

Board of Trustees Agenda Item

Board Meeting Date: June 7, 2010

Title of Item:

Personnel Items

Background and Analysis:

Name: **Lily Adams**
Position: Counselor
Department: Counseling
Division: Counseling & Student Services
Location: Foothill College
Action: **Resignation for the purpose of retirement per Article 19**
Effective Date: June 25, 2010

Name: **Rachelle A. Campbell**
Position: Instructor
Department: Radiologic Technology
Division: Biological & Health Sciences
Location: Foothill College
Action: **Employment**
Effective Date: September 1, 2010 * # of Months: 11
** Compensation:* Column 3 / Step A @ \$5,827.63/month

Name: **Milissa M. Carey**
Position: Instructor
Department: Music
Division: Fine Arts & Communication
Location: Foothill College
Action: **Employment**
Effective Date: September 1, 2010 * # of Months: 11
** Compensation:* Column 3 / Step E @ \$6954.74/month

Name: **Kim Chief Elk**
Position: Director
Department: Human Resources
Division: Human Resources & Equal Opportunity
Location: Central Services
Action: **Resignation**
Effective Date: June 11, 2010

Name: **Maria Vicky Criddle**
Position: Director
Department: NASA/AMES Internship & Training Program
Division: Middlefield Campus
Location: Foothill College
Action: **Resignation for the purpose of retirement**
Effective Date: June 30, 2010

Name: **Lisa Drake**
Position: Instructor
Department: Accounting
Division: Business & Social Sciences
Location: Foothill College
Action: **Employment**
Effective Date: September 1, 2010
** Compensation:* Column 2 / Step B @ \$5827.63/month

** # of Months: 11*

Name: **April Flowers**
Position: Instructor
Department: English as a Second Language (ESL)
Division: Language Arts
Location: Foothill College
Action: **Resignation for the purpose of retirement per Article 19**
Effective Date: June 25, 2010

Name: **Sharon Hack**
Position: Instructor
Department: Travel Careers
Division: Business & Social Sciences
Location: Foothill College
Action: **Resignation for the purpose of retirement**
Effective Date: June 25, 2010

Name: **Kimberly Lane**
Position: International Counselor / Special Programs Liason
Department: Counseling
Division: Counseling & Student Services
Location: Foothill College
Action: **Partial 40% unpaid leave of absence**
Effective Date: Summer 2010 through Fall 2011

Name: **Andrew LaManque**
Position: Executive Director,
Department: Institutional Research
Division: Educational Technology Services
Location: Central Services
Action: **Employment**
Effective Dates: June 8, 2010 through June 30, 2011
Compensation: Range/Step = K/4 @ \$11,348.14/month

Employee: **Loraine Moen**
Position: Instructor
Department: Mathematics
Division: Physical Sciences, Math & Engineering
Location: De Anza College
Action: **Partial 22.2% unpaid leave of absence**
Effective Date: Winter 2011 and Spring 2011

Employee: **Tesha McCord Poe**
Position: Instructor
Department: Paralegal
Division: Social Science
Location: De Anza College
Action: **Resignation**
Effective Date: June 25, 2010

Name: **Tiffany Rush**
Position: Instructor
Department: Respiratory Therapy
Division: Biological & Health Sciences
Location: Foothill College
Action: **Employment**
Effective Date: September 1, 2010
** Compensation:* Column 3 / Step D @ \$6,672.96/month

** # of Months: 11*

Name: **Jennifer M. Sinclair**
Position: Instructor
Department: Mathematics
Division: Physical Sciences, Math & Engineering
Location: Foothill College
Action: **Employment**
Effective Date: September 1, 2010
** Compensation:* Column 2/ Step I @ \$7800.06/month

** # of Months: 11*

Name: **Tim Woods**
Position: Dean
Department: Computers, Technology & Information Systems
Division: Computers, Technology & Information Systems
Location: Foothill College
Action: **Resignation**
Effective Date: June 25, 2010

Name: **Teresa A Zwack**
Position: Instructor
Department: Mathematics
Division: Physical Science, Math & Engineering
Location: Foothill College
Action: **Employment**
Effective Date: September 1, 2010
** Compensation:* Column 2 / Step I @ \$7800.06/month

** # of Months: 11*

Recommendation: (specify if information only)

Vice Chancellor of Human Resources and Equal Opportunity Dorene Novotny recommends
approval.

Submitted by:	Dorene Novotny, Vice Chancellor of Human Resources and Equal Opportunity, ext. 6211
Additional contact names:	Kim Chief Elk, Director of Human Resources, ext. 6109
Is backup provided?	Yes

RECEIVED

April 6, 2010

APR 07 2010

FOOTHILL COLLEGE
Student Development & Instruction

To: Rose Myers, VP, Student Development
Kim Chief Elk, Director, Human Resources

From: Lily Adams, Counselor

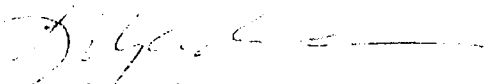
Subject: Retirement

This is a written notice of my intention to retire at the end of this academic year

I am resigning from my present position as fulltime counselor/faculty for the purpose of retirement on June 30, 2010. Upon my retirement, I request to be employed under Article 19, and work part-time in the Counseling Division.

I wish to thank the entire Foothill community, for making my tenure here such a terrific and memorable experience.

Wishing you all the best,



Lily Adams, Ph.D.

