

FORM C SECTION EXAMPLES

TEACHING:

14. Using the types of evidence outlined in section III.B. “Teaching” in the Faculty Personnel Process Guidelines, provide evidence of teaching effectiveness and efforts to improve teaching.

EXAMPLE #1

Please note that this section summarizes evidence of teaching effectiveness for 2016-17 only.

Teaching Breadth:

In the academic year 2016-17, I taught the following courses:

Fall 2016:

SPA 440 Legal Interpreting II

Spring 2017:

SPA 330 Translation II

SPA 478 Internship in Translation and Interpretation
(Independent Study)

This schedule continues to reflect my commitment to contribute to the education of students at different levels of ability and to their preparation in both disciplines of language mediation (translation and interpreting, i.e., written and oral). The inclusion of the internship course also reflects my efforts to engage students in experiential learning (see below). Furthermore, the rotation of my course assignments (e.g., I had not taught SPA330 since Spring 2015) offers me a comprehensive and dynamic view of our Translation & Interpretation programs that favors intense reflection about teaching practices. The reduced teaching load for this year comes from my release time as Major Coordinator and my using of contractual junior-faculty release time (expiring in Spring 2017).

External criteria: peer observations, student evaluations, and other recognitions

The courses I taught in 2016-17 received very positive evaluations, both from students and from the colleagues who conducted my peer observations (Prof. Silvia Dapia and Prof. Bettina Carbonell). My colleagues praised, among others, my “excellent” material design, student-centered dynamics, “learn-by-doing” approach, and the “relaxed but rigorous” class atmosphere. They also highlighted my attentiveness to students’ needs, my “interactive and participatory” teaching style, and my students’ active engagement in the class.

My overall student evaluation scores ranged from 4.76 and 5 (scores for individual items between 4.67 and 5) and were consistently above the college average (usually by over 0.5). It is noteworthy that I received scores of 5 in all categories by all students in my SPA 440 course in Fall 2016. Some of the students’ comments speak to their appreciation of different aspects of my teaching:

- “One of the best professors I’ve had the pleasure of having class with. Classes are very well organized and structured, lessons are clear and concise, but most importantly explained

Comment [1]: Very important to be sure reader knows if not cumulative; all Forms C should be cumulative

Comment [2]: Took a category from section in III.B.2 and broke down how she met it.

Comment [3]: Gives numerical data and places it within college/department context

thoroughly. Prof. makes a commendable effort to explain in detail and is always happy to answer any questions.” (SPA 440, Fall 2016)

- “Professor Martinez-Gomez Gomez has to be one of the best professors I’ve had at John Jay. Not only does she have total command of the subject matter, she is a passionate teacher. She encourages students to be the best they can be and gives them constant feedback. The classes were lively and very instructive. She is very organized, we covered quite a lot of ground.” (SPA330/SPA478 Spring 2017)

Finally, I was nominated for the 2017 Distinguished Teaching Prize and received a Scholarship of Teaching and Learning recognition at John Jay College.

Teaching Effectiveness and Originality and Creativity in Teaching Practice:

1. Experiential Learning

Experiential learning has become one of the main features of my teaching philosophy and a core aspect of my teaching practice in 2016-17. Following my own research findings (see below), numerous conversations at the College (e.g., at UCASC and Major Coordinators meetings), and my students’ voiced interest in taking their skills one step further in their practical application, I have created two main opportunities geared towards helping students to develop abilities required for professional success in the current interpreting market, encouraging self-directed learning processes (based on critical reflection, transfer of knowledge to practical situations, and diagnostic self-assessment), and increasing their motivation to learn.

- **Student Interpreters Program at John Jay:** In order to provide actual interpreting practice outside the classroom, I recently started collaborating with the Office of Student Transition Programs to provide Spanish simultaneous interpreting services for Family Orientation Days. This project was piloted in summer 2016 and formally launched in summer 2017. Students learn how to manage a multilingual event from the preparation stage until the closure of the business relationship, while enhancing their simultaneous interpreting skills through further practice with actual clients and feedback from both their teammates and me. I am responsible for recruitment and selection of students and I provide nine hours of preparation workshops, whereas the Office of Student Transition Programs provides the simultaneous interpreting equipment and a small compensation to students for their services.
- **Court observations and internships:** In fall 2016, in collaboration with the Office for Language Access (OLA) within the New York State Unified Court System, I organized individual visits for my students to family, civil, and criminal courts. By shadowing staff court interpreters, they observed proceedings and courtroom dynamics and reflected critically on their own learning processes in light of professional requirements. After this successful experience, OLA and I collaborated to develop a structured 20-hour program to formalize these observations (implemented in Spring 2017), as well as a 100-hour fully-fledged internship opportunity (to be first offered in Fall 2017). The quality of these programs has also attracted interested students and faculty in other translation programs within the tri-state area, including Hunter College, Baruch College, New York University, Montclair State University, and Pace University.

Comment [4]: This is an important award—is it possible that reader might overlook here at the end?

Comment [5]: Named category + buzzword in guidelines

Comment [6]: Nice topic sentence that demonstrates a teaching philosophy/approach

Comment [7]: This is a nice place to talk about an experience that is teacherly, but might otherwise fall between the cracks of teaching/service/scholarship.

It is important to note that these last two initiatives speak directly to my goal of increasing the focus on the acquisition of legal knowledge (as appropriate for legal translators/interpreters), which emerged from program assessment, as detailed in my 2016 Form C.

2. *Research-based teaching theory and practice*

Another pillar of my teaching philosophy is developing evidence-based teaching practices. Besides following course and program assessment results to introduce improvements (as evidenced in past Forms C), I am actively engaging in research that allows me to fully understand students' learning experiences and informs my teaching approaches and methods, beyond potentially subjective impressions. I strive to systematize this knowledge both for myself and for the benefit of the wider academic community through publications and conference presentations.

In September 2015, I started a 3.5-year longitudinal research project entitled *Understanding the role of young natural interpreters*, which analyzes young bilinguals' experiences as ad hoc interpreters for their families (see #18 for a detailed description). It aims to provide empirical data to inform current curricula and teaching practices in interpreting programs across the US, where this is the most common student profile. Preliminary results indicate that students need further support to develop language proficiency in Spanish and to handle institutional and interpersonal conflicts that they encounter when interpreting. In 2016-17, I have started addressing these issues by developing interactive online activities for language enhancement (implemented in SPA 330 Translation II, Spring 2017, also as a result of program assessment) and by introducing experiential learning opportunities (as described above) and rigorous in-class simulations of real interpreting assignments, such as mock trials with interpreters (in SPA 440 Legal Interpreting II, Fall 2016).

My use of research at the service of teaching also informs curricular design and assessment of new programs. In terms of curricular design, I recently started working with Rebecca Weiss (Assistant Prof., Psychology Department) on a project entitled *Improving Mental Health Care for Spanish-Speaking Communities*, which seeks to identify the challenges, strategies, and errors that are typical in mental health interpreting. This project aims to gather empirical data to develop an interdisciplinary training program for Spanish mental health interpreters at John Jay, which will be the first of its kind in the country. We are currently seeking funds to launch the study. (See #18 for details)

In terms of assessment, I am currently working on a formal analysis of the 20-hour Court Interpreting observation program described above. It aims to assess student satisfaction with the program and evaluate student performance in court interpreting (as assessed by their mentors) in order to connect academic curricula and future employment prospects more effectively. I was invited to contribute this article to a special issue of the academic journal *Cuadernos de ALDEEU* (2018) about service learning in the context of Spanish language programs.

Professional Development:

Presentation:

- "Training the trainers: empirical research at the service of legal interpreting education". NAJIT 38th Annual Educational Conference (National Association of Judiciary Interpreters and Translators), Washington DC, May 19-21, 2017

I conducted a one-hour interactive workshop based on data gathered from my project *Understanding the role of young natural interpreters*. Attendees reflected about disparities

Comment [8]: This is not a named section from the guidelines, but follows the spirit of the section on "use of outcomes assessment strategies to measure student learning and enhance teaching."

