
NAME OF CANDIDATE

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:

One of the benefits of a lifetime of teaching is that one can benefit from the experiences with students. I have learned much from my students, and it has made me a better teacher. I am constantly exploring ways to better meet the needs of a diverse student population. I keep up to date in my discipline by frequently attending conferences, reading professional journals, meeting with colleagues and sharing what I have learned with faculty. Teaching has always been my passion, and I believe it is evidenced in my classes. This experience has enabled me to make significant contributions to Suffolk County Community College in the classroom, in administration, in faculty development, and in enriching the offerings to students in the College.

Development of Intensive English Program

In spring 2004 I submitted a proposal for a full-time intensive English Program. The proposal came about as a result of my research with colleagues in other community colleges. I believed it was a need to attract a segment of the ESL population that was not being served. The proposal was approved for a pilot. I wrote the curriculum for three levels and two elective courses. During the summer of 2004 we admitted 20 students in the Grant Campus. I expanded the number of sections offered to day and evening at Grant and day offerings in Selden. The program grew to 144 in the fall 2005 with classes in the day and evening at Grant and day in Selden. This program provided the means for the first time to accept foreign students who did not meet the minimum language requirements to attend SCCC. Many of the students exiting the program have demonstrated high TOEFL scores and have placed directly into EG11.

Teaching

I have been teaching EF04 for a number of years. Over that time, I have mentored other faculty on the course contents, approaches to the curriculum, shared tests I have developed to accurately measure the objectives, refined the level wide final examination, and I have continued to research new and better methods of delivery to the students. Upon leaving my EF04 class, students and faculty in EF08 have told me that students were very well prepared for the writing course based on the knowledge they acquired in EF04.

Administration

I have made a significant number of improvements in the ESL Program. In addition to the implementation of the first full time ESL program I have:

- ◆ Guided faculty in Level 2 and 3 to do an error analysis of the grammar final examinations. The result of this was a discussion, and revision of the two exit examinations.
- ◆ Oversaw the curricular revision of all levels. I met with faculty and a thorough review of the curriculum was made resulting in standardizing exit criteria for all six levels, introducing exit examinations for levels that did not previously have them, introducing a rubric for the evaluation of writing in level 4, and a rubric to evaluate speaking in level 5.
- ◆ Systematized availability and assignments to create a more efficient placement of faculty.
- ◆ Spearheaded fund raising efforts to provide for six \$200 scholarships for ESL students to take college classes each year. I have also embarked on fund raising efforts to provide the funds for one full time scholarship which is projected for 2007.
- ◆ Worked closely with Xxxxx acquire the necessary software to provide the ESL placement examination via computer. This will result in the ability to test students throughout the year and help to retain those students. It will also result in the reduction of cost of testing.
- ◆ I expanded the ESL certificate ceremony to twice a year. This ceremony gives the ESL program and the College greater exposure to the community and public officials. This May will be my 8th ceremony. I plan, take pictures of all graduates on each campus and develop a slide show for the ceremony, invite speakers and public officials, and oversee the preparation and execution of the ceremony which is usually attended by over 400 guests from the community.
- ◆ Implemented the establishment of extension sites in East Hampton and Mattituck to further meet the needs of the east end ESL population.
- ◆ Collaborated with Pearson Longman on a pilot project utilizing a computer based program for instruction in a Level 1 class. We are tracking the students through the program and making a comparison to a control group to determine the effectiveness of this approach.
- ◆ Collaborated with the Department of Education on an International Survey of Adults. After three days of training in Dallas, Texas in 2003, I administered an individual hour long survey to eleven students on the Eastern Campus. This survey was to assist the Department of Education to better understand the levels of literacy of the adult ESL students and to pave the way for improved testing and evaluation.
- ◆ Collaborated with McGraw Hill on a pilot of an exit test for ESL students. Oversaw the distribution and collection of 250 tests which were administered by faculty on three campuses.