Counselor

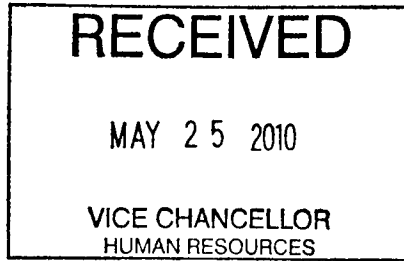
CC: Laureen Balducci, Dean, Counseling Division

jc mi
5-7-10

RECEIVED

MAY 25 2010

VICE CHANCELLOR
HUMAN RESOURCES



Pages Snaff
9/1/10

col. 3
Step A

Close Window *\$5,827.60*
5-7-10

Employment Application

Job #: 10-036			Position Title: (REVISED) Radiologic Technology Program Instructor		
Last 4 digits of SSN	Birth Day:	Birth Month:	Name: Rachelle A Campbell		
Address:		City:	State:	Zip Code:	Country:
Home Telephone:	Work Telephone:	Cell/Other Telephone:	Email Address:		
Can you provide authorization to work in the U.S.? Yes			Are you currently a District employee? No		
If a current District employee, select type: No Response					

EDUCATION/TRAINING

Education	Name and Location	Degree	Major Area of Study	If no degree, units earned:
High School / GED	Petaluma High School Petaluma, CA USA	High School	General Education	n/a
College / University	Santa Rosa Junior College Santa Rosa, CA USA	Associate's Degree	General nEducation	
College / University	St. Petersburg Junior College Clearwater, FL USA	No Response	General Education	2 Semesters
College / University	California State University, Northridge Northridge, CA USA	Bachelor's Degree	Radiologic Technology	
Graduate School	California State University, Northridge Northridge, CA USA	Master's Degree	Health Administration	

EMPLOYMENT HISTORY

Position Title	Employer Name	Primary Responsibilities
Job Title: Radiologic Technologist Dates of Employment: From: 06/19/2007 To: Present Supervisor: Name: Gary Bowman, RT Title: Chief Technologist Phone: 310-829-8933 Employment Type: Full Time 100 % of full time	Employer: St. John's Health Center Santa Monica , CA USA Phone Number: 310-829-8933 May we contact this employer? Yes If no, when may we contact this employer?	Duties <input type="checkbox"/> Perform routine diagnostic imaging procedures according to departmental protocol, policy and procedures in an acute care setting. <input type="checkbox"/> Knowledge and adherence to Joint Commission standards including National Patient Safety Goals <input type="checkbox"/> Assist with Quality Control program <input type="checkbox"/> Provide radiology services to patients of all ages. <input type="checkbox"/> Responsible for patient care and safety. <input type="checkbox"/> Assist physicians in the performance of procedures and the administration of contrast media. <input type="checkbox"/> Perform Orthopedic imaging in an outpatient orthopedic clinic <input type="checkbox"/> Work in conjunction with the Orthopedic Surgeons to create and implement clinical protocols to foster efficiency and patient safety. <input type="checkbox"/> Perform and track QA measures for the orthopedic clinic DR x-ray unit.
Job Title: Radiologic Technologist Dates of Employment: From: 02/2007 To: 06/2007 Supervisor: Name: Monica Cuthbert Title: Assistant Director, Ancillary Phone: 818-677-1200 Employment Type: Part Time 70 % of full time	Employer: Klotz Student Health Center Northridge , CA USA Phone Number: 818-677-1200 May we contact this employer? Yes If no, when may we contact this employer?	Duties <input type="checkbox"/> Perform Orthopedic X-rays <input type="checkbox"/> Darkroom QA <input type="checkbox"/> Train student technologists
Job Title: Resident Advisor Dates of Employment: From: 05/2003 To: 03/2005 Supervisor: Name: Various Title: Phone: 818-677-1200 Employment Type: Part Time 50 % of full time	Employer: CSUN Housing Northridge , CA USA Phone Number: 818-677-1200 May we contact this employer? Yes If no, when may we contact this employer?	Duties Enforce University and Housing Policies Manage budget and create programs to build community amongst the students. Mediate student disputes.
Job Title:	Employer:	Duties

Program Assistant Dates of Employment: From: 10/2001 To: 05/2004 Supervisor: Name: Mary Oberembt Title: General Manager Phone: 800-234-2695 Employment Type: Part Time 50 % of full time	College Bowl Company Woodland Hills , CA USA Phone Number: 800-234-2695 May we contact this employer? Yes If no, when may we contact this employer?	Data Entry Assist with College Bowl and Honda Campus All Star Challenge National Championships - Academic Competitions
Job Title: Medical Staff Credentialing Sp Dates of Employment: From: 12/1999 To: 08/2001 Supervisor: Name: Michael P. Belick Title: CEO Phone: 415-884-3404 Employment Type: Full Time 100 % of full time	Employer: Immix Management Services Novato , CA USA Phone Number: 415-884-3404 May we contact this employer? Yes If no, when may we contact this employer?	Duties <input type="checkbox"/> Credentialing for group of 37+ physicians for hospitals, malpractice insurance, HMO's/PPO's, and Medicare/Medi-Cal <input type="checkbox"/> Out of state licensing and credentialing for physicians with National Orthopedic Imaging Associates (a subsidiary of MRMG) <input type="checkbox"/> Notary Public

DIVERSITY STATEMENT

In the spaces below, provide information, which demonstrates your understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff. You may use all of the text fields below, but each text area can only hold up to 1200 characters (including spaces).

My experiences in the last ten years with diversity have led me to realize that no matter what the situation, whether it was my role as a student or in my current position as a Radiologic Technologist, there is always a common thread uniting us. I have come to appreciate the differences in ethnicity, spiritual beliefs, gender identity, sexual preference, physical ability and age, all of which lead to richer interactions. I spent three years living on campus at California State University, Northridge, heavily involved in Student Government and working as a Resident Advisor. My goals were to increase student involvement, build community and assist my residents in their educational endeavors. Amongst the residents I interacted with were the Deaf and Hard of Hearing Living and Learning Community. CSUN has a large deaf and hard of hearing population. As a Resident Advisor I needed to be able to communicate with these students. I learned basic sign language in order to increase the quality of our interactions. By attempting to learn the language I was learning more about the deaf culture.

Living in Los Angeles has provided me with opportunities to be more open to the exploration of diversity, to helping my fellow students and my co-workers in our quest for education and the pursuit of excellence in providing patient care. Creating an inclusive environment where everyone is able to provide input is extremely important to me as a both a person and as a professional. A primary example of this was during my Master's program. CSUN has a large exchange student population. I had the honor of attending class with individuals from China and India. Many times there were long discussions about what medical care was like in thier country versus the United States. I gained a greater appreciation for the system we have in place here. I also learned that exchange students have a greater learning curve. It is not just a language barrier that exists in thier educational pursuits. An example would be during

a discussion about Kaiser Permanente creating a system wide electronic medical records. A gentleman from India leaned over and whispered "What is Kaiser?"

During our class break I and several other students took time to ensure he and other students in our class understood what Kaiser was. We brought this to our professor's attention. He not only slowed down his teaching but also made sure through feedback that everyone understood the topic that was being discussed. If there was any confusion a group of students would stay after class and discuss the topic to ensure understanding.

