

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

- Candidate's executive summary

## **EXECUTIVE SUMMARY**

### **Introduction**

The purpose of this executive summary is to request promotion to the rank of Assistant Professor. Since August 2015, I have had the privilege of being an Instructor at Doña Ana Community College (DACC) in which I have developed knowledge and skills in my instructional effectiveness. I have worked to increase my efforts in deepening my knowledge in my teaching discipline and field, my services to the college and community, and my advancement in creative activities. I believe with these accomplishments, I meet the rank expectation required of an Assistant Professor per NMSU Community College Promotion and Tenure Policy 5.90.3.5. Within in this portfolio, I have provided information and documentation to provide examples of my work and efforts.

### **Teaching Philosophy**

As a DACC educator, I strive to be an expert in my field and implement best teaching practices. Although I believe these things are extremely important in being an effective educator, I also believe that there is more required than that. I do not believe that teaching is telling, nor do I believe that a perfect learning environment can be created for all. My philosophy of teaching is also dictated by my understanding of how one learns, and how I can foster that process. To determine how one learns, I begin each semester by looking at each class and each student to begin a relationship. This relationship allows me to get to know the reality of their world, what they are trying to accomplish, and their conditions that influence them. With this knowledge, I work to find the language, develop the curriculum, and create motivation to reach them in the most meaningful way possible. As an educator, I must understand my discipline and how it can be learned. This will vary with each student. Therefore, it is critical for me to understand how individuals learn as much as what I am teaching. I never have a course curriculum that is "done" even if I have taught it a dozen times. Every lecture, assignment, and assessment is reconsidered as I determine the best way I can meet

my program and course objectives with a current class or student. My consistency is in working to create a natural critical learning environment by creating learning through authentic tasks that challenge students and allow them control over their learning. I believe that students want to learn and they have the ability to learn. It is my goal to ensure that the education I provide my students is focused on preparing them for the world in which they will live and work. I still fail at some of the things I try; I do not reach all students equally all the time. I know that my own learning is a never-ending journey, not only in my field and teaching techniques, but about learning itself and the specific set of students I have at any given time.

### **Teaching and Related Activities**

#### Curriculum

I began my 9-month position as Instructor in the Business Office Technology Program in August 2015. However, I had taught at DACC many years prior to that as adjunct faculty. In that time, I taught in 3 different divisions and a wide range of courses (see Promotion Notebook, Section F, Curriculum Vitae, page 2-3.) Although all these courses were in my field of study, I experienced the differences that came from the students and programs of each division. Now, as a full-time Instructor in BOT, I have experienced student interactions in our courses, advising and mentoring, and supervision of their hands-on experiences in their BOT 221 and HIT 221 Internship courses. I have learned how to prepare our students to excel upon graduating. Since the beginning of my full-time status, I have had the opportunity to teach 9 different courses (BOT 101, BOT 105, BOT 106, BOT 109, BOT 203, BOT 207, BOT 209, BOT/HIT 221, BOT 239), and fully develop or revamp all but one of them (BOT 106.) I developed each one of these courses to be taught in a traditional face-to-face class as well as online. I was able to offer the BOT 207 Machine Transcription course online for the Department for the first time (Documentation Notebook, Section C, 2017-2018 Syllabi Tab.) I have had three courses achieve a Quality Matters Certification over the last three years. The BOT 239 Professional Development was certified in Fall 2015, BOT

105 Business English I in Summer 2016, and BOT 109 Business English II in Spring 18 (Documentation Notebook, Section C, 2017-2018 Other Documentation.)

I am proud of all the work I have done in my courses; however, a large amount of time has been put toward the English courses that I teach. As the primary instructor for BOT 105 Business English I, BOT 109 Business English II, and BOT 209 Business and Technical Writing, I needed to incorporate a significant amount of writing to meet the course objectives for each that require learners apply their new knowledge. For Business English I, the primary focus for writing assignments is proofreading and editing (example in Documentation Notebook, Section C, Promotion Curriculum Tab, Exhibit 1 & 2.) For the continuing course, Business English II, learners advance in their writing to create professional correspondence and practice sentence and paragraph structure, grammar, and correct formatting (example in the Documentation Notebook, Section C, Promotion Curriculum Tab, Exhibit 3 & 4.) In the Business and Technical Writing course, I developed a semester long scaffolding curriculum (example in the Documentation Notebook, Section C, 2015-2016 Assessment Tab, Exhibit 3-5.) The semester concludes with a capstone project that is produced by the learner based off their own interests with guidelines to allow them control over their learning (see Documentation Notebook, Section C, 2016-2017 Assessment Tab, Exhibit 1-3.)