Comment [9]: Section in guidelines

between program/course learning outcomes and students' needs voiced through narratives of their experiences as ad hoc interpreters for their families. I presented suggestions of specific teaching methods and activities to bridge these gaps.

Attendees' evaluation (data provided by conference organizers):

- Overall rating (average): 9.25/10
- Selected comments:
 - "Great presentation, and a great reminder to use information gathered to modify the learning objectives."
 - "Very good. Should have gotten an hour and a half time slot for more examples and practical advice. Presenter was very engaging and informative."

Attendance:

- John Jay's Faculty Development Days 2016-17.
 - August 24, 2016. Workshops: "Ready, Set, Go! Student Motivation Starts Now" & "Introduction to Grant-Writing Mentorship"
 - January 26, 2017. Workshops: "Challenging & Supporting Transfer Students" & "Practical Teaching"
- "Immigration and Our Students: Faculty and staff workshop." Department of Latin American and Latino/a Studies & Teaching and Learning Center, John Jay College. March 6, 2017.
- "Multilingualism and Language Empowerment: A Response to Inequality. A Graduate Center Symposium." Graduate Center, CUNY. September 23, 2016.

15. Using the types of evidence outlined in section III.B. "Teaching" in the *Faculty Personnel Process Guidelines*, describe any student mentoring activities.

EXAMPLE #1

- Sponsoring of students for awards, scholarships, student competitions, and mentoring undergraduate students in scholarly and professional activities.

Since joining John Jay College, I have developed a very active research group composed mainly of undergraduate students. I believe undergraduate research greatly benefits our students through enabling them to develop independent critical thinking skills, along with oral and written communication skills. The research process impacts valuable learning practices that have lasting influence as undergraduates prepare for professional and/or academic careers.

- Mentoring Undergraduate Students

Mentoring students in scientific research is a significant and important part of my responsibilities at John Jay College. It includes direct supervision of students within my laboratory, teaching of experimental practices and weekly team meetings during which students discuss, present, and critique each other's results. In addition, I also assist students to identify the key literature within my team's field of research. Finally, I guide my students through the process of writing "research proposals"; a required element in the curriculum of Honors and PRISM students. In an average semester, I would proofread and edit 4 or 5 proposals (For a more detailed description of mentoring and of student sponsorships for award, scholarship and

student competition, see “self-evaluation” of this form C.) A total of 15 undergraduate students are co-authors in peer-reviewed publications and 5 publications have undergraduate students as *first* authors (publications 1, 3, 4 and 5). Additionally, a total of 15 reviewed proceedings have been published with undergraduate students from John Jay College as co-authors.

Comment [10]: This is a credit to this professor and she should lead with this information.

• Supervising Masters’ student theses

I have supervised 7 graduate students who have completed their thesis and I am currently supervising 3 Masters Students. These Masters students are co-authors in 3 peer-reviewed publications, 2 of them as first authors, (publications 8, 11 and 15 in my resume) and are also co-authors in 10 proceedings.

• Seeking grants to promote research opportunities for students and to address students’ academic needs

I have previously applied to an NSF “Curriculum development” grant (see narrative in FIDO, “supplemental material”) to increase students’ academic success, particularly students transferring from Community Colleges into John Jay. The goal of the grant proposal is to provide students a sense of ownership with John Jay College through mentoring and research activities. It also proposes to develop research-based courses. Although, this first submission was unsuccessful, I plan on resubmitting it as soon as preliminary results from the assessment of novel research-based course proposed by a co-PI (Dr Delgado) are available (Spring 2019).

Comment [11]: directs reader to material in FIDO

• Advising students

I advise students formally as part of the “advisement program” in the Science department (each faculty is required to dedicate a total of 5 hours every semester for one-on-one advisement sessions with prospective students).

Additionally, I constantly advise undergraduate students who are part of my research team. Of course, I mentor them in the laboratory but my advisement extends beyond this. In particular, I follow their career interest closely and advise them on graduate school admission. This includes advising them about the admission process (which schools to apply to, when to take the GRE, how to contact prospective research adviser etc...), helping them write their resumes and letters of motivation as well as constantly providing encouragement and support.

Comment [12]: Provides details about specific mentoring activities

• Mentoring and supervision of adjuncts

As course coordinator (CHE 201 and SCI 166) I have recruited and mentored adjunct Faculty. My support includes meetings with faculty to discuss the course material, sharing course materials (power point presentations, syllabi etc) and support for grading exams.

EXAMPLE #2

Teaching Materials Developed

Textbooks/Pedagogical Publishing – 12 volumes over 15 years, designed for use in the classroom with explicit pedagogical techniques for students reading and writing their own social history. My work in this area has sold over 120,000 copies.

Comment [13]: Rather than explaining candidate’s approach to teaching, candidate chooses to provide evidence that pedagogy is central to some of his publications

America Firsthand – In 2001 after one of the original authors died and the other withdrew from professional life at the end of a 4 decade career I convinced the publisher to let me resuscitate and renovate the series. It has sold roughly 120,000 copies in the 13 years since I took over and about 200,000 in the first 5 editions before I joined. Editions 6, 7, and 8 were solely developed as my own work. The 9th edition has taken on a co-author who is a professional historian. The series has changed at least 30% with each edition, meaning I have produced the equivalent of roughly 3 complete volumes, or roughly 75 chapters, alone. Significant sections of this volume have involved original historical research to develop specific chapters. However, these are primarily textbooks designed to advance teaching and not scholarly volumes designed to advance the body of knowledge in the field.

Teaching Development/Certifications

- Fall 2014 scheduled to develop collaborative ANT 100 Social Justice Core classes as part of Freshman Year Seminars
- Spring 2014 Participated in Freshman Year Seminar teaching and learning workshops
- Summer and Fall 2012: Participated in the Learning Committee (LC) faculty trainings and designed and implemented LC freshman level joint Anthropology and Writing course with Maria Grewe. Yielded seven student poster sessions for December conference.
- Spring 2012: Teaching mentee -- Co-taught semester-long Honors College Course in Leadership for Social Change and the Common Good: Perspectives, Problems, and Practices in Juvenile Justice
- Fall 2011 Participated in Learning Exchange run by Professor Baz Dreisinger at Otisville Prison as training and preparation for developing Prison to College Pipeline class
- Autumn 2010 acted as mentee co-teacher to Dr. Ernest Drucker in Principles in Epidemiology at Woodbourne Prison Bard Prisoner Initiative program.

Comment [14]: A list of courses and faculty development opportunities. The candidate assumes that teaching non-standard courses speaks for itself. This might be better if he explained the connections he is making.

Course Improvement

- 2012-present: Participated in the development of the Strength in Numbers approach to ramping-up scientific research training for students through daisy chaining varied undergraduate research courses across disciplines
- Spring 2009: Reorganized and revamped Anthropology 340 syllabus
- Fall 2009: Added weekly student driven/student run seminar component to Anthropology 340
- Autumn 2012: Developed group research project (precursor to the Strength in Numbers project) involving eight entire classes. The class developed a research project in which 500 John Jay students and 500 Columbia students were surveyed about educational lifestyle and career trajectory issues, leading to seven posters at conference and a semester of collaborative student driven research to assemble one large database on tertiary education in America.

Comment [15]: In what way? How did it improve things and how does he know?