In my current role as a Radiologic Technologist the greatest types of diversity I encounter are ethnicity, age, and physical disability. Understanding these areas and taking time to talk to each individual helps me assess issues of understanding and safety. I work closely with my fellow technologists as there is no one way to achieve diagnostic imaging. I have found that by working closely with my fellow technologists I find new ways to look at problems that I would never have thought of. Ultimately, in order to provide the highest level patient centered care, it is my belief that respect and caring must exist for each individual's differences, both patients and coworkers, and the common thread that binds us together.

AGREEMENT

I hereby certify that all entries on this Application for Employment and other statements made by me are true and correct, and that I have not omitted or withheld any material information. I also authorize my former employers and other individuals to give any information concerning me, whether or not it is in their records, and I hereby release them and their companies or institutions from any liability whatsoever. I understand that I will be subject to dismissal if anything in this application and the supporting documents I have provided is found to be untrue.

BY SIGNING BELOW, I certify that I have read and agree with these statements.

Rachelle Campbell

Applicant's Name

Applicant's Signature

Date

[Close Window](#)

March 2, 2010

Attn: Human Resources
Foothill-De Anza Community College District
Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022

To Whom It May Concern:

I am applying for the Radiologic Technology Program Instructor position. My Master's Degree in Health Administration and work experience as a Radiologic Technologist have provided me with the diverse knowledge and skills needed for a position such as this. In my final semester of my Undergraduate degree I taught several classes to the incoming junior class. Curriculum design and developing handouts for the class were part of the assignment. My master's program provided me with additional opportunities to hone my presentation and teaching skills. I have experience working with students in an academic setting as well as in acute healthcare institutions. I am currently working on obtaining my ARRT Quality Management Certification. I believe that a challenging environment such as yours will provide me with an opportunity to best utilize my skills while contributing to the diverse student population, as well as the academic and healthcare communities.

At your convenience I would like to schedule a personal interview. I can be reached by phone at
via email at I look forward to hearing from you.

Sincerely,

Rachelle A. Campbell, MSHA, BSRT, ARRT (R), CRT (R)(F)(M)

Objective

A position as a Radiologic Technology Program Instructor that would allow me to blend my clinical background with my healthcare administration studies.

Licensure & certification

California CRT(R) License #: RHM00091216 Expires: 03/31/2011
CA Fluoroscopy Permit
ARRT (R) – Certification # 418463 Expires 3/2011
CPR Certification Expires 12/2011
Venipuncture Certified

Education

California State University, Northridge Northridge, CA
September 2006 – May 2009
Masters of Science in Health Administration
August 2001 – January 2007
BS in Health Science – Radiologic Technology Option

Work experience

Saint John's Medical Center – Imaging Department

June 2007 - Present

Radiologic Technologist

- Perform routine diagnostic imaging procedures according to departmental protocol, policy and procedures in an acute care setting.
- Knowledge and adherence to Joint Commission standards including National Patient Safety Goals
- Assist with Quality Control program
- Provide radiology services to patients of all ages.
- Responsible for patient care and safety.
- Assist physicians in the performance of procedures and the administration of contrast media.
- Perform Orthopedic imaging in an outpatient orthopedic clinic
- Work in conjunction with the Orthopedic Surgeons to create and implement clinical protocols to foster efficiency and patient safety.
- Perform and track QA measures for the orthopedic clinic DR x-ray unit.

Klotz Student Health Center, California State University, Northridge

February 2007 – June 2007

Radiologic Technologist

- Perform Orthopedic X-rays
- Darkroom QA
- Train student technologists

RECEIVED

MAY 25 2010

VICE CHANCELLOR
HUMAN RESOURCESFOOTHILL DE ANZA
Community College District

https://www.fhdajobs.net/userfiles/jsp/shared/application/Printa...

HIRE DATE: SEPTEMBER 1, 2010

5-12-10
[Close Window](#)**Employment Application**

Job #: 10-044		Position Title: Music/Voice Instructor			
Last 4 digits of SSN	Birth Day:	Birth Month:	Name: Milissa M. Carey		
Address:		City:	State:	Zip Code:	Country: USA
Home Telephone:	Work Telephone:	Cell/Other Telephone:	Email Address:		
Can you provide authorization to work in the U.S.? Yes			Are you currently a District employee? Yes		
If a current District employee, select type: Part-Time Faculty					

EDUCATION/TRAINING

Education	Name and Location	Degree	Major Area of Study	If no degree, units earned:
High School / GED	La Jolla High School La Jolla, CA USA	High School	general	
College / University	University of California Santa Cruz Santa Cruz, CA USA	No Response	Music	21/qtr
College / University	San Francisco Conservatory of Music San Francisco, CA USA	Bachelor's Degree	Vocal Performance	117/sem
Graduate School	University of Southern California Los Angeles, CA USA	Master's Degree	Vocal Performance	33/sem
College / University	American Conservatory Theatre San Francisco, CA USA	Certificate	Theater	24/qtr

EMPLOYMENT HISTORY

Position Title	Employer Name	Primary Responsibilities
Job Title: Adjunct Faculty Dates of Employment: From: 9/02 To: present Supervisor: Name: Mark Anderson Title: Interim Dean, Fine Arts Phone: 650-949-7156 Employment Type: Part Time max PT load % of full time	Employer: Foothill Community College Los Altos Hills , CA USA Phone Number: 650-949-7156 May we contact this employer? Yes If no, when may we contact this employer?	Duties Adjunct Faculty Member - Music and Theater Departments: Winter 2010: Multi-Cultural Music in America and Voice Practicum for the Actor
Job Title: Teacher/Stage Director Dates of Employment: From: 1/2005 To: present Supervisor: Name: Rick Harrell Title: Director, Opera Program Phone: 415-503-6260 Employment Type: Part Time varies % of full time	Employer: Sf Conservatory of Music San Francisco , CA USA Phone Number: 415-564-8086 May we contact this employer? Yes If no, when may we contact this employer?	Duties Collegiate Faculty for Undergraduate and Graduate Opera Department: courses in acting directed projects with original sung scenes and standard opera scenes
Job Title: Adjunct Faculty Dates of Employment: From: 9/2002 To: 5/2005 Supervisor: Name: George Maguire Title: Artistic Director Phone: 707-864-7000 Employment Type: Part Time varies % of full time	Employer: Solano Community College Suisun City , CA USA Phone Number: 707-864-7000 May we contact this employer? Yes If no, when may we contact this employer? Please use extension: 4481	Duties Faculty in Acting Training Program: Singing Fundamentals, Musical Theatre Auditions, Musical Theatre Performance
Job Title:	Employer:	Duties