It has also been a great experience to share what I have done with my colleagues in both a collaborative and informative capacity. With common goals among my peers and I, it has been a highlight to collaborate with not only other faculty in my program, but with faculty in the Hospitality and Culinary program as well. During the spring semesters, I have had BOT 105 Business English and BOT 215 Spreadsheet sections specifically offered, but not limited to, Hospitality and Culinary students. With the insight and recommendation of Hospitality and Culinary faculty member Lorrie Harper, I was able to create course materials and curriculum that would correlate with concurrent courses these students were taking to create a more meaningful and applicable learning experience (see Promotion Notebook, Section I, Lorrie Harper Letter of Reference; Documentation Notebook, Section C, Promotion Curriculum Tab, Exhibit 5 & 6.)

## Assessment

The assessments that I have done have had a direct impact on my teaching, curriculum choices, and course design. My assessments are implemented not only to evaluate students' success in meeting learning objectives, but also to check my own efforts and to influence the changes that I make.

The progression of refining the curriculum in my courses has developed over the span of 4 semesters and AOE assessment goals I set in the 2015-2016 and 2016-2017 year. To assess the course objectives of BOT 209 Business and Technical Writing that ensures learners will be able to communicate technically in business writing, I assessed the outcome of the scaffolding assignments given through the semester (see Documentation Notebook, Section C, 2015-2016 Assessment Tab, Exhibit 6-8) and the capstone project completed at the end of the semester (Documentation Notebook, Section C, 2016-2017 Assessment Tab, Exhibit 4.) In addition, I have also spent the last three years focusing on refining the BOT 105 Business English course by extending the current text to include its web-based supplement (MindTap,) developing numerous writing assignments and assessments to accompany the text, and offering the course in multiple formats while adjusting for each modality (Documentation Notebook, Section C, 2017-2018 Student Assessment Tab, Exhibit 1-2.)

One of the most beneficial things that took place over my first three years that influenced my assessment choices was in developing a relationship with members of our Business Office Technology Advisory Council. Their knowledge and experience further enhanced my efforts in supporting our students to be prepared for the workforce. Another meaningful student assessment I have incorporated was through the recommendation of an Advisory Council member. Ms. Marietta Valdez from the NM Workforce Development Center provided me with free access codes to ProveIt Assessments as a means of measuring and validating my current curriculum in comparison to industry standards for 4 consecutive semesters. Not only was I able to see the scores of my students from these assessments, but the students were able to self-assess and gain perspective of their growth beyond the classroom and in their technical field. The questions on the assessment, the totality of student scores, and

student reflection on their scores, all provided me invaluable information and guidance to broaden, deepen, or introduce course content within the curriculum. In 2016-2017, I used the "Punctuation" ProveIt in my BOT 109 Business English II course and the "Business Etiquette" ProveIt in my BOT 239 course. In 2017-2018, I used the "Business Etiquette" ProveIt in my BOT 221 and HIT 221 Internship course (see Documentation Notebook, Section C, 2016-2017 Assessment Tab, Exhibit 5-7; Documentation Notebook, Section C, 2017-2018 Assessment Tab, Exhibit 3-7.)

### Student Development

One of the most challenging tasks I had in beginning my position as an instructor was learning how to correctly advise our students. I had a huge amount of guidance and instruction through my Department Chair, Diane Prince; BOT Teaching Tech, Nancy Gonzalez; and Division Advisor, Argelia Hernandez. My Student Development AOE goals have always been to enhance student enrollment, retention, and persistence for BOT students. To accomplish this, I created presentations to be used in both my traditional and online courses beginning with my first year to demonstrate to students how to register for classes. For the first year, I spent approximately half a class in my traditional classes going over how to run a degree audit and register for classes. For my online courses, I created a Screen-Cast-O-Matic video going over this same information and I posted it on the course home pages (see Documentation Notebook, Section C, 2015-2016 Student Development Tab, Exhibit 1-2.) For my second year, I continued doing this, but I expanded the presentation to include how to navigate through my.nmsu.edu. For the 2017-2018 year, I was placed in a newly formed "Division Retention" Team by Dean Bagwell and our group expanded on this idea even further. We created a PowerPoint we called "An Introduction to Course Registration and Scheduling" and provided this to all faculty and staff in the B&PS Division. The purpose of this PowerPoint was to be used as a tool for traditional and online course presentation by faculty, and it was also helpful in providing guidance to faculty who were new to the advising process. (see Documentation Notebook, Section C, 2017-2018 Student Development Tab, Exhibit 1-2.) It believe that through these efforts, the

amount of students who make an appointment for personal advising with me each year has increased from 5 in 2015-2016 to 28 in 2017-2018 (see Documentation Notebook, Section C, Advising Tab.)

I also participated in recruiting activities when they were available (Documentation Notebook, Section C, 2017-2018 Student Development Tab, Exhibit 3,) as well as making presentations to the Adult Education students at DACC (Documentation Notebook, Section F, 2015-2016 Institutional Services Tab, Exhibit 2-3.)