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- ◆ Facilitated the presentation of workshops for ESL faculty:
 - October 8, 2002 – Integrating Technology into your ESOL Program
 - October 13, 2003 - Meet the Author – Milaka Broukal – The author presented a workshop for ESL faculty in which she discussed her approach to ESL reading and writing instruction
 - October 27, 2004 - Teleconference/Webcast on Testing and Assessment in the Second Language Classroom
 - Spring 2006 – Power Point for the ESL Classroom (2 sessions)
- ◆ Submitted a proposal to collaborate on a documentary video which will feature SCCC non-native students speaking about the kinds of culture clashes they face. This video can be used in a number of college classes including communication, history, and sociology as well as for faculty development.

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

Signature of Administrator

Date

SERVICE TO THE COLLEGE AND COMMUNITY:

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

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

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

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

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

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

CANDIDATE'S STATEMENT:

I have worked in a variety of capacities at Suffolk. Each experience has opened avenues for me to become involved in the larger college community. I believe I have made significant contributions in a variety of ways to assist Suffolk County Community College in its quest for excellence.

Committee Membership**◆ Registration Advisory Committee 2003 to Present**

As an active member of this committee I participate in the discussions on how to implement and administer the best registration procedures to meet the needs of the diverse population at SCCC. My knowledge of the ESL population permits me to add additional insight to the registration process.

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- ◆ **College Academic Standards Committee** January 2001 to Present
 - Active member of the committee which discussed and submitted guidelines and recommendations to the administration on items such as:
 - Prerequisite Waiver Position Statement
 - W Grade Guidelines
 - Change of Grade Procedures
 - Guidelines for Classroom Decorum
 - Impact of Late Class Cancellation
 - Class Size
 - OS15 Requirement
 - Policy on Advising Signatures
 - Credit Limitations on Portfolio and Other Non-Resident Credit
 - Incomplete Grading Practices
 - Plus/Minus Grade Proposal
- ◆ **Grant Campus Academic Advisory Council** September 2002 to Present
- ◆ **Title III Task Force** 2001 to 2004
 - **Chaired Sub-group on Teaching Fellow Summer Institute** 2003
 - Collected and reviewed applications for the summer institute. Developed a scoring chart to better compare the rubric scores from the applications. Evaluated each application and worked with sub-committee members to select the faculty who would attend the Institute.
 - **Member Sub-group on Teaching Fellows Summer Institute** 2002 – 2004
 - Reviewed and scored applications for the summer institute. As part of the committee assisted in the selection of the finalists
- ◆ **Grant Campus Academic Standards Committee** 2003 to Present
 - **Elected Chair** May 2006
 - **Grant Campus Executive Committee** May 2006
- ◆ **Task Force on Plus/Minus Grade** Spring 2006 - Appointed to Task Force by the Academic Assembly of the Grant Campus to convey the research and discussions on the plus/minus grade proposal that was submitted to the Vice President for consideration.
- ◆ **Master Teacher Committee** This committee was an off –shoot of the Title III Task Force. I brought the training I received from the Master Teacher Colloquium, suggested a Lead Facilitator, helped organize the three day Master Teacher Summer Institute, served as a Facilitator at the Institute, and gave a follow-up report on the Institute. As part of this committee, I submitted a proposal to the Vice-President for the continuation of the Master Teacher Summer Institute. This proposal clearly indicated how there is a direct correlation between the Strategic Plan of SCCC and the goals of the Master Teacher Institute.
- ◆ **Middle States Working Group 8** Fall 2005 and Spring 2006
 - **Chaired Sub-group 1** As chair of this sub-group I directed and participated in answering two of the questions for the Working Group.
- ◆ **OWL Teach Center Advisory Board** Appointed as a member of this Board in spring 2000 and I have continued to represent Suffolk County Community College to the present.
- ◆ **Immigrant Solutions Committee** 2006 to Present – I am an active member of this committee which is looking at opening the lines of communication between immigrants and the community. The first phase is an activity for fall 2006 which will bring migrant workers to the college for an open forum to speak with students and faculty on their prospective on the issues they are facing. I am chairing a sub-committee for the planning of this event.