Instructor Dates of Employment: From: 2003 To: present Supervisor: Name: Cragi Slaight Title: Artistic Director, YC Phone: 415-439-2440 Employment Type: Part Time occasional % of full time	A.C.T. Young Conservatory San Francisco , CA USA Phone Number: 415-439-2440 May we contact this employer? Yes If no, when may we contact this employer?	part-time instructor in a variety of classes at the Young Conservatory: Musical Theater Intensive, Voice and Speech, Acting. Classes help in the summer, with occasional sections during the school year.
Job Title: Faculty Artist Dates of Employment: From: 6/2007 To: 9/2007 Supervisor: Name: Mark Miller Title: Managing Director Phone: Employment Type: Part Time summer only % of full time	Employer: American Musical Theatre SJ San Jose , CA USA Phone Number: May we contact this employer? No Response If no, when may we contact this employer? AMTSJ dissolved, no longer in existence	Duties Voice and Speech Teacher and Director for 3 Sessions of a Musical Theater Intensive

DIVERSITY STATEMENT

In the spaces below, provide information, which demonstrates your understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff. You may use all of the text fields below, but each text area can only hold up to 1200 characters (including spaces).

I began my own college career largely on scholarship, as I came from a big family without tremendous means. I understand and appreciate the value of educational opportunity for all students. My life as a professional performer has put me in contact with the most diverse group of people one can imagine. Since art knows no boundaries, all people come to the process as equal partners with equal voice. This is perhaps a reflection of the power of music and perhaps, too, why we call it the universal language. Further, the creative process itself can be challenging, and so, respect for all involved in the endeavor is essential.

Learning how music can bring people together began early for me. In High School, our small chamber group was invited to attend the all-county Honor Choir. My high school was in a middle class community, predominately Caucasian. The choirs came from all over San Diego County and formed a huge multi-cultural choir, singing together to produce one voice. It was a thrilling concert and my first experience with the power of music to unite strangers.

As I studied opera, musical theater and acting, I worked with people from all around the country and the world where the common bond was the music, not one's race, religion, gender or sexual orientation, or economic standing. When I later began a career in the performing arts, inclusion was based on ability. It has been wonderful to be a part of the world of theater during the recent years when "color-blind", multi-ethnic casting has come to pass. If we continue to expand our ideas of what art looks like, we are often surprised at the result. It is a life-long journey to become an artist, always evolving. In order to be a truly "honest" performer, one must be open to new ideas and points-of-view.

At one of my early teaching jobs at the Julia Morgan Center for the Arts in Berkeley I worked with scholarship students in a summer intensive. I found that traditional methods and materials were often not effective. The students had no experience with the world of musical theatre - their experience was television and MTV. The traditional material didn't resonate with the students. I began working with students to create original material based on their own experiences.

We created both plays and "musicals," allowing them to use their own unique voices in the storytelling. This, in turn, offers me the gift of seeing the power of that student's creativity.

Most of my students at Solano College were first generation college students with no background in performing arts. In order to reach these students in the singing class, I found I needed to speak to them in a new way. I began asking the students to create a character and write scenes in which we could use traditional songs. These were then performed with other students for the class. This removed the work from an historical art form to which they had no connection, and placed it in a personal context to which they could relate. This might involve changing the musical style and the language, sometimes detaching from hard and fast rules. For instance, the student of color who didn't know that his role is traditionally played by a Caucasian actor, performed that monologue; or an Asian student wishing to sing a song not traditionally sung by someone of her ethnic background, singing that song; or the gay student who wanted to write a scene about gay a relationship to give himself a voice.

The end result was students who had successful experiences in performance and who may be inspired to learn more about the traditional art form.

While teaching a Beginning Acting course at Foothill College, I had a powerful experience with a sight impaired student. This class is very physical in nature and requires building trust and relationships with other students in Improv exercises as well as scripted material. On the first day, the student and I discussed how he could modify the exercises and still participate. He then joined in immediately; we worked together as a class to ensure his inclusion in all activities. It was a terrific exercise in ensemble and community building. Further, everyone released the assumption that because he was sight impaired he wouldn't be able to excel in the class. I feel quite certain that the other students learned as much from his participation as he did by participating.

In the Bay Area, we are afforded such tremendous diversity. I consider myself fortunate to live and work in the midst of such a wide range of cultures. In my San Francisco neighborhood alone, one can travel the globe while choosing a restaurant. In fact, travel has opened me up to even more multi-cultural experiences. In the past several years I have been fortunate enough to have traveled to Egypt, Turkey, Central America, Thailand and Cambodia. In each country, I had amazing experiences meeting people and learning about their culture. I learn again and again that we are all more alike than different.

AGREEMENT

I hereby certify that all entries on this Application for Employment and other statements made by me are true and correct, and that I have not omitted or withheld any material information. I also authorize my former employers and other individuals to give any information concerning me, whether or not it is in their records, and I hereby release them and their companies or institutions from any liability whatsoever. I understand that I will be subject to dismissal if anything in this application and the supporting documents I have provided is found to be untrue.

BY SIGNING BELOW, I certify that I have read and agree with these statements.

Milissa Carey

Applicant's Name

Applicant's Signature

Date

[Close Window](#)

Milissa Carey

March 12, 2010

Voice Instructor Hiring Committee
Foothill Community College
12345 El Monte Road
Los Altos Hills, CA

Re: Job #10-044: Music/Voice Instructor

To the Members of the Committee:

I am very pleased to formally apply for the position of Voice/Music Instructor at Foothill College. I learned of this position from job postings at the FHDA website. I believe my teaching and professional performance experience qualify me highly for this position.

I am currently at Foothill College as an adjunct instructor in both the Music and Theater Departments. I am also on the faculty at the San Francisco Conservatory of Music in the Opera Department. Lastly, I am a professional singer having worked extensively throughout the Bay Area and nationally.