### **Scholarship and Creative Activities**

I am very dedicated to my online teaching skills and knowledge as it typically makes up 50-100% of my teaching load. Although the approach for online teaching is significantly different than traditional classroom teaching, I still honor my teaching philosophy. A course designed with the Quality Matters Rubric in mind is to create a course that is easier to navigate, reduces barriers, increases student interaction, utilizes more tools and resources, and is more effective and engaging. In addition to having my own courses QM Certified, I also continuously develop skills by attending online learning conferences and workshops and QM professional development. Through these efforts I have progressed to becoming a Master Reviewer for QM (Documentation Notebook, Section D, 2016-2017 Professional Development Tab, Exhibit 6.)

As it is part of my teaching philosophy, I have also found advancement in my understanding of how one learns by participating in professional development opportunities at the NMSU Teaching Academy and the Teaching and Learning Committee at DACC (Documentation Notebook, Section D, 2016-2017 Professional Development Tab, Exhibit 3 & 5; Documentation Notebook, Section D, 2017-2018 Professional Development Other Tab, Exhibit 3.)

Lastly, I am a member of the iPad Initiative at DACC and I have attended multiple trainings to utilize the technology and its software for student advancement in my courses (Documentation Notebook, Section D, 2016-2017 Other Tab, Exhibit 2.)

## **Service**

Providing service to my department, division, and college is an area that I enjoy greatly. This area of my position is one that I find I can fully engage in the mission of the college and represent my division and department.

### Committees

I served as Secretary for the New Mexico Business and Technology Education Committee and the New Mexico Distance Learning Association from 2016-2018. I also served as Secretary for the DACC Faculty Council for the 2017-2018 year, and I will continue this role for the 2018-2019 year. In 2017 I created a BOT Scholarship for four students in the program each academic year. This scholarship is to support the Wildly Important Goals of retention and completion (Documentation Notebook, Section F, 2017-2018 Institutional Service Tab, Exhibit 1.)

### Presentations

I have made several presentations, primarily over online course design, at the DACC Professional Development Day and at the Virtual Learning and Instructional Technology (VLIT) at DACC. Sharing this information with my colleagues has been a rewarding experience. In April 2018, I had the privilege of representing DACC by presenting at the 2018 Mountain Regional Quality Matters Conference in Denver, Colorado (Documentation Notebook, Section D, 2017-2018 Professional Development Tab, Exhibit 5.)

### Quality Matters Reviewer

I also serve as a Quality Matters Reviewer. By reviewing courses created by others all around the country, I continue to learn new approaches and techniques to course design and implementation. During the last three years, I have reviewed 12 courses for QM and DACC in the roles of Peer Reviewer, Subject Matter Expert, and the Review Chair (Documentation Notebook, Section D, 2017-2018 Other Tab, Exhibit 5.)

## **Leadership**

I have assumed the role of lead instructor for six courses during my first three years. I provided a master syllabus along with all course content and online course



design to faculty who were assigned to teach these classes (see 2015-2016, 2016-2017, and 2017-2018 AoE, Leadership Section.) This responsibility prompted me to take each of these courses (with the exception of BOT 102 which I never taught) and fully develop them. I have become knowledgeable with all their objectives and aligned them with the college and program objectives, selected course materials, and created curriculum. This process has provided me the opportunity to collaborate with other full-time faculty who teach these courses (Documentation Notebook, Section G, 2017-2018 Leadership Tab, Exhibit 1 & 2,) and mentor the part-time faculty (Documentation Notebook, Section G, 2017-2018 Leadership Tab, Exhibit 4; Documentation Notebook, Section G, 2016-2017 Leadership Tab, Exhibit 1, 5-6.)

Lastly, I created an online course shell for the multi-section BOT 101 Keyboarding class to provide consistency to the students and faculty who teach it (Documentation Notebook, Section G, 2016-2017 Leadership Tab, Exhibit 2-4.)

### **Conclusion**

My time as Instructor has been a very rewarding and progressive journey. I believe I have had a positive impact on my department and students by demonstrating my expertise in the subject matter, growing in my knowledge of both my academic and career-technical field, creating and updating curricula, and becoming more proficient in student advising and mentoring. I have also strived to be an asset to my colleagues by disseminating information within my areas of expertise. And most importantly, I have made great efforts to stimulate learners to think critically and find success both academically and professionally. As an Assistant Professor, I will continue to make progress to develop my knowledge in my teaching discipline, advance in my creative activities and my service to the college, and support the mission of DACC. Therefore, per NMSU policy 5.90.3.5, I respectfully request your approval for my application for promotion from Instructor to Assistant Professor.