INTELLECTUAL/PROFESSIONAL DEVELOPMENT

16. Publications:

16A. (*Candidates for promotion: List only those publications released since appointment to your current rank. Candidates for tenure and reappointment: List only those publications released since initial tenure track appointment at John Jay College.*)

16B. (*Candidates for promotion: List only those publications released prior to appointment to current rank. Candidates for tenure and reappointment: List only those publications released prior to initial tenure track appointment at John Jay College.*)

EXAMPLE #1 (Pre-section note on listing of authors)

Authors' list: High impact journal publications in the field of chemistry are multi-authored. There is virtually no single authorship publication in prominent journals. The first author usually produces most of the experimental work. The senior author (corresponding author, indicated by an asterisk) is usually (but not always) listed last. The senior author is the conceptual leader and provides funding for the research. Senior authors design research protocols, write manuscripts and manage other contributors. In addition, senior authors train students and participate in the experimental laboratory work. In some cases, there can be more than one senior author.

Comment [16]: So useful to explain the protocols of author names in multi-authored texts, as they change from field to field and your reviewer may have no idea what the order means.

EXAMPLE #2 (Seeking Promotion to Full Professor)

NOTE ON JOURNAL IMPACT INFORMATION:

IF = Impact Factor. This metric changes over time and reflects the average number of citations to recent articles published by a journal, generally over a specified period of time. Figures provided are the most recent available, typically from the journal's website. When available, multi-year metrics, thought to be somewhat more stable, are provided either from the journal website, from ResearchGate, or from the SCImago Journal Rank (SJR) indicator. Citation counts are from *Google scholar*, when available.

* Denotes student author

Comment [17]: Note that BOTH sections 16A and 16B are particularly important for full professors

16 A. Publications released since to appointment to rank as Associate Professor

Peer-Reviewed Publications:

Talwar, V., & Crossman, A. M. (2012). Children's lies and their detection: Implications for child witness testimony. *Developmental Review, 32*, 337-359. doi: 10.1016/j.dr.2012.06.004 [IF = 3.452, 5-year IF = 6.831; 6 citations]

Gökhan, N., Dennis, T. A., & Crossman, A. M. (2012). The role of intraverbals in assessing parent-child relationship. *The Psychological Record, 62*, 207-224. Accession number: 2012-10547-003 [IF = 0.693, 5-year IF = 0.80]

Comment [18]: The candidate added this note, which is incredibly helpful in providing context for how she came up with the information provided

Comment [19]: Helpful to identify key characteristics of authors – including here student authors (in example #1, the corresponding author is denoted by asterisk)

Comment [20]: Whether impact factor, citations, acceptance rates for journal, this information allows the non-specialist reader to have a sense of the quality of scholarly outlets and the importance of the work to the field. For a non-specialist, these indicators are objective measures that the work is not just a blog posted by a friend.

*Popliger, M., Talwar, V., & Crossman, A. M. (2011). Predictors of children's prosocial lie-telling: Motivation, socialization variables, and moral understanding. *Journal of Experimental Child Psychology*, *110*(3), 373-392. doi: 10.1016/j.jecp.2011.05.003 [IF = 2.377, 5-year IF = 2.988; 14 citations]

Comment [21]: Page numbers or word count are key as well so the reader can understand the nature of the contribution

Talwar, V., Crossman, A. M., *Williams, S., & *Muir, S. (2011). Adult detection of children's selfish and polite lies: Experience matters. *Journal of Applied Social Psychology*, *41*, 2837-2857. doi: 10.1111/j.1559-1816.2011.00861.x [IF = 0.834; 5-year IF = 1.13; 4 citations]

Carmody, D. P., & Crossman, A. M. (2011). Artful liars: Malingering on the Draw-A-Person task. *The Open Criminology Journal*, *4*, 1-9. doi: 10.2174/1874917801104010001 [No IF available; 2 citations]

*Bornmann, B. A., & Crossman, A. M. (2011). Playback Theatre: Effects on students' views of aggression and empathy within a forensic context. *The Arts in Psychotherapy*, *38*, 164-168. doi: 10.1016/j.aip.2011.04.004 [IF = 0.489, 5-year IF = 0.659]

Comment [22]: If your field typically publishes with multiple authors, you may want to indicate what the position of names means. In some fields "first author" is most important whereas in others the final author is the conceptual leader, and therefore providing the most important contribution.

*Kutateladze, B., & Crossman, A. M. (2009). An exploratory analysis of gender differences in punitiveness in two countries. *International Criminal Justice Review*, *19*, 322-343. doi:10.1177/1057567709338921 [SJR: average 2-year cites/doc = 0.38, average 4-year cites/doc = 0.43; 5 citations]

Talwar, V., Crossman, A. M., *Gulmi, J., *Renaud, S.-J., & *Williams, S. (2009). Pants on fire? Detecting children's lies. *Applied Developmental Science*, *13*, 119-129. doi: 10.1080/10888690903041519 [IF = 0.94, 5-year IF = 1.469; 2 citations]

Crossman, A. M., Sullivan, M. W., Hitchcock, D., & Lewis, M. (2009). When frustration is repeated: Behavioral and emotional responses during extinction over time. *Emotion*, *9*, 92-100. doi: 10.1037/a0014614 [IF = 3.269, 5-year IF = 5.24; 9 citations]

*Miller, S. P., & Crossman, A. M. (2008). Parameters that affect compliance with recommendations in forensic evaluations for child sexual abuse. *The Journal of Behavior Analysis of Offender and Victim Treatment and Prevention*, *1*(1), 131-146. <http://baojournal.com/JOBA-OVTP/JOBA-OVTP-VOL-1/JOBA-OVTP-1-1.pdf> [No IF available; was inaugural issue of brand new journal]

Chapters – Invited:

*Segovia, D., & Crossman, A. M. (2012). Cognition and the child witness: Understanding the impact of cognitive development in forensic contexts. In H. Kloos, B. J. Morris, & J. L. Amaral (Eds.), *Current topics in children's learning and cognition* (pp. 83-104). InTech. doi: <http://dx.doi.org/10.5772/53938>.

Talwar, V., & Crossman, A. (2011). From little white lies to filthy liars: The evolution of honesty and deception in young children. In J. Benson (Ed.), *Advances in Child Development and Behavior, Vol 40* (pp. 139-179). Burlington: Academic Press. [5 citations]

Encyclopedia Entries, Newsletter columns, Book Reviews:

- *Mandelbaum, J., & Crossman, A. M. (invited/submitted/under consideration). No illusions: Developmental considerations in adolescent false confessions. *CYF News*, report of the Committee of Children Youth and Families (CYF) of the American Psychological Association. Special issue: Adolescent development, risk and resiliency.
- *Segovia, D., & Crossman, A. M. (in press). Child witnesses. In R. Cautin & S. Lilienfeld (Eds.), *The Encyclopedia of Clinical Psychology*.
- *Mandelbaum, J., & Crossman, A. M. (in press). Lie detection. In R. Cautin & S. Lilienfeld (Eds.), *The Encyclopedia of Clinical Psychology*.
- Crossman, A. M., *Mandelbaum, J., & *Brimbal, L. (2014). Lying. In P. J. Brooks & V. Kempe (Eds.), *The Encyclopedia of Language Development*. Thousand Oaks, CA: Sage.
- *Segovia, D., & Crossman, A. M. (2009). Dating violence and abuse among teenagers. *Section on Child Maltreatment Newsletter*, 14(1), 7-8.
- *Mandelbaum, J., & Crossman, A. M. (2009). Pain and suffering compensation. In J. Wilson (Ed.), *The Praeger handbook of victimology* (pp. 191-192). Santa Barbara, CA: ABC-CLIO
- *Segovia, D., & Crossman, A. M. (2009). Arson. In J. Wilson (Ed.), *The Praeger handbook of victimology* (pp. 17-18). Santa Barbara, CA: ABC-CLIO
- *West, M., & Crossman, A. M. (2009). Punitive damages. In J. Wilson (Ed.), *The Praeger handbook of victimology* (pp. 211-213). Santa Barbara, CA: ABC-CLIO.
- *Miller, S., & Crossman, A. M. (2009). [Review of the book *Investigating allegations of child and adolescent sexual abuse: An overview for professionals*]. *Criminal Justice Review*, 34(4), 577-579.