I hold a Master Degree in Vocal Performance from the University of Southern California, Thornton School of Music. My Bachelor of Music is from the San Francisco Conservatory of Music in vocal performance. I also have Certificate of Acting (2 year program), from The American Conservatory Theatre in San Francisco.

One of the most powerful aspects of music is its ability to reach all types of people. Because of the diversity of the Bay Area, I have experience working with students from a wide range of demographics. From Conservatory students who are already focused on an educational or career path to students who are exploring music for the first time or those re-entering the academic world later in life, I continue to be excited and challenged to help students find their own voices.

I am committed to excellent education and training. Excellence in the performing arts is based not only on creative abilities, but on a strong academic and technical foundation. Since the artistic process is subjective in nature, students must feel empowered and safe to begin to explore and take risks. It is within that freedom that students begin to build technical skills and also to gain respect for the process and discipline needed to create and sustain their work in performance. Most important, however, is that students gain a stronger sense of pride and esteem no matter how large or small their accomplishments may have been during their time in my classroom.

Whether or not a student continues in a career in music, the confidence and freedom they gain from this work will be of value to them throughout their lives. Should a student choose to pursue further education or a career in music, this skill-building and discipline shapes the professionalism required to give a great performance, to sustain it over time, and create it anew with the next role. My goal as a teacher is for each student to free the artist within themselves, confident and empowered to create music.

In my own professional work as a performer, I continue to seek out performing opportunities in the Bay Area. In 2009, I received excellent critical feedback for principal roles in professional productions of both a musical and an opera. I attend dozens of performances each year in order to stay current on material and repertoire, as well as to seek out opportunities for my students. During our next Spring Break, I will be traveling to New York for several days to see an important new musical. The piece is the last Kander and Ebb musical written before the death of Fred Ebb. This production is of particular interest to me not only because Kander and Ebb are giants in the field of musical theater and that it is directed by Susan Stroman, but it also happens to have a leading actor who is a friend and former Bay Area resident. Along with my friend, I will be attending a discussion with both Mr. Kander and Ms. Stroman regarding the process of bringing a new musical to the Broadway stage.

As a member of the Foothill community as an adjunct faculty member beginning in 2002, I have worked closely with staff and faculty from both the Music and the Theater Departments. I see the opportunity for continued collaboration to bring quality musical theater education and training to our students and the Foothill community. This collaboration could be expanded beyond the two full scale musical productions per year to include smaller projects with using students from both departments. This would give those students wonderful performing opportunities as well as the chance to learn from one another.

As a member of the Music 8 team and while teaching the online Theatre Arts Appreciation class, I have seen the increased role technology plays in our classrooms and I am continually impressed with the role technology plays in our classrooms. Through both of these general education classes, I have worked with students who may be non-majors, ESL students or re-entry students. In addition to the computer-assisted instruction, we can now imbed examples of songs or musicals which are being studied, access performances on YouTube and even offer basic instruction on learning music which beginning students can use to learn a song without the requirement of a keyboard.

Voice for the Actor, a course in the Foothill Theater Conservatory, Voice for The Actor has also integrated the use of technology. Students now have access to digital music online for both audition and sheet music. This has expanded our ability to teach both a broader range and the newest repertoire. This class has also increased our connection with the nearby community as it routinely ends with a showcase audition for Artistic Directors or Casting Directors from local theater companies. This assists our Conservatory students in moving from the classroom to the professional world by making contacts for future employment. This very specific final also prepares students who are auditioning for four year colleges or MFA programs.

Since the quality of musical theater performance at Foothill has maintained a high standard, continuing to develop relationships with local High Schools for recruiting is important. By adding student outreach programs to local High Schools and Colleges, our students would have the opportunity to perform while exposing students at those schools to the high quality of work

produced at Foothill. By continuing to involve the local performing arts organizations in working with our students as audition auditors and in Master Classes, we create a bridge between the students and those companies. It would be a terrific opportunity for take that even further by exploring the possibility of internships with various organizations. Lastly, I have attended and would continue to attend, the annual Theatre Bay Area Regional Auditions. Here I see the level at which young singers and actors audition, support our Foothill students who are auditioning, network with directors and casting directors from throughout the Bay Area, and also become familiar with potential students.

In addition to the continued high level of academic training and collaboration between departments, two other goals I would set would be to expand the visibility of the department and in course development. Foothill is fortunate to have "Friends of Foothill Music Theater" as a fundraising group. In addition to the current fundraiser efforts, I'd like to explore adding one or two smaller events in Appreciation Hall. We could produce a Broadway Sing-a-long featuring students and former performers from the Foothill Musicals or evenings of Musical Theater featuring specific composers or periods. Another goal would be to add curriculum relevant to Voice. One course I am interested in developing is a Broadway Singing class. I am frequently asked if such a course is available. This course would be for non-majors, a place to learn singing and music basics and apply those skills to Broadway repertoire. Another course I am interested in developing is an online or hybrid American Musical Theatre History course. My years of working in Music 8 have given me the skills needed to build the course and insights as to what works best in the online environment.

This position would be a perfect fit for my unique areas of expertise, my love of teaching and my deep passion for reaching others through the arts. Thank you for your consideration, and I would welcome the opportunity to meet with you and discuss my experience in person. I look forward to hearing from you.

Sincerely,

Milissa Carey, M.M.

Milissa Carey

Like all art, I believe singing has the extraordinary power to change lives. The singer and the audience can be transported on an ephemeral journey, connecting in a single moment to gain a deeper understanding of ourselves and one another. The human voice is an extraordinary instrument with the ability to combine music and words. This dynamic combination adds a dimension to musical theater that is exciting and unique. For the student, learning to create and integrate these two aspects of this art form, is at once challenging, empowering and inspiring. As a teacher, I strive to create an atmosphere that supports this process. Within this collaborative, process-oriented environment, students are then free to not only develop skills and professionalism, but to take the risks required to make art. Students learn to become aware of their deepest sources of creativity and connection to the human experience AND learn to recreate them at will. Singing on stage has had a profound impact in my own life. Sharing the process of creating that art is a true joy.

