

**Tab E Candidate's Executive Summary
2017-2018 Promotion/Tenure**

- Candidate's executive summary

Executive Summary

To: Renay Scott, President, Doña Ana Community College

DACC Promotion and Tenure Committees

Please consider the following letter of application for promotion to Associate Professor. Since my last promotion, I have completed three years as an Assistant Professor at DACC. During this time, I have remained focused on becoming a more effective teacher, continued to develop as a professional in our community, remained committed to serving students and the institution of DACC, and emerged as a leader in our college. In this letter, I will demonstrate that my work at DACC is commensurate with the responsibilities of an Associate Professor.

Working with students is a passion for me and I believe I have spent the last few years working to become a more effective teacher. Since 2015, I have made tremendous changes to how I teach my courses. My goals as an instructor have been to improve my online and hybrid course design, expand my range of teaching, create thorough and effective assessment projects, produce course materials to aid learning, and to improve course interactions in multiple modalities.

To improve my course design, I have had several goals related to Quality Matters. I have made, and continue to make substantial changes to my online courses to align with QM standards. For examples, my sample syllabi provided (see Tab C, Syllabi) shows that the first week of each of my courses is now dedicated to the course overview and introduction (Standard One of QM), which I had not previously done. For Standard Two I spent time evaluating my learning objectives and modifying assignments in my course to make sure that the learning objectives for each unit were clear and measurable (see sample assignments in Tab C –Teaching and Related Activities - Curriculum, pages 2-10). In 2015 I created a welcome/getting started page for my courses and focused on Standards three and four by creating rubrics to make the objectives of each assignment clear (see sample rubrics, module, and Welcome Page in Tab C – Teaching and Related Activities - Other Documentation Pages 1-3). Most recently, I have started updating my course to reflect the changes to the Quality Matters Rubric and editing my online courses to submit for QM review (see AOE 2017-18 Teaching and Related Activities Goal 1). I believe my course design has substantially improved with my work on incorporating Quality Matters Standards and I plan to move forward with receiving QM certification for at least one course in the near future.

In addition to my work on course design, I have worked on the curriculum for my courses. Every year I have tried improving at least one unit in my courses. I have developed public speaking activities that align closely with student learning outcomes, incorporated new assignments based on professional development, and refined assignments when a unit wasn't yielding the desired outcome. Developing and refining the public speaking assignments for my courses has been tremendously valuable for both COMM 253G and COMM 265G. Because of the variety of styles that I have taught the course (online, face to face, and hybrid/blended courses) refining the public speaking activities has been a high priority for me. Regardless of the topic, I want students to receive similar experiences regardless of how they take the course, so I have created assignments that I can use in all of these settings (see Tab C –Teaching and Related Activities - Curriculum, pages 2-10). Additionally, after taking my second Writing across the Curriculum seminar in 2015, I created a new assignment that focuses on improving understanding of content by increasing student writing. I have developed an interest in using scaffolding assignments to produce stronger work on major assignments for my students. In 2015 I created scaffolding assignments for student presentations and piloted them in my online course. The assessment did not yield the expected results. However, continuing to use these assignments since then has demonstrated that there may be a point of intervention to improve student results on their public speaking assignments (see 2016-17 Final Allocation of Effort, Teaching and Related Activities Goal). I will continue collecting data and checking in with students that are

struggling at the point of intervention identified. In the upcoming academic year, I will plan for one-on-one conferencing based on a *Teachers Teaching Teachers* event that I attended in the spring of 2018 (see AOE 2017-18 Scholarship and Creative Activity Other: Teaching and Learning Committee Events).