16 B. Publications released prior to appointment to rank as Associate Professor

Peer-Reviewed Publications:

- *Ning, S. R., & Crossman, A. (2007). We believe in being honest: Examining subcultural differences in the acceptability of deception. *Journal of Applied Social Psychology*, 37, 2130-2155. doi: 10.1111/j.1559-1816.2007.00254.x [IF = 0.834; 5-year IF = 1.13; 4 citations]
- Crossman, A. M., & Lewis, M. (2006). Adults' ability to detect children's lying. *Behavioral Sciences and the Law*, 24, 703-715. doi: 10.1002/bsl.731 [IF = 1.337, 5-year IF = 1.35; 35 citations]
- Crossman, A. M., & *Caron, D. (2006). Interviewing and the child witness: Pitfalls and safeguards. *NYS Psychologist*, 8(4), 14-19. Accession number: 2008-03562-003. <http://www.nyspa.org/docs/notebook/2006May.pdf> [No IF available; publication of NY State Psychological Association; 1 citation]

Comment [23]: The full professor is assessed on their life's work to demonstrate a "record of exceptional intellectual, educational, or artistic achievement and an established reputation for excellence in teaching and scholarship in his/her discipline."

- Carmody, D. P., & Crossman, A. M. (2005). Youth deception: Malingering traumatic stress. *Journal of Forensic Psychiatry & Psychology*, *16*(3), 477-493. doi: 10.1080/14789940500034462 [IF = 0.861, 5-year IF = 0.933; 14 citations]
- Crossman, A. M., Scullin, M. H., & Melnyk, L. (2004). Individual and developmental differences in suggestibility. *Applied Cognitive Psychology*, *18*, 941-945. doi: 10.1002/acp.1079 [IF = 1.469, 5-year IF = 1.98; 10 citations]
- Crossman, A. M., Powell, M. B., Principe, G. F., & Ceci, S. J. (2002). Child testimony in custody cases: A review. *Journal of Forensic Psychology Practice*, *2*(1), 1-31. doi: 10.1300/J158v02n01_01 [SJR: average 2-year cites/doc = 0.36, average 4-year cites/doc = 0.44; 11 citations]
- Huffman, M. L. C., Crossman, A. M., & Ceci, S. J. (1997). "Are false memories permanent?": An investigation of the long-term effects of source misattributions. *Consciousness and Cognition*, *6*, 482-490. doi: 10.1006/ccog.1997.0316 [IF = 2.027, 5-year IF = 2.561; 42 citations]

Chapters – Invited:

- Melnyk, L., Crossman, A. M., & Scullin, M. (2007). The suggestibility of children's memory. In M. P. Toglia, J. D. Read, D. F. Ross, & R. C. L. Lindsay (Eds.), *Handbook of eyewitness psychology: Memory for events* (pp. 401-427). Mahwah, NJ: Erlbaum. [30 citations]
- Ceci, S. J., Crossman, A. M., Scullin, M., Gilstrap, L., & Huffman, M.L. (2002). Children's suggestibility research: Implications for the courtroom and the forensic interview. In H. L. Westcott, G. M. Davies, & R. Bull (Eds.), *Children's testimony: A handbook of psychological research and forensic practice* (pp. 117-130). Chichester: Wiley. [32 citations]
- Ceci, S. J., Huffman, M. L., Crossman, A. M., Scullin, M. H., & Gilstrap, L. (2001). How reliable are children's memories? In S. O. White (Ed.), *Handbook of youth and justice* (pp. 329-345). New York: Kluwer Academic/Plenum. [2 citations]
- Ceci, S. J., Powell, M. B., & Crossman, A. M. (1999). The scientific status of children's memory and testimony. In D. L. Faigman, D. H. Kaye, M. J. Saks, & J. Sanders (Eds.), *Modern scientific evidence: The law and science of expert testimony* (Suppl. Vol. 3, pp. 40-69). St. Paul, MN: West.
- Ceci, S. J., Crossman, A. M., Gilstrap, L., & Scullin, M. H. (1998). Social and cognitive factors in children's testimony. In C. P. Thompson, D. J. Herrmann, D. Bruce, D. G. Payne, J. D. Read, & M. P. Toglia (Eds.), *Eyewitness memory: Theoretical and applied perspectives* (pp. 15-30). New York: Lawrence Erlbaum Associates. [24 citations]
- Ceci, S. J., Huffman, M. L., Crossman, A. M., Scullin, M. H., & Gilstrap, L. (1996). How reliable are children's memories? In N. Krasnegor, N. Anderson, & D. Bynum (Eds.), *National Institutes of Health Office of Behavioral & Social Sciences seminar series: Vol. 1. Health and behavior* (pp. 27-44). Bethesda, MD: National Institutes of Health.

Encyclopedia Entries, Newsletter columns, Book Reviews:

- Crossman, A. M. (2006). Just what the doctor ordered: Medical and psychological expert testimony in

child abuse cases. *Section on Child Maltreatment Newsletter*, 11(2), 2-3.

McCauley, M., & Crossman, A. (2006). Wanted: Time, resources and research. *Section on Child Maltreatment Newsletter*, 10(3), 2-3.

Crossman, A. M. (2005). Wielding the best interests of the child standard. *Section on Child Maltreatment Newsletter*, 10(1), 6-7.

Crossman, A. M. (2004). Question of taint in child witness reporting remains a challenge. *Section on Child Maltreatment Newsletter*, 8(3), 5-6.

Crossman, A. (2003). Cutting-edge research in episodic memory: Where we go from here. [Review of the book *Episodic memory: New directions in research*]. *Applied Cognitive Psychology*, 17, 870-872.

Crossman, A. M. (2001). Educational achievement of parents. In J. M. Hawes & E. F. Shores (Eds.), *Family in America: An encyclopedia* (pp. 306-312). Santa Barbara, CA: ABC-CLIO.

EXAMPLE #3 (Seeking Tenure and Promotion to Associate Professor)

STANDARDS FOR THE VISUAL ARTS IN ACADEMIA.

I was advised to include a brief overview of standards for the visual arts in academia, as currently there are only two full time professors in Studio Art at the College.

The College Art Association, which is the professional organization for artists and art historians in the U.S.A. and Canada, advises the following procedures concerning standards for retention and tenure of art and design faculty:

- The work of art and design faculty is not extra academic. A faculty member's commitment to his or her creative work (production, expression, research, etc.) should be regarded as the same as that of academic practitioners in other disciplines.
- Exhibition and/or peer-reviewed public presentation of creative work is to be regarded as analogous to publication in other fields.
- The master of fine arts (MFA) degree in art and/or design is the recognized terminal degree in the visual arts. It is considered by CAA, the National Association of Schools of Art and Design (NASAD), and the vast majority of institutions of higher education in the United States to be equivalent to terminal degrees in other fields, such as the PhD or EdD.
- [In matters of renewal, retention, promotion, and tenure, institutions should make] every effort to recognize a broad context for discourse and practice in contemporary art and take into consideration that an artist may or may not work in a discipline-specific fashion.
- Professional expectations should also take into consideration changes in academia, the art and design marketplace, the faculty member's expressive medium(s), the availability of appropriate venues for public presentation of the medium(s), and so on. For some, the commercial gallery may not be a suitable indicator of excellence or national recognition.

Comment [24]: A great example of awareness that those from outside this field need to be educated in the standards of the field.