Degrees & Education

- Master of Musical Arts in Vocal Arts
University of Southern California, Thornton School of Music, Los Angeles, 1989
- Bachelor of Music in Voice
San Francisco Conservatory of Music, 1981
- Certificate in Theatre Training
American Conservatory Theatre, San Francisco, 1996

Teaching Experience

- Foothill College, Adjunct Faculty, 2002-present
 - Music Department:
 - Multicultural Music in America: blended delivery (class traces the evolution of musical styles in America in an historical context)
 - Great Composers and Music Masterpieces: online delivery
 - Theater Conservatory:
 - Singing for the Actor/Musical Theatre – Technique, Repertoire & Auditions
 - Directed Special Projects
 - Theater Department:
 - Acting: Beginning (fundamentals of acting technique: character development, text analysis, monologues)
 - Acting: Intermediate (scene study, emotional connection to text, personalization, styles)
 - Theater Arts Appreciation: Online (presents the experience of live theatre: plays, acting, form, direction, design. Includes historical overview, diversity and contemporary theatre.)

- San Francisco Conservatory of Music, Collegiate Faculty, CA 2005-present
 - Art Songs as Theatre (directed fully staged performances of original scenes developed through exploration of character, relationships and song context and style)
 - Beginning/Intermediate/Advanced Acting for the Singer (fundamentals of acting technique; character development; monologue preparation; scene study; audition technique and industry professionalism)
 - Stage Director ~ Opera Department Scenes Programs
- Solano College, Faculty, Actor Training Program, Suisun, CA, 2002-2005
 - Singing Fundamentals (singing from early Italian song literature through contemporary Broadway ensembles)
 - Musical Theatre Performance (developed and performed repertoire/scenes in various Musical Theatre styles)
 - Auditioning for Musical Theatre (developed repertoire for showcase auditions for industry professionals)
 - Directed Musical Theatre Projects performed by graduating classes
- American Conservatory Theatre, San Francisco, CA
 - Young Conservatory: 2003-present
 - Voice and Speech (emphasis on Linklater/text work from Shakespeare through contemporary literature/basic dialects)
 - Acting (scene study, character development, text analysis)
 - Musical Theatre Intensive (preparation of solos/ensemble repertoire for Showcase)
 - Academy: Adult Program: 1997-1998
 - Singing Class (fundamentals of singing)
- American Musical Theatre Company, Summer Training Intensive 2007, San Jose, CA
 - Directed Musical Theatre Projects
- Marin Theatre Company, Mill Valley, CA, 1999-2002
 - Singing for the Musical Theater Stage – Adults & Teen
- Julia Morgan Center for the Arts, Berkeley, CA, 2000-2001
 - Voice for the Musical Theater Stage
 - Performing Arts Workshops (students developed & performed original plays)
- Peninsula Civic Light Opera Outreach Program, San Mateo, CA, 1999
 - Original Spoken/Sung Projects for at risk teens/Singing Class
- Private Vocal Instruction, Coaching, Audition Preparation, 1985-present
 - Instruct private students in classical and musical theater repertoire; vocal technique and performance; audition preparation

Master Classes:

- San Francisco School of the Performing Arts, San Francisco, CA, 1999
 - Auditioning for Musical Theater
- Classics On Stage, Concord, CA, 2001
 - Auditioning for Musical Theater
 - Voice for the Musical Theater Stage
- The Complete Singer-Actor, workshops in the Wesley Balk System,
 - Acting for Classical Singers, Los Angeles, CA, 1985-1988

Related Experience:

- Associate Music Director, California Shakespeare Festival,
Nicholas Nickleby, 2005
- Assistant Director, The Willows Theatre Company,
Master Class, 2000
- Assistant Director, Opera Dept., San Francisco Conservatory of Music,
Willene Gunn, Director, 1978-1981
- Vocal Coach, The Thick Description Theatre Company,
A Boy and His Soul, 2005, 2008
- Vocal Coach, Inquiline Theatre Company,
Raised in Captivity, 1999

Professional Experience

Broadway National Tour:

- Evita, Aristocrat/Union Organizer

Hal Prince/Larry Fuller, dirs

Regional & World Premiers:

- Firebird Motel, Nova
- Making Noise Quietly, Helene
- Wittgenstein on Mars, Gretl Wittgenstein
- Wizzer Pizzer, Dr. Nora

Thick Description, (Comm'l Recording available)
TheatreFIRST
George Coates PerformanceWorks
Bay Area Playwrights Festival

Other Regional Musical and Theater Credits – Representative List:

- Cabaret, Fraulein Schneider
- Musical Of Musicals, The Musical, Abigail
- Putting It Together, Woman 1
- ☒ A Little Night Music, Desiree
- Private Lives, Amanda Prynne
- Once Upon A Mattress, Queen Aggravain
- Evita, Aristocrat
- Her Lightness
- Sunday in the Park with George, Yvonne
- Amadeus, Teresa Salieri/urs Venticello
- The Mistress Cycle, Helene
- Full Moon, Dorothy Patrick
- Tom Foolery, Principal
- A Christmas Carol, Catherine
- Rhinoceros, Old Gentleman/Papillion
- On The Twentieth Century, Lily Garland
- Kiss Me Kate, Kate
- Fiddler on the Roof, Golde
- 1776, Abigail Adams
- George Washington Slept Here, Annabelle Fuller
- The Sound of Music, Elsa Schrader
- 42nd Street, Dorothy Brock
- Phantom, Carlotta
- Nymph Errant, Miss Pratt
- Lady Be Good, Josephine
- Hay Fever, Judith Bliss
- Rumors, Cookie
- A Little Night Music, Charlotte
- Quilters, Sarah Bonham
- She Loves Me, Amalia
- Romance, Romance, Josephine
- Falsettos, Trina
- Into the Woods, Baker's Wife
- Assassins

Center Repertory of Walnut Creek
Center Repertory of Walnut Creek
SF Playhouse
Pacific Alliance Stage Company
California Conservatory Theater
42nd Street Moon
American Musical Theatre San Jose
San Jose Repertory Theatre
TheatreWorks
TheatreWorks
TheatreWorks
American Conservatory Theater,
Center Repertory of Walnut Creek
Center Repertory of Walnut Creek
Theatre Rhinoceros
Foothill Music Theatre, Jay Manley, dir.
Foothill Music Theatre, Jay Manley, dir.
Foothill Music Theatre, Jay Manley, dir.
The Willows Theatre Company
The Willows Theatre Company
Solano Repertory Theatre
Broadway By The Bay
Broadway By The Bay
42nd Street Moon
42nd Street Moon
California Conservatory Theater
California Conservatory Theater
North Bay Opera
Warehouse Repertory Theatre
Contra Costa Musical Theatre
New Conservatory Theater
Hillbarn Theater
California Theater Wing
A.C.T. Conservatory