Another area of interest that I have as an instructor is to improve communication with my students. Incorporating Quality Matters Standards has been one method that I have employed to improve interactions with students. I have done this by being explicit in my syllabus about the expectations of the course, using modules in my course to breakdown assignments and learning objectives, and by having an overall focus on course design. Aside from QM, I have also worked to identify and respect the diversity that I have in the classroom. In 2016 I started to note barriers to student success that I would like to work to reduce in my courses (see 2016-17 Final Allocation of Effort, Teaching and Related Activities, Goal 3, page 3). Student success, while maintaining rigor in the course, is a high priority for me and something that I would like to continue to make progress on as an instructor. This year I continued with this goal by completing multiple professional development opportunities. The first was a Green Zone training provided by NMSU dedicated to working with military students (see Tab D – Scholarship and Creative Activities – Professional Development – Page 5). The second was attending a presentation by Elizabeth Freeman at the Fall Professional Development Day. *Tips for Teaching ELL Students – and Others* focused of teaching strategies for English Language Learner students. This was followed up nicely with a *Teacher TALC event* hosted by the Teaching and Learning Committee (see please see Tab D - Scholarship and Creative Activities – Professional Development – Page 2).

In addition to becoming a more effective teacher, I have worked to develop as a professional in our community. I have attended many professional development opportunities as well as created professional development opportunities for my colleagues. Because many of my teaching goals have been related to improving my online courses and incorporating Quality Matters, much of my professional development reflects an interest in these areas. But, I have also developed my assessment practices, learned and demonstrated effective teaching practices and styles, and focused on remaining current in the field of Communication Studies.

For the last several years, I have sought out professional development in regard to teaching online courses. Some examples are attending the workshop *Improving Your Online Course* in 2015, and attending Teaching Academy workshops for *Modules in Canvas*, *How to Use Adobe Connect in Canvas*, and *Using Canvas for collaboration and Group Work* (for documentation, please see Tab D, Professional Development, pages 1-6). This year I also took an opportunity to reflect on the types of feedback that I give in online courses, which lead to substantial changes in my teaching strategies (see AOE 2017-18 Scholarship and Creative Activities Goal 3). I believe that I have substantially improved my online courses and I have even created workshops and presentations regarding online courses for others. For example, I presented *Using Online Presentations to Engage Students: Tips and Best Practices* at the 2015 Fall Professional Development Day and *Reducing Assignment Intimidation through Online Discussions* with Krista MacDonald and Lisanne Grant at the 2016 Community College Round Up. Each of these sessions was received positively and reflected the progress that I have made in creating effective online courses (see sample presentations in Tab D – Scholarship and Creative Activities - Creative Activities pages 9-12).

In addition to the progress I have made in my online teaching, I have developed and refined my assessment practices. In my time at DACC I have learned how to use assessment as an essential tool for my courses and program. Because I was relatively unfamiliar with classroom assessment practices when I first came to DACC, I attended workshops, conferences, and more regarding assessment. Since 2015, I have attended multiple New Mexico Higher Education Assessment Association retreats, NMHEAR conferences, the NMSU Conference of Assessment, and several Assessment Teas hosted at DACC. I believe that all of these opportunities provided me with the ability to think about assessment as a means to make guided changes to my courses and program. I frequently use the skills that I have learned regarding assessment when I create new assignments in the classroom. I use these skills when I want to know how effective an existing assignment is in meeting a desired outcome and when I contribute to and lead program assessment for my department. This year, I lead the HSS program's assessment (please see Tab C – Teaching and Related Activities – Assessment – pages 2-4).

I have also looked for professional development regarding effective teaching practices and styles. One area that I have made progress on is improving my hybrid/blended courses. After attending a Teaching Academy workshop titled *Really Flipping the Classroom* in 2015, I decided that I would use some of the recommended practices from the presenter. Since then, I have limited in-class lectures and focused on creating out-of-class readings, discussions, lectures, and notes. This has dramatically changed the way my hybrid/blended course is structured. We spend more time focusing on activities that meet the specific learning outcomes for the course and less time lecturing in class. I have also attended Writing across the Curriculum summer seminars in an effort to improve the writing assignments in my courses. The assignments I created during these seminars are valuable to me because they provide a way to monitor student progress on particular subjects and provide me with an opportunity to give each student individual feedback. The Writing across the Curriculum seminars and a Teaching Academy workshop *Getting Students to Focus on Learning Instead of Grades* all helped me to reflect on communicating the importance of learning in the classroom rather than focusing on grades. I believe that I have crafted assignments that more closely align with my learning objectives and because of the professional development I have received on assessment, I am able to more properly identify what students know rather than what I think they know (for documentation, see Tab C – Scholarship and Creative Activities - Professional Development).