- <http://www.collegeart.org/guidelines/tenure2>

PEER REVIEWED CREATIVE WORK

From September 2009 - date of hiring at John Jay - to July 2015:

1. Art Exhibitions.

2014

- "Currents/Correntes." Crisp Ellert Art Museum. (in collaboration with poet Terri Witek) November 2014, Saint Augustine, FL. Curated by Julie Dickover. **(Solo Show)**
- "22nd Seoul International Art Festival." Chosunilbo Museum. October 2014, Seoul, Korea. Curated by Bosuk Lee.
- "The Artifacts: 10 Years of the AIOP." Governor's Island. September 2014, New York, NY
Curated by Claire Demere
- "All Love is Stolen." Blue Gallery (in collaboration with poet Terri Witek). August 2014, Chania, Greece. Curated by Ioannis N. Arhontakis. **(Solo Show)**
- "312 in 2013." Galeria Transparente (an online artistic project by artist Frederico Dalton)
Initiated in September 2014, Rio de Janeiro, Brazil.
- "San Francisco International Photography Exhibition." August 2014, San Francisco.
Curated by Paula Tognarelli.
- "The Rule of Law and The Right to be Human." Athens School of Fine Arts / Nikos Kessanlis Gallery. Athens, Greece. April 30 to June 6, 2014. Curated by Thalia Vrachopoulos and Bill Pangburn.
- "ELEVEN: The John Erickson Museum of Art (JEMA) 10-Year Retrospective." Bob Rauschenberg Gallery / Florida Southwestern State College. May 9 – July 25, 2014.

JEMA is a conceptual project by artist Sean Miller for which he invites artists to create projects to his portable museum. Yoko Ono, Ben Patterson, Andrea Robbins & Max Becher, and many other artists have created works for this project.

Comment [25]: As in the case of where an author comes in a multi-authored piece, this distinction provides useful information to the nature of the show.

- "Glue Exhibition [as part of JEMA, a project by artist Sean Miller]" Mercer University / Hardman Hall Gallery. Macon, Georgia. February 3 to 28, 2014. Curated by Craig Coleman.

2013

- "Membranes." Armenian Center for Contemporary and Experimental Art. Yerevan, Armenia. November 16 to November 24, 2013.

This is the most important contemporary art museum in the country, "hailed by many as the epicenter of Armenia's culture revolution and renaissance, it hosts exhibits by young, avant-garde artists" [New York Times, October 16, 2013 - <http://www.nytimes.com/2013/10/17/arts/international/a-mainstream-home-for-alternative-art-in-armenia.html?pagewanted=all&module=Search&mabReward=relbias%3Ar%2C%7B%21%22%3A%22RI%3A6%22%7D>].

Comment [26]: Provides useful context for how to appreciate the venue

- "Crimes Against Love – You are the Problem." Kabine Nadire. Istanbul, Turkey. October 24 to October 28, 2014. **(Solo Show)**

Chosen as one of the top 5 events in the city by Time Out Istanbul (during the prestigious Istanbul Biennial).

<http://cyriacolopes.com/time-out-istanbul-top-5-events>

3 pages interview on Time Out Istanbul:

<http://cyriacolopes.com/new-blog/2013/12/8/interview-on-time-out-istanbul-december-issue>

- "Relax – This Wont Hurt a Bit." New York, NY. June 7 – 9, 2013.

Group show where each artist was invited to occupy an abandoned medical office. I did a piece on homophobic murders in Brazil and the U.S.

- "Reaction - A Collaboration of Poets and Artists." The Art Trust. Westchester, PA. June 5 August 2, 2013.

I presented 2 collaborations with poet Terri Witek where I created images and she created text for a video and a series of postcards. The exhibition was organized by the Poetry Center of the WestChester University and was part of its annual Poetry Conference.

- "History! Hauntings & Palimpsests." Anya & Andrew Shiva Art Gallery/John Jay College. April 15 – May 22, 2013.

I participated in and organized this exhibition, which reunited artworks by all studio arts professors at John Jay College. I presented a series that continued my research on recent homophobic murders.

- "OHMIAMI, a Biennial Poetry Festival." Miami, FL. April 1 - 30, 2013.

I collaborated with poet Terri Witek to create postcards that were distributed throughout the city, particularly in places where postcards advertise clubs and parties (my original images on one side and Witek's words on the reverse). There was no explanation of the project – a moment of mystery in the fabric of the city.

This prestigious festival of poetry, now in its second year, has invited important poets to its lineup such as Anne Carson, Billy Collins, Richard Blanco, etc.

<http://www.omiami.org/read.html?id=3,311,337>

2012

- "Queer is Where the Heart Is." Metro Gallery. Baltimore, MD. July 27 – September 1, 2012.

This international exhibition on queer artists and subjects initiated at Samtökin 78 in in Reykjavík, Iceland (Jan 21-Feb 29, 2012).

- "Crimes Against Love." The President's Gallery/John Jay College. New York, NY. June 13 – September 7, 2012. **(Solo show)**

For this solo show I presented a series of works about homophobic murders in Brazil. This was the first exhibition at the President's Gallery featuring the work of an artist from our own community. The show received a good amount of attention from the press, especially in Brazil, helping to divulge John Jay internationally. Crimes Against Love was featured in the website of The Advocate, the oldest (1967, pre-Stonewall) and largest LGBT publication in the United States (it was among the most commented articles for about 2 weeks). Folha de São Paulo, the most important newspaper in Brazil, dedicated an article to it, as well as many other media vehicles, like Brasil Atual and BrazilNY (which published an extensive interview). Here are some links for websites that cited the show:

www.advocate.com/arts-entertainment/artist-spotlight/2012...
post-new.com/#news=node/811
brazilync.com/cvriaco-lopez-tackles-homophobia-in-exhibit...
blogay.blogfolha.uol.com.br/2012/07/17/artista-expoe-obra...
www.redebrasilatual.com.br/temas/entretenimento/2012/07/e...
sul21.com.br/jornal/2012/07/crimes-contra-o-amor-a-arte-p...

Comment [27]: These links allow the reviewer – who will most likely be online looking at this file – to see the scope of the work as others see it (talk about peer review!).

mixbrasil.com.br/cultura-gls/artes/nova-york-recebe-expos...
correiodobrasil.com.br/exposicao-de-brasileiro-em-nova-ia...
minutonoticias.com.br/exposicao-de-brasileiro-em-nova-yor...
www.arteviv.com.br/index.php/noticias/exposicao-em-nova-...
mixbrasil.com.br/cultura-gls/artes/nova-york-recebe-expos...
mixbrasil.com.br/_includes/pop_galeria.php?id_galeria=1615
desacato.info/2012/07/ Crimes-contr-a-amor-a-arte-para-co...
novayork.itamaraty.gov.br/en-us/cultural_bulletin.xml
paradiversidade.com.br/2010/?p=8588
grupoelospa.blogspot.com/2012/07/exposicao-de-brasileiro...
www.zonamix.com.br/noticias/12555/2012-07-30/Exposicao_em...
ragazine.cc/events-2/
socialg.com.br/?p=376
www.todaformadeamor.com.br/v4/index.php/hoje/item/183-ass...
www.institutoadiversidade.com.br/cultura/assassinatos-d...
www.homorealidade.com.br/2012/07/exposicao-de-arte-sobre...
diferencaviva.blogspot.com/2012/07/exposicao-de-arte-sobr...
gonline.uol.com.br/2011/blog/2012/07/18/brasileiro-realiz...
brazilianboyz.blogspot.com/2012/07/exposicao-de-arte-sob...
bafon-gay.blogspot.com/2012/07/exposicao-sobre-homofobia...
www.feemiesus.com.br/fej/post/get/id/262
worldqnews.blogspot.com/2012/07/exposicao-de-arte-sobre-v...
tantasnoticias1.blogspot.com/2012/07/artista-expoe-obra...
douglasdrumond.virgula.uol.com.br/tag/crimes/#.UA37CzGe5aq
acapa.virgula.uol.com.br/cultura/exposicao-em-nova-york-a...
noticiasdodinho.blogspot.com/
www.foradoarmario.net/2012/07/crimes-against-love-crimes-...
blogsda gazetaweb.com.br/diversidade/?p=743
portal.cenag.com.br/noticias_ler.php?id=MTAxOTM=
www.athosgls.com.br/noticias_visualiza.php?contcod=33426
lgbt-pt.blogspot.com/2012/08/homofobia-no-brasil-e-tema-d...
www.escandalofour.com.br/noticias.aspx?id=636
revistaladoa.com.br/2012/08/noticias/crimes-contr-a-amor-e...
www.folhadofora.com/noticias/mundo/15683-crimes-contr-a-o-...
criticanaaldeia.blogspot.com/2012/08/exposicao-de-brasile...
blogdonilljorge.blogspot.com/2012/08/homofobia-no-brasil-...