Opera and Concert Credits – Representative List:

- Dido and Aeneas, The Sorceress
- Out of the Silence
- Creusa
- Young Artist Recital

Urban Opera, * *SF Chronicle* 10 Best of 2009
Composer's Seminar Series, Hertz Hall, Berkeley
Composer's Seminar Series, Hertz Hall, Berkeley
Aspen Music Festival

- Concert Series
- Concert Series, 3 seasons
- Don Giovanni, Donna Elvira
- Gianni Schicchi, Nella
- Summer and Smoke, Mrs. Basset
- Opera Encores, LA
- Athenaeum, La Jolla
- Romani Foundation, LA
- Batiquitos Festival, San Diego
- Dominican Opera

Related Experience:

- Voice Actor: Commercials, Games, Industrials and Narration
- On-Camera Commercial Actor

Voice Training

Edward Sayegh
Herta Glaz
Willene Gunn
Leopold Simoneau
Lenoir Hosack
Jane Randolph
Wesley Balk
Natalie Limonick

Vocal Coaches

Gwendolyn Koldovsky
Peter Maleitzke
Armen Guzelimian
Martin Katz
Hans Hotter
Joe Barnett
Brandon Adams
Anne Balz

Conductors (representative list)

Randall Behr
Susan Webb
John Adams
Michael Horsley
Barbara Day Turner
Jeffrey Thomas
Jim Coleman
Samuel Krachmalnick

Related Training:

- Seydways Studios: Richard Seyd, San Francisco, CA: Acting
- Sanford Meisner Actor Training, San Francisco, CA
- Full Circle Productions, San Francisco, CA: Commercials & On-Camera
- The Voice Factory, San Francisco, CA: Voice Over
- Wesley Balk, Acting in Opera, Minneapolis, MN
- Aspen Music Festival, Opera and Art Song Performance

Awards:

- Talking Broadway: 10 Best Musical Theater Female Performances 2009
- Bay Area Theatre Critics Award: 1999, 2000,
- Bay Area Theatre Crititcs Award Nominations: 1996, 2008
- Garland Award, Back Stage West: 1999
- Dean Goodman Awards: 1996, 2000, 2003, 2004
- Shellie Award: 1996, 2000
- National Association of Teachers of Singing Young Artist Contest Winner 1989

Languages:

- English (native language)
- French (read and speak moderately)
- Italian, German (read and speak basically)

Professional Organizations:

- National Association of Teachers of Singing (NATS)
- Actors' Equity Association (AEA)
- Theatre Bay Area (TBA)



FOOTHILL-DE ANZA
Community College District
Office of Human Resources and Equal Opportunity

Date: May 12, 2010

To: Dorene Novotny

From: Kim Chief Elk, Director, Human Resources

KCE

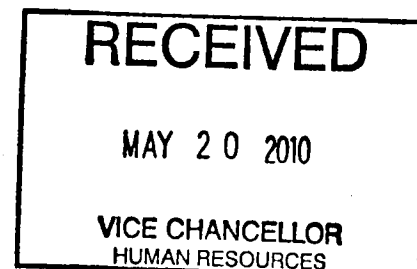
Subj: Resignation

Even though this is difficult for me, I must share with you the move I will be taking. I truly believed that Foothill-De Anza would be the place I would ultimately retire from at the end of my working career. However, an opportunity presented itself this year. On Tuesday May 11th, the San Jose-Evergreen Community College District's Board of Trustees approved my appointment as its Vice Chancellor of Human Resources.

It does hurt in a bittersweet way that I must tell you that my last day with you and Foothill-De Anza is Friday June 11, 2010.

I have struggled for months regarding my decisions. The struggle has been with the deep feelings I have for the people I work with and the very special place I have been at for twenty-five years.

With deep appreciation and the warmest of regards,



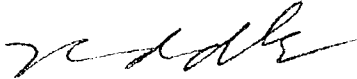
March 9, 2010

Richard Galope
VP, Workforce Development and Instruction
Foothill College
12345 South El Monte Road
Los Altos Hills, CA 94022

Dear Richard,

I hereby tender my resignation for the purpose of retirement from the Foothill-De Anza Community College effective July 1, 2010.

Sincerely,



Maria Vicky Criddle

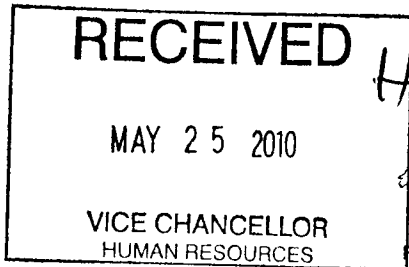
Cc: Dorene Novotny

gcm
5-7-10

RECEIVED

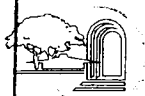
MAY 25 2010

VICE CHANCELLOR
HUMAN RESOURCES



Hire date : Sep 1, 2010

D. Mummert

FOOTHILL-DE ANZA
Community College District

J.C. 5-7-10

[Close Window](#)

Employment Application

Job #: 10-028		Position Title: Accounting Instructor			
Last 4 digits of SSN	Birth Day:	Birth Month:	Name: Lisa Drake		
Address:		City:	State:	Zip Code:	Country:
Home Telephone:	Work Telephone:	Cell/Other Telephone:	Email Address:		
Can you provide authorization to work in the U.S.? Yes			Are you currently a District employee? Yes		
If a current District employee, select type: Part-Time Faculty					

EDUCATION/TRAINING

Education	Name and Location	Degree	Major Area of Study	If no degree, units earned:
High School / GED	Newport Harbor High School Newport Beach, CA USA	High School		
College / University	Orange Coast College Costa Mesa, CA USA	No Response		63
College / University	San Francisco State University San Francisco, CA USA	Bachelor's Degree	Creative Arts Interdis.	80
College / University	San Francisco State University San Francisco, CA USA	No Response	Accounting/Business	38
		No Response		