- ◆ **Professional Development Committee** Co-Chair 2006 to Present
Assisted in the organization of a professional development workshop for Chairs and Administrators on Program Reviews. Assisted in the planning for the fall 2006 All Day College-wide Opening Day Meeting.
- ◆ **Online Faculty Handbook Committee** Fall 2005 - I was assigned a section of the handbook to revise and upgrade. I consulted with the appropriate departments and submitted the revised/upgraded sections.
- ◆ **Planning Team on Immigration Program “Contributions of Immigrants to Life on Long Island”** As a member of this committee I helped to plan and develop the program which was presented on both the Ammerman and Grant Campuses.
- ◆ **Search Committee for Bilingual Counselor** 2005 Member of the search committee which interviewed and recommended candidates for two bilingual counselors to serve all three campuses for the College Success Program and EOP. The result of the search was the hiring of two well qualified candidates.

Other Service

Translations – On a number of occasions I have translated both in person and in written form from English to Spanish or Spanish to English for the Human Resources Department, Plant Operations, and Registrar.

Open House – Represented the ESL Department - November 2003, November 2004, November 2005, May 2006

Dismissal Hearings – January 15, 2004, June 14, 2004, January 18, 2005, June 29, 2005, January 17, 2006 – Participated in the process of interviewing students and making recommendations for students who were on the verge of academic dismissal.

Outreach

- ◆ June 2002 - Met with representatives of ESL Departments from neighboring colleges at Dowling College to discuss an ESL Exchange.
- ◆ Spring 2003 – Met with administrators in Nassau Community College and Westchester Community College to discuss the similarities and differences in our ESL and IEP programs. The meetings resulted in open lines of communication between the ESL Department at SCCC and at these Colleges. The Assistant Dean from Westchester has subsequently attended our ESL Certificate Ceremony and met with some of our faculty and students to research our Friday/Sunday schedule. Westchester has, as a result, begun to offer ESL classes on Friday/Sunday. I continue to communicate with these Colleges on current issues affecting the ESL population.
- ◆ Spring 2003 – I co-presented a workshop at the OWL Teacher Center for mainstream teachers on ESL methodology and useful techniques in the K-12 classroom. (Remuneration Given)
- ◆ Participated in Faculty Calling Campaigns to students who were stripped in 2002, 2003 and 2004.
- ◆ Participated in orientation for students from Copiague High School and South Huntington High School to present the opportunities for ESL students at SCCC 2003, 2004, 2005.
- ◆ Presented the ESL Program in Spanish at Patchogue Medford High School on their ESL Night October 2005.
- ◆ Represented SCCC at the Networking Event of Noticia Hispanomericana October 2005
- ◆ Met with Vice President of Human Resources at ADP to explain the ESL programs at SCCC.
- ◆ Attended a number of meetings during 2004 and 2005 with the Hispanic Roundtable to disseminate information on the ESL programs at SCCC.

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- ◆ Through networking I was able to arrange to be interviewed and had information published about the ESL Program at SCCC:
 - November 2004 – Long Island Association Magazine – “Long Island: A Beacon of Hope for Immigrants”
 - February 1, 2005 – La Tribuna Hispana “Aprendiendo ingles en el Suffolk Community College”
 - September 5, 2005 – Newsday “An Accent on English”
 - June 21, 2005 – Noticia Hispanoamericana – “ESL en Suffolk beneficia a latinos”
- ◆ Arranged to have representatives of the ESL Program attend Bay Shore District ESL night in 2004 and 2005.
- ◆ Met with representatives of PRONTO to discuss how ESL students exiting their program could further their education at SCCC. There were three preliminary meeting and I presented two orientation sessions to the students (one at PRONTO and on the Grant Campus). – Fall and Spring 2006. Met with new Director on May 31, 2006 to continue developing the working relationship with PRONTO.
- ◆ May 23, 2006 - Met with the Director of the Intensive English Center at Stony Brook to explore ways in which our two programs can assist one another.

