Applications at the Community College. SCCC West. March 2000.
- * Facilitator at the 2nd Annual Educational Technology Summit in session: “The Art in Technology and The Technology in Art” by Doug Jones and Don Connor. SCCC West. March 2000.
- * Front Page 2000 Workshop. Suffolk Star Workshop. SCCC West Library. Given by Prof. John Kulkosky. March 2000.
- * Proxima and Smart Cart Workshop. Suffolk Star Workshop. Given by Kevin Peterman and Gayle Sheridan. March 2000.
- * Technology in Teaching and Learning: A Bridge to the Future or a Bridge Too Far? Professional Conference Day on Teaching, Learning and Technology. SCCC Ammerman. March, 1996.

DIVERSE SCIENTIFIC, PROFESSIONAL and EDUCATIONAL OPPORTUNITIES

General Presentations

- * Greetings to the Adjunct Faculty. Faculty Speaker and Representative at the Annual Adjunct's Fall Meeting. September 4, 1996.
- * Empire State Association of Two Year College Biologists (ESATYCB) Annual Meeting. "Immunology". Frost Valley, New York. Spring 1996.
- * Panel discussion of the 1996 ESATYCB Conference on Immunology for the Environmental Science Club. Fall 1996.
- * "The Rhythms of the Heart". A presentation/talk given to the Math Club in honor of the Math Theme for 1999 "Rhythms of the Heart". Spring 1999.
- * The Use of Math in Biology. A Talk presented to Prof. John Jerome's MA 53 Pre-Calculus class. Fall 1995.
- * Women in Science. A talk presented to the Tomorrow's Women of Today Club. Bay Shore Middle School. January 9, 1997.
- * Bay Shore Union Free School District Presentations:
 - o Mr. Bernagozzi's 3rd grade class: Nutrition and Health. Fall 1996
 - o Mrs. Bergendorff's 5th grade class: Nuclear Energy. Fall 1998
- * Evening Common Hour Talks:
 - Fall 1995: "Oceanography: Look What's On Our Beaches"
 - Spring 1996: "Oceanography: Look What's On Our Beaches"
 - Fall 1996: "Parasites: Aliens Around And Within"
 - Fall 1997: "Parasites: Aliens Around And Within"
 - Fall 1998 "Parasites: Aliens Around And Within"
 - Fall 1999 "The Age of the Dinosaurs"

Conferences, Workshops and Courses

- * Empire State Association of Two Year College Biologists (ESATYCB) Annual Meeting. "Immunology". Frost Valley, New York. Spring 1996.
- * Life Science Workshop in Molecular Biology. Presented by Benjamin/Cummings Publishing Company. DNA Learning Center. Cold Spring Harbor Lab. Cold Spring Harbor, New York. Fall 1995.
- * New York Academy of the Sciences. New York City, New York. 1998-2000.
- * The Science and Art of Wine Making. Univeristy at Stony Brook, Stony Brook, New York. NSF Chautauqua Course. Given by Dr. Harvard Lyman. June 3-5, 1996.
- * The Self-Study Institute for Middle States. Commission on Higher Education Middle States Association. Training for the Middle States self-study process. Philadelphia, Pennsylvania. December 12-14, 1995.
- * AIDS: Pathogenesis of HIV Infection by Dr. Roy Steigbeigel. Presented by the Natural and Science Club under my facilitation. December 6, 1995.
- * Sex, Development and Evolution. The 16th Stony Brook Symposium on Molecular Biology. May 18-19, 1998.
- * The 21st Century Community College: Innovation and Transformation. Professional Conference Day. SCCC Ammerman. March 1998.
- * Related Travel for information acquisition:
 - Acadia National Park Maine Summer 1997
 - Joshua Tree National Park California Summer 1999

* Embryology Laboratory Guide For Animal Embryology Lab. Developed by me for the BIO 321 Animal Embryology course at University at Stony Brook which I taught from 1997-2000.

Professional Organizations

American Association for the Advancement of Science
American Association of University Women
American Museum of Natural History
American Society of Microbiologists
Citizens Campaign for the Environment
Empire State Association of Two Year College Biologists
Metropolitan Association of College and University Biologists
National Association of Biology Teachers
New York Academy of Sciences
New York State United Teachers
Sigma Xi Research Society
Society of Literature and Science
Society of Vertebrate Paleontology
Suffolk Community College Faculty Association
United University Professionals
Wildlife Conservation Society

Future Plans

Development of the SCCC West Natural Sciences Research Institute.
Collaborate with Carol McGorry of the English Department to adopt a model SCCC West English Research Institute to parallel the SCCC West Natural Sciences Research Institute
Development of Paleontology Course and Curriculum.
Publish a Lab Book for Introduction to Oceanography OC 15.
Update the Parasitology Lab Book for Animal Parasitology BY 42.
Website Development and Design Course. Teaching and Learning Center. SCCC West. Fall 2000.
Publishing on the Internet Course. Teaching and Learning Center. SCCC West. Fall 2000.
Attend the Advanced Institute in Process Education. Madison, Wisconsin. Summer_2001

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

Signature of Administrator and Designee
of College Personnel Committee

Date