- "Uma Coisa into Another," Hand Art Center/Stetson University, FL. **(Solo show in collaboration with poet Terri Witek)**

Note: 1) This was a mid-career survey of my collaborations with poet Terri Witek, who is the author of *Exit Island* (Orchises Press, 2012), *The Shipwreck Dress* (Orchises Press, 2008, Florida Book Award), *Carnal World* (Story Line Press, 2006), *Fools and Crows* (Orchises Press, 2003), *Courting Couples* (Winner of the 2000 Center for Book Arts award) and *Robert Lowell and LIFE STUDIES: Revising the Self* (University of Missouri Press, 1993). She has published poems in *Slate*, *The Hudson Review*, *The New Republic*, *The American Poetry Review*, and other journals, and is the recipient of fellowships from the MacDowell Colony, Hawthornden International Writers' Retreat, and the state of Florida. She holds the Sullivan Chair in Creative Writing at Stetson University.

2) The exhibition was comprised of video, sound works, photography, installation, book arts, in which both artists collaborated equally to create each piece.

2) An earlier version of this exhibition appeared at the Falconer Gallery / Grinnell University.

<http://www.flickr.com/photos/9842756@N02/sets/72157629251786024/>

NOTE: there was more but I cut it off as you got the point

EXAMPLE #4 (Seeking Promotion to Full Professor)

Garfield, Gail. 2014. *Tightrope: A Racial Journey To The Age Of Obama*. Rowman & Littlefield, Lanham, Maryland.

Garfield, Gail. 2010. *Through Our Eyes: African American Men's Experiences of Race, Gender, and Violence*. Rutgers University Press, Piscataway, New Jersey.

Garfield, Gail. 2005. *Knowing What We Know: African American Women's Experiences of Violence and Violation*. Rutgers University Press Piscataway, New Jersey.

Garfield, Gail. "Hurricane Katrina: The Making of Unworthy Victims": *Journal of African American Studies*, Volume 10, number 4, May 2007.

Garfield, Gail. "Researching Black Women's Lives: A Closer Look at Violence Against Women." In *Feminism and Multiculturalism: How Do They/We Work Together?* Edited by Joyce W. Warren, Cambridge Scholars Press, September 2007.

Comment [28]: N.B. You can become an Associate or Full Professor with less than 4 pages of published works! For those in the humanities or whose work is qualitative, books are standard. This candidate has three books and two articles. More context about publishers, citations or types of publications would have been welcome, but this suffices.

WORKS IN PROGRESS

18. List Works in Progress: (Refer to Section III.D of Faculty Personnel Process Guidelines, Glossary for Reporting Status of Publications and Work in Progress).

EXAMPLE #1

Revise and Resubmit

Elias, N. and D'Agostino, M. (R&R Submitted Feb. 2019) Gender Competencies in MPA Programs, Teaching Public Administration.

Submitted

D'Agostino, M., Sabharwal, M., Levine, H. & (Submitted—Jan. 2019). Characterization of Women in Leadership Positions, in Practicum in Public Administration edited by Derek Slagle, and Adam Williams.

Comment [29]: Clearly labels according to Guidelines

Elias, N. and D'Agostino, M. (Submitted—Jan. 2019). in Practicum in Public Administration edited by Derek Slagle, and Adam Williams. CA: Birkdale Publishers.

In Progress

D'Agostino, M.J. (In progress). Difference Women Leaders Make to Social Justice: The Stories from women in leadership.

D'Agostino, M.J., Levine, H. and Sabharwal, M. (In progress). Recognizing the gap in the literature on implicit bias and second generation gender bias in public administration.

D'Agostino, M. J. and Elias, N. (In progress) Gender Equity in Municipal Government.

SERVICE

EXAMPLE #1 (Reappointment after 4 years)

Department

Grade Appeals Committee, Committee Member. (August 26, 2011 - Present).
This committee is to review any grade appealed by students.

College

M.A. Comprehensive Exam Lecturer and Grader. (2013 Fall to present). Since fall 2013 semester, I lecture a class in MA Comp exam course (CRJ793: Week 6 Ecological Theories). I am one of six Comp exam graders, and I grade 60 to 90 MA Comp exam answers (about two to three pages per answer) every semester. This committee work student-focused.

The Committee on Honors, Prizes, and Awards, Committee Member. Appointed. As a committee member, I review 20 to 30 applications for various awards and honors for students. After reviewing students' application, we discussion merits of various applicants to decide the most deserving applicant(s). This committee work student-focused.

Undergraduate Curriculum & Academic Standards Committee, Committee Member. Approximately 40 hours spent per year, Appointed. (2012 – 2013 Academic years).
This committee reviews all new course proposals, course revisions, and new major, minor, certificate program proposals. Additionally, I served as a member of "Principles, Policies, and Procedures Subcommittee".

Special Institutional Assignment, Compensated. (February, 2012). I organized a two-day schedule for a Korean delegation from Keimyong University in South Korea. The delegation consisted of a professor and 10 of his brightest undergraduate students. To inform activities at John Jay College to the Korean visitors, I organized workshops and presentations by various faculty members, and gave them tours of the new building and several research institutes at John Jay College.

Comment [30]: This description is very helpful as not everyone on campus will understand the nature of the work involved. Now a reviewer can see that this is a labor-intensive contribution to the college.

Comment [31]: The instructions as us to comment on this as

College and Community

Evidence Generation Initiative under Pinkerton Graduate Fellowship Initiative. Faculty Coordinator.
(June 2013 to May 2015).

In this initiative, I devote 33% of my summer time, and 29% of my academic year hours working with six Pinkerton Graduate Research Fellows (GRFs) and over 10 Pinkerton Graduate Fellowship Initiative Affiliates (Affiliates). The affiliates are community based organization offering various services to criminal justice involved youths. In 2013 Academic year, I worked mainly with Dr. Jeffrey Buts and Dr. Michael Maxfield on the fellowship. In 2014 worked with Drs. Jeffrey Buts, Michael Maxfield, and Dr. Douglas Evans. For more information, visit <http://evidencegeneration.org>

EXAMPLE #2 (Seeking Appointment to Full Professor)

Department Service:

Member, History Department Assessment Committee, 2010-2011, 2011-2012, 2012-2013, 2014-2015.

Member, History Department Curriculum Committee, 2014-2015.

Member, History Department Grade Appeals Committee, 2009-2010.

College Service:

Alternate Member, Faculty Personnel Committee, July 2014-present (elected by the faculty at large for terms in 2014-2015 and 2015-2016).

Member, Faculty Awards Committee, Office for the Advancement of Research (OAR), Spring 2014.

Book Talk, "Lynching Beyond Dixie: American Lynching Outside the South," Office for the Advancement of Research (OAR), Spring 2013. This event inaugurated the OAR's book talk series.

History Department Representative, Major Coordinators Meeting, February 2010.

Member, Faculty Senate, June 23, 2008-May 2009.

Member, College Council, June 23, 2008-May 2009.

College Service, Student-focused:

Faculty Pre-Law Advisor, Pre Law Institute, 2010-2011

As a Faculty Pre-Law Advisor for the college's Pre Law Institute working with director Vielka Holness in 2010-2011, I counseled numerous John Jay students interested in applying to law school by assisting them with application strategies, critiquing their personal statements and resumes, familiarizing them with options for LSAT preparation, helping them understand the expectations of law schools concerning undergraduate academic achievement, helping them to think about where to apply to law school, counseling them on options for accepting law school admission offers, etc.