Remaining current in the field of Communication has also been a priority for me. In the last several years, I have had the opportunity to attend regional conferences that are related to my discipline. The Southwest Popular and American Culture Association (SWPACA) Conference has been a great way to remain current in the field of Communication Studies. Culture is something that is quite prominent in the field of communication and popular culture is a great way to incorporate the content from my courses into a comfortable setting for my students to learn. The diverse presentations and speakers at the conference has allowed me to tailor class assignments to fit a larger audience. I have developed several assignments using popular culture to discuss content in my courses. One assignment that stands out is something that was originally developed for my COMM 253G course, but I use in COMM 265G as well. At the SWPACA conference, the speakers were discussing using the television show “Last Week Tonight” to demonstrate long for argumentation. After piloting the assignment in spring 2016, I developed the assignment further and incorporated it into both of my courses for the 2016-17 academic year (for documentation, see Tab C – Teaching and Related Activities - Curriculum page 11).

Though SWPACA is a great way that I have found to remain current in my discipline, I have also attended and presented at a regional communication association conference. In the spring of 2018 I, along with the other Communication Studies faculty, attended the Western States Communication Association Conference. WSCA is a wonderful conference that allowed me to update assignments in my course (see Tab C – Teaching and Related Activities – Curriculum – pages 7-8), network with other Communication Studies faculty from around the country, and share the work that my colleagues and I have done in our program by presenting in a panel at the conference (for the assignment presented, see Tab C – Teaching and Related Activities – Curriculum – pages 4-6 and the program in Tab D – Scholarship and Creative Activities – Creative Activities – Page 8).

I believe that my commitment to serving DACC is evident. In addition to my scholarship and creative activities, I have worked on several tasks that support my department, division, college, and our students. As a member of the Humanities and Social Sciences department I frequently work with the other faculty to develop our programs. Annually, I help to complete program assessment for the COMM 253G and COMM 265G courses. Some years I contribute artifacts and facilitate whomever is leading the assessment project and other times I have taken the lead on assessment for one of the courses. I believe that this work is beneficial to both the students and the faculty because it helps to inform decisions regarding content and structure for the courses (for this year’s program assessment project, please see Tab C, Assessment of Student Learning, Pages 2-4). In addition to assessment projects, I have worked to assist part time faculty in my program. I have created resources and provided trainings to our part time faculty to better prepare them for their own courses. For example, every year an orientation is offered to the part time Communication Studies Faculty. I have both contributed to the orientation and led it, depending on what was needed. At the orientation, we provide resources to the faculty to prepare their courses and highlight the requirements for both COMM 253G and COMM 265G (to view the presentation, see Tab F – Service - Institutional Services, pages 14-15). These resources are posted to a faculty

Canvas page and include the master syllabus, a sample syllabus and schedule, public speaking assignments, chapter question banks, and class activities (the Canvas homepage and more can be found in Tab F – Service - Institutional Service - pages 16-17). I, along with the other Communication Studies faculty, work to add and maintain the resources on the Canvas page.

Outside of the work done in my department, I have served on a variety of committees and taskforces. Currently I serve on the Teaching and Learning Committee, the Las Cruces Public Schools Taskforce, the Academic Program Review Committee, the Faculty Affairs Committee, and the Learning Resource Network. I believe that each of these committees plays a valuable role for our institution. As a member of the Teaching and Learning Committee for the last three years, I have had an active interest in both identifying and helping others identify traits of effective teaching. This work is important because it has the potential to directly influence teaching practices (for documentation, see Tab F – Service - Institutional Service, Page 1).

My work on the Las Cruces Public Schools Taskforce for the last several years has been valuable to me as an instructor. I initially joined the taskforce with the goal of improving my courses when I teach early college high school and dual credit students, but it has become so much more than that. As a group we have created meaningful policy, procedures, and best practices for dual credit and early college high school programs (for documentation, see Tab F – Service - Institutional Service, Page 2).