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

Signature of Administrator

Date

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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:

My life's work has been education, especially focusing on ESL and with a great interest in faculty development both for the ESL faculty and the college faculty as a whole. I work closely with publishers, offering my expertise in the publishing of new materials and working along with them in a variety of projects to field test programs and materials. I have presented both within the College and in the community in my quest to assist my colleagues to better understand the ESL population and to find new and effective means to deliver education.

Presentations:

February 2005 – Title III Taskforce Appreciation Luncheon

I was a member of the planning committee for this activity.

Presented the results of the Master Teachers Summer Institute

April 2006 – Co-Presented for a Professional Development Workshop for SCCC Chairs and Administrators on the ESL Programs.

May 2006 – Co-Presenter – LIESOL Institute – The ESL Programs at SCCC: A Professional Development Workshop for Faculty and Administrators

Proposals Submitted to Present:

October 2006 – Successful Teaching Conference – Institute for Community College Development, Cornell University. Topic – “Understanding and Working Effectively with ESL Students in Mainstream College Classes. My proposal was selected and I will present in October.

November 2006 – New York State TESOL Annual Conference – Same presentation

March 2007 – National TESOL Conference – Seattle, Washington – Same presentation

March 2007 – National TESOL Conference – Seattle, Washington – Co-Presenter – How to develop a workshop for mainstream faculty on ESL programs.

Conferences and Workshops Attended:

October 2002 – Wireless Computing and Distance Learning

October 2002 – Getting the Most Out of Learning Groups

April 2002 – How to Teach Critical Thinking Using Active Learning

June 15 – 19, 2003 – Master Teacher Colloquium

July 2004 – Front Page Workshop

June 2003 – Summer Institute – Outcomes, Instruction and Assessment

May 2003 – Integrating and Assessing Critical Thinking Skills in Your Discipline

February 2003 – Developing a Social Presence in Web-Based Course Discussion and Examples of Effective Electronic On Line Discussion

March 2003 – Shaping Student Behaviors to Promote Learning

November 2002 – Sharing Responsibility for the Success of Developmental Students

December 2003 – Arousing Student Motivation in the College Classroom

March 30 – April 1, 2003 – Adult Education Program Study

March 26 – 29, 2003 – National TESOL Conference, Baltimore, Maryland

November 7, 2003 – New York State TESOL Conference, Rye Brook, New York

Conferences and Workshops Attended: (Continued)

November 11, 2005 – New York State TESOL Conference, New York, New York
February 28, 2006 – Qualities of a Master Teacher – and Forging a New Path
Museo del Barrio Sponsored by Pearson Longman
March 14 – 18, 2006 – National TESOL Conference, Tampa, Florida
March 28, 2006 – TLC – The Electronic Classroom
May 6, 2006 – LIESL Institute, Malloy College, NY
June 2, 2006 – Conducting a Successful Program Review

Book Reviews:

Advanced Learner’s Grammar – Pearson Longman, July 2002 – Reviewed text and evaluated content for possible publication in the United States.

Read to Succeed – Book 2 - Houghton Mifflin, July 2003 – Reviewed manuscript for possible publication. I evaluated the materials and gave my opinion on the proposed markets that would be appropriate for the possible text.

Learning English for Academic Purposes - Pearson Longman, July 2005 - Reviewed text and evaluated the material and organization. This text was originally written for students in Canada, and I reviewed to react to its relevance for the ESL students in the United States.

Work on Writing – Pearson Longman, October 2005 – Reviewed prospectus and manuscript for possible publication. I gave my evaluation of the material and on the proposed markets that would be appropriate for this possible text.

Awards

Nominated for Chancellor’s Award for Professional Service – May 2006

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Signature of Administrator

Date