History Department Representative, Undergraduate Open House, November 9, 2014; November 16, 2008; November 11, 2007.

History Department Representative, Undergraduate Major and Minor Fair, Fall 2008; Spring 2009.

Comment [32]: You will note that this candidate does not follow the guidelines, suggesting explanation of work done, name of chair of committee, etc. How does that affect you as reader?

Comment [33]: Why explain this service and not others?

University Service:

Faculty Representative (History Program), Graduate Council, City University of New York
Graduate Center, March 2015-present (elected to a partial term in 2014-2015 and to a
full term in 2015-2016).

SELF-EVALUATION

EXAMPLE #1 (Seeking Appointment to Full Professor)

Since joining John Jay College in 2006, I have consistently striven towards providing the very highest standards of teaching and mentoring while successfully developing and achieving research goals within important, relevant, and topical fields of chemistry and health science. Those research successes continue to directly benefit the team of students under my leadership, in addition to enhancing John Jay's global reputation as a research and teaching institution through both the initiation of international research collaborations, and a series of high-impact journal publications

Comment [34]: The thesis statement of her John Jay career.

I-Scholarship

My research activity was initially burdened due to an absence of both "start-up" funding and an actual research laboratory for the first 2 years of my appointment at John Jay College. I rapidly overcame these significant obstacles (which are notable hindrances for an experimental chemist), to secure just under a half-a-million-dollar NIH research grant. Results from this NIH funding have led to international recognition and include 8 recent publications in journals with high impact factors (the highest of which is 5.1). I have developed an active and enthusiastic research team principally comprising undergraduate students. Since becoming associate professor, I have published 11 manuscripts, and I am the senior author in 9 of them. Since I joined John Jay College, I have published 22 manuscripts, one of them with an Impact factor of 14.357 (publication 20 in my list of publications). I am currently working on 2 other manuscripts

Comment [35]: This opening statement quickly quantifies and provides context for understanding her work.

I-1 Research interest:

I-1-1 My main area of research is the study of an anti-cancer drug called Mitomycin C which is currently used to treat various forms of bladder and stomach cancers. This drug works by binding to DNA and therefore, preventing DNA replication, causing cancer cell death. Mitomycin C-DNA interaction has been an active and important field of medical research during the last three decades, consistently finding publication in leading international scientific journals. In spite of a long-standing interest and extensive investigations by key researchers in the field, important aspects of the chemical and biological mechanism of the cytotoxic activity of Mitomycins are still not completely understood.

Comment [36]: Breaks essay into three areas of concern - research, teaching, service

Until recently, the scientific consensus maintained that this drug binds to a particular site in DNA. However, our laboratory, under my leadership, have recently *disproved* the global consensus surrounding the targeting of DNA by these drugs. Previously, mitomycins were believed to target specific sites within DNA. Our research has established that in cancer cells,

Comment [37]: This paragraph effectively explains nature of research to a non-specialist

mitomycins, in fact, also target *different* sites for the formation of DNA lesions, contrary to all previous research surrounding mitomycin C's reactivity and mode of action. **This body of work is highly important because understanding the mode of action of anti-cancer drugs is an essential step to designing more efficient chemotherapeutics.**

Comment [38]: Optional to highlight those things you want to emphasize

My findings have significant research and real-life implications: They provide a molecular mechanism to explain why different mitomycin derivatives trigger different cancer cell deaths (i.e. because of the different binding sites they target and the different type of adducts they form). Additionally, they also present more efficient avenues of anti-cancer therapeutics and research. Monitoring the formation and level of DNA modifications induced by **anticancer drugs is a potential strategy for predicting drug efficacy and for providing an explanation for altered reactivity.** My research within this area has led to publication of 14 papers, including 8 co-authoring undergraduate students with John Jay affiliation and 14 proceedings.

I-1-2 In addition to my research on anti-cancer drugs, I have developed significant research projects in the area of forensic science. I am currently involved in two different forensic research areas: The identification of drugs of abuse in liquids, and the discrimination of soil organic matter. Both projects have Criminal Justice applications and use analytical techniques such as HPLC and/or liquid and solid state Nuclear Magnetic Resonance. This latter technique is currently underused in forensics and I have successfully obtained PSC-CUNY grants to fund these areas of research which I continue to pursue in the hope of NIJ funding. This body of research has two main applications in forensics: 1) to enhance the detection of drugs of abuse in bio-fluids and 2) to determine the origins of soil samples used as trace evidence in Court.

The technique I use (NMR spectroscopy) has tremendous advantages compared to other diagnostic techniques because it is fast, efficient and, more importantly, conservative, in that the sample being analyzed is not destroyed, allowing it to be presented as evidence in Court, contrary to most other analytical techniques used. This has significant evidential implications. My research in these forensic areas has led to 3 papers with students as co-authors and John Jay affiliation and 13 proceedings

I-2 External evaluation of the importance of my work:

I-2-1 My most recent 2 publications in "Chemistry a European Journal" have been rated as "highly important" by reviewers (within a blind reviewing process). Below are excerpts comments from 4 different reviewers

"In spite of a long-standing interest and extensive investigations by key players in the field, important aspects of the chemical and biological mechanism of the cytotoxic activity of MC are still not completely understood. The present article describes a well-conducted examination on the formation 1''-Beta adduct which were previously not understood"

"The optimization of the reaction conditions for ICL formation, demonstration that GpC sequences can be targeted and delineation of stereochemical preferences for ICL formation are significant advances for the understanding of the mechanisms employed by MC and DMC. The data is sound and supports the conclusions reached by the authors"

"The authors also convincingly demonstrate that DNA interstrand cross-links formed in vivo by decarbamoylmitomycin C preferentially appear at the GpC sequence. The study is carefully done, and the results are clear. The work has been performed competently."

“This research work has been performed competently and the manuscript is well-written. This will be a nice addition to Chem. Eur. J. and I recommend publication.”

I-2-2 My contribution within the field of DNA/Mitomycins research has been recognized internationally among professionals within academia, the medical research field, and in the corporate environment.

I have presented my work in conferences in the US and, upon invitations, in other nations. As such, at the invitation of Trinity College, Ireland, I was invited to present my work within an event raising awareness of the role of women chemists in the development of their discipline and in society. Recently, I was awarded the *“Habilitation à diriger des recherches”* by the University of Montpellier in France. This award is the official national requirement for supervising PhD students, and is necessary to qualify to the position of *“Professeur”* (equivalent to “full professor” in the US). It requires consistent research from up to 10 years after appointment, - a substantial amount of significant publications and is considered the preeminent qualification within the French academic system.

Given my expertise in the field of Mitomycins-DNA interactions, I am constantly solicited to review both colleagues and collaborators work in well-established journals. I have additionally provided pro-bono advice to industry pharmaceutical developers relating to Mitomycin C chemistry and mode of action. Lastly, I am sought after at a national and international level to collaborate with scientists and research teams. (Dr Paz, Spain; Dr Basu and Dr Clement, USA; and Dr Schärer, South Korea)

In summary, my laboratory has developed new methods to investigate the interaction of important anti-cancer drugs with DNA, and **we are currently the only research team which possess such expertise globally**. We are additionally investigating the molecular mechanisms by which anti-cancer drugs trigger cell deaths in order to develop more efficient chemotherapeutics. Mitomycins have different cytotoxic properties and one of them (DMC) is able to kill cancer cells that lack a certain gene (p53) which is often mutated in cancer.

By understanding how this drug works, we can develop new chemotherapeutics which target cancer cells according to their genetic make-up, a hallmark of modern cancer therapy. For these reasons, my work has been recognized as both significant, and important not only at CUNY (I received a SAGA award in 2017 and I am the only John Jay faculty member featured in CUNY Research Foundation 2017 annual report), but also by external reviewers and by the National Institute of Health, which has awarded me a research grant despite the fact that John Jay College does not host Ph.D. students in chemistry or offer chemistry/biochemistry majors.