For the second year I had the opportunity to serve on the Academic Program Review Committee. I wanted to learn more about the Program Review process and joined the committee with the intent of contributing to a valuable discussion about the different programs at DACC. I believe that the work on this committee is so important and we provided meaningful feedback to the programs that we reviewed for the year. I learned so much from the committee and I look forward to helping my program and others work toward meaningful reviews (for documentation, see Tab F – Service - Institutional Services Page 3).

Since 2015 I have also had the opportunity to lead many initiatives at DACC. In 2016-17 I chaired two committees simultaneously. As Co-Chair of the Cultural Diversity Committee we were able to host two large community events that met our committee responsibility to engage the community in cultural activities and address the topic of cultural diversity. Co-chairing the committee required designating responsibility to committee members and organizing the events. The annual Week of Remembrance and our spring event: The Cultural Experience were both well attended and well planned events. I worked on the committee for several years and I believe recognizing and appreciating diversity in a place as diverse as DACC is imperative and our work on the committee highlights this idea (for documentation, see Tab G - Leadership, pages 5-6).

As chair of the Faculty Affairs Committee for the last two years, I have organized several major projects. Having been a member of the committee for five years, I understand the value of professional development at DACC. In 2016-17, the committee worked to facilitate two professional development opportunities: The Community College Round Up and the Spring Professional Development Day. In 2017-18 I lead the committee through another Professional Development Day and implemented new professional development opportunities in the spring 2018 semester. All of these events are in line with our committee charge and reflect an overall desire of DACC to provide substantive professional development to the faculty and staff at our institution. We were also responsible for executing the nomination and reward process for the Donald C. Roush Excellence in Teaching Award. With the implementation of the new nomination process, we were able to improve student participation in this award and offer a more equitable opportunity for members of each division to be nominated (see the committee report from this year in Tab F – Service – Institutional Service – Page 13). Chairing each of these committees has fulfilled a desire to work on things that have a practical and significant purpose at DACC.

Most recently, I have worked with Doug Layer to administer the Learning Resource Network which has been influential in shaping professional development at DACC. The Learning Resource Network (LRN) began as a series of conversations between a committee in which I was chair, the Faculty Affairs Committee, and the Teaching and Learning Committee in which Doug was chair. The focus of these discussions was the need to centralize and better promote the existing professional development opportunities being offered on the DACC campuses. As a result, we launched the Learning

Resource Network. Our vision is leading the college to make substantive improvements to coordinate, schedule, market, and monitor professional development offerings at DACC. The Learning Resource Network officially launched in spring 2018 and led to the creation of approximately 20 professional development opportunities with 86 unique users (see our semester reports in Tab F – Service – Institutional Service – pages 7-10). Our leadership on this project created a hugely successful launch of the Learning Resource Network and we will continue to lead this program to incorporate all professional development offerings at DACC.

Though this is a highlight of my current work, I was previously able to serve the college in other ways. For three years I served on the Assessment Committee. This experience helped my own assessment practices grow and I have been able to successfully lead a number of assessment projects. Even though I am no longer a member of the committee, I still volunteer and contribute to their assessment projects (see 2016-17 Allocation of Effort). I have also been a committee member for two search committees that were responsible for assisting in the hiring of new faculty since my last promotion. This was valuable to me because it required me to identify traits that are important to possess as a member of our community.

My goals for the future are significant. In the upcoming year I plan on continuing my work on the Learning Resource Network, chairing the Teaching and Learning Committee, and serving on various committees. I also plan to work on meaningful projects to improve student retention and continue developing as a professional in our community.

In the past several years I have become a more effective teacher, developed as a professional in our community, remained committed to serving the students and institution of DACC, and have become a leader in the college. I believe that the work and responsibility I have taken on exceed the expectations of my rank. Given the opportunity, I will continue to grow and learn, which is imperative in our field. Thank you for your time and consideration.

Sincerely,



Corey Purcell