II-Teaching and mentoring:

When I reflect on my development as an instructor and mentor over the past several years, I would note that I have always tried to serve our students to the best of my abilities. I invest time, effort and expertise in my students’ development and seek to transfer not only knowledge, but also an enthusiasm which I hope they will carry with them into their futures beyond John Jay.

II-1 Teaching. Within my 12 years of service at John Jay College, I have taught a variety of courses to a broad range of students. These courses include: “Organic Chemistry I and II” (CHE 201& CHE 202), “Undergraduate Research Internship” (FOS 402), “Chemistry of Cooking” (SCI 166) and “Identification of Organic Compounds” (FOS 717). Typically, students have different levels of experience and aptitude, and I have designed topics to cater to the range of students’

Comment [39]: Aware that she has said a lot already in teaching sections 14 and 15, just provides context and another bit of quantification.

enthusiasm and capability. "Chemistry of Cooking" offers students a "taste" of practical every-day chemistry to those who are not inclined or prepared to be career scientists, while "Identification of Organic Compounds (FOS 717)" offers leading edge knowledge to the most advanced student population who take science classes at John Jay College: The graduate student enrolled within the Masters of Forensic Science program.

My goal is to engage students at whatever level of ability and preparation they have. I consistently seek to evolve my teaching, and have concluded that students learn most when they are both engaged in the learning process and enthusiastic about the topic. Therefore, I strive to create course material that is engaging, and to which students can relate. For instance, in my organic chemistry classes, I sometimes use examples drawn from the latest developments in cancer research to illustrate difficult concepts, as I have found that this subject often triggers students' interest. I have additionally created interactive events such as "poster sessions", during which students present their findings to a college-wide audience such as in my "chemistry of cooking" class, where the final exam is a poster presentation explaining the science behind a dish they bring for others to sample. This innovation and others, allow students to learn valuable transferable skills, such as visual and verbal presentation, in addition to learning science.

Finally, I always make myself available to help and advise our students. I push them to think by themselves and to develop as both researchers and scientists. I firmly believe that hosting students in my laboratory, and mentoring them is one of the best ways to inspire them and develop their potential as tomorrow's scientists.

II-2 Mentoring. Although John Jay College does not have a chemistry or biochemistry major, many students wish to pursue careers in the medical field or want to access chemistry or biochemistry graduate programs. For these students, gaining research experience in a laboratory before graduating is essential. Working in my laboratory provides the opportunity for students to not only receive leading edge knowledge, but also the opportunity to be published in top internationally recognised scientific journals; two significant advantages, and requirements to access graduate schools. The research I conduct constantly attracts undergraduate students, particularly those interested in attending medical programs.

I currently mentor 10 undergraduate students and have mentored a total of 33 undergraduate students since joining John Jay College, of which 11 students have successfully been admitted to graduate schools, partly because of the research experience they have acquired under my supervision. Most students are either part of the "Program for Research Initiatives in Research and Math" (PRISM), the Honors Program, or the capstone course "FOS 402". Results and conclusions produced by my students have been published in top international scientific journals such as "Chemistry, a European Journal" (Impact factor: 5.16) or "Bioorganic Chemistry" (Impact factor: 3.929). A total of 15 undergraduate students are co-authors in peer-reviewed publications and 5 publications have undergraduate students as *first* authors (publications 1, 3, 4 and 5). Additionally, a total of 15 reviewed proceedings have been published with undergraduate students from John Jay College as co-authors.

My research students are constantly presenting their work at students focused national conferences such as SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science) and ABRICAM (Annual Biomedical Research Conference for Minority Students). **One of my students won first prize for best oral presentation.**

In addition to undergraduate students I also mentor students in the Masters' program. I have supervised 7 graduate students who have completed their thesis and I am currently supervising 3 Masters Students. These Masters students are co-authors in 3 peer-reviewed publications (publications 8, 11 and 15), 2 of them as first authors, and are also co-authors in 10 proceedings. All their research projects involve forensic science.

I am extremely proud of my students and of the significant and important scientific discoveries they have made in my laboratory while under my mentorship. Every day, I watch them develop as scientists and I am deeply satisfied at their level of dedication. My goal is to offer them the best education and opportunities possible. Publishing in high impact journals such as "Chemistry a European Journal" as first author is an achievement that sometimes, even graduate or post-doctoral students cannot reach. This is a tremendous accomplishment for my students and places them at better-than-equal terms aside others in the very top learning institutions within the United States.

III-Service:

III-1 Service to John Jay College: I have been actively involved in the college administrative leadership since I joined John Jay College. Despite a pause in my service obligations while on a sabbatical in New Zealand in 2014, and on maternity leave in 2015 after the birth of my son, I have consistently been involved in all departmental and college wide committees such as the "faculty senate", the "college council", and departmental and college "personnel and budget" (P and B) committees.

I have spent 6 years as a member of both the Faculty Senate and the College Council (2007-2013) and have been a member of the department P and B committee in 2016 to 2018, and of the College P and B committee since 2017. Apart from these major committees, I have participated to numerous "taskforces" such as "Working Group to Develop New General Education Learning Rubrics" and "Curriculum development: Liberal Arts Honors program".

III-2 Service to John Jay College students: I remain deeply involved in my students' college careers and I serve them to the best of my abilities. For example, I have organized presentations from two subject matter experts in 2018 so that students could acquire knowledge relating to the latest research in proteomics and solid NMR spectroscopy. In 2013 I received a grant from the National Institute of Health and **I have used funds from this grant to financially support three undergraduate students who work, or have worked part time in my laboratory.** In addition to assisting those students financially, it allowed them to spend valuable time honing their research skills under my supervision, rather than work in a job for pay.

In addition, **I have fully sponsored and paid expenses for 2 undergraduate students to attend the annual "American Chemical Society" conference in Fall 2017 (proceedings 4 and 5 in my resume) for a week using funds from my grant.** This provided them the opportunity to present their results in front of leading experts in their fields, attend graduate schools recruitment workshops, and network with faculty and students throughout the nation.

I have initiated and facilitated international collaborations with colleagues in Europe, South Korea and New-Zealand. In Europe, I collaborate with Dr Paz (University of Santiago de

Comment [40]: Again, having listed service commitments in section 21, here is the broader context, the why rather than the what.

Compostella, Spain) on research projects involving Mitomycin C while in South Korea, I have recently started a collaboration with Dr Schärer (Associate Director, Center for Genomic Integrity, Institute for Basic Science, Distinguished Professor, School of Life Sciences Ulsan National Institute of Science and Technology) and together, we are examining how DNA lesions are treated by polymerases. While in New-Zealand and during my sabbatical, I collaborate with Dr Zujovic of the University of Auckland and director of the NMR facilities on projects involving the analysis of soil samples using solid state NMR.

I have been successful in transferring the advantages brought through these collaborations to our students, some of which are listed below:

1) Dr Paz came as a visiting scientist to my laboratory for a full summer in 2012 and for a month in 2015. Both times, he provided informal seminars during my weekly research group meetings, which greatly benefited our students. Additionally, Dr Paz also worked in my laboratory and personally trained students in new techniques such as size exclusion chromatography.

2) Due to my collaboration with Dr Zuvovic, my students now have access to Solid State NMR spectroscopy, a technique and technology not available at John Jay, to conduct research on soil samples. At least two masters' students have sent samples to the University of Auckland so they could be analysed without cost.

3) **Lastly a John Jay student from my laboratory has been offered, and accepted, a fully paid internship (including flight to South Korea and back to the US) in the laboratory of Dr Schärer in South Korea**-see FIDO, "supplemental material"-. This presents a life-changing opportunity for some John Jay students, and I plan to pursue similar collaborations and internships into the future.