EMPLOYMENT HISTORY

Position Title	Employer Name	Primary Responsibilities
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Job Title: Part Time Faculty Dates of Employment: From: September 2007 To: Present Supervisor: Name: Dr. Sara Seyedin Title: Accounting Department Chair Phone: 650-949-7483 Employment Type: Part Time % of full time	Employer: Foothill College Los Altos Hills , CA USA Phone Number: May we contact this employer? Yes If no, when may we contact this employer?	Duties Teach the following courses: Financial Accounting 1A & 1B, Computerized Accounting - QuickBooks, Computerized Accounting - Excel
Job Title: Part Time Faculty Dates of Employment: From: February 2008 To: Present Supervisor: Name: Betty Christopher Title: Department Chair Phone: 408-855-5343 Employment Type: Part Time % of full time	Employer: Mission College Santa Clara , CA USA Phone Number: May we contact this employer? Yes If no, when may we contact this employer?	Duties Teach the following courses: Principles of Accounting 1A, Computerized Accounting - QuickBooks
Job Title: In-House CPA Dates of Employment: From: May 2006 To: Present Supervisor: Name: Jeanette Oliver Title: Manager Phone: 415-282-4647 Employment Type: Part Time 50% % of full time	Employer: Diamond Heights Shopping Cntr San Francisco , CA USA Phone Number: 415-282-4647 May we contact this employer? Yes If no, when may we contact this employer?	Duties Prepare financial statements, assist with audit, financial analysis
Job Title: Contract Accountant Dates of Employment: From: October 2005 To: November 2006 Supervisor: Name: Susan Ludwig Title: Accounting Manager	Employer: Peninsula West Los Gatos , CA USA Phone Number: 408-395-8899 May we contact this employer? Yes	Duties Accounting for property management, prepare tax returns for owner

Phone: 408-395-8899 Employment Type: Part Time 50 % of full time	If no, when may we contact this employer?	
Job Title: Manager Dates of Employment: From: January 2001 To: June 2005 Supervisor: Name: Caroline Barnes Title: Owner Phone: 415-454-7494 Employment Type: Full Time 100% % of full time	Employer: Barnes & Associates, CPAs San Rafael , CA USA Phone Number: 415-454-7494 May we contact this employer? Yes If no, when may we contact this employer?	Duties Prepared compiled, reviewed and audited financial statements, prepared and reviewed individual, partnership, LLC and Corporate tax returns, consult with clients on a variety of accounting and financial matters

DIVERSITY STATEMENT

In the spaces below, provide information, which demonstrates your understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff. You may use all of the text fields below, but each text area can only hold up to 1200 characters (including spaces).

The community college population today is a mix of diverse cultural and religious backgrounds and differing socio-economic brackets. All students must be able to compete academically regardless of their culture, disability, or background.

It is not enough that we as educators have good intentions. It is incumbent upon us to ensure that all students be on an equal footing in the classroom. I have noticed that students for whom English is a second language are often reluctant to speak up in class, fearful that they may not use the language correctly. My classroom is a safe place, where everyone has a voice and I urge all my students to participate equally. By encouraging students to do group work, it gives a chance for students to explain to their colleagues, often in their first language, the concepts we have just gone over. I use several delivery methods to convey the material: lecture, modeling, handouts, PowerPoint, board work, group exercises and problems. One size doesn't fit all in today's diverse classroom.

What is important is that no one person's culture or beliefs are disregarded. When you do this, listening stops. And when listening stops, so does learning.

AGREEMENT

I hereby certify that all entries on this Application for Employment and other statements made by me are true and correct, and that I have not omitted or withheld any material information. I also authorize my former employers and other individuals to give any information concerning me, whether or not it is in their records, and I hereby release them and their companies or institutions from any liability whatsoever. I understand that I will be subject to dismissal if anything in this application and the supporting documents I have provided is found to be untrue.

BY SIGNING BELOW, I certify that I have read and agree with these statements.

Lisa Drake _____

January 17, 2010

For the past twenty-five years I have either worked in small accounting firms and as a controller for small businesses. Before starting my professional accounting career, I spent ten years working as a bookkeeper for several small businesses in the Bay Area. This experience helped me form the framework for my career as a CPA, and allowed me to gain a deep understanding of the accounting needs of small businesses and entrepreneurs, which continues to serve me well.

I am an excellent generalist who is proficient in audit, tax and business consulting. As a CPA I found that a lot of my time was spent teaching. For instance, I would teach clients how to take their checkbooks and other source documents and transform them into a set of books. Then I would instruct them in how to take those same books and prepare financial statements that I would then show them how to read, understand and use to manage their businesses. I would teach staff how to prepare working papers for an audit or how to prepare tax returns. Passing my knowledge on to others about accounting has always been what I've enjoyed the most about my career.

For the past two and a half years I have been fortunate enough to teach accounting on a part time basis here at Foothill as well as Mission College. Education has something I have always been passionate about. I consider it a privilege to be able to teach. I want to switch the focus of my career from accounting to the teaching of accounting full-time.

I have always felt I was a CPA with the heart of a teacher. As my undergraduate degree was not in accounting, I had to go back to college to get enough coursework to sit for the CPA exam. This was a humbling experience for me. I had been working in my profession for quite a while before going back to school, but I had never taken an accounting class. School had always been easy for me up until then. The fact that I didn't skate through my coursework makes me a better instructor. I understand firsthand how difficult some of the concepts are to grasp. With my experience in educating clients and staff I have become adept at tailoring instruction until it makes sense to the student. I feel strongly that my instruction results in students who are well prepared to apply the knowledge of accounting principles either as their primary career objectives or to augment their business careers, taught by someone who has her roots in the real world application of accounting and management.

Thank you for your consideration.

Sincerely,

Lisa Drake

Lisa Drake, CPA

Professional Skills

- Consult and advise on a variety of financial matters including profitability, cash flow management, and tax planning.
- Prepare and review corporate, partnership, trust and individual income tax returns.
- Plan and prepare audited, reviewed, and compiled financial statements according to generally accepted accounting principles.
- Prepare ad hoc financial analysis.
- Develop annual financial plans and budgets consistent with corporate strategic direction.
- Establish, implement, and maintain accounting policies and procedures.
- Design and implement job cost tracking system.
- Report and interpret financial data for owners, upper management and other members of the management team.
- Perform the human resources function, including all aspects of payroll, administration of employee benefits, as well as establish and maintain personnel policies and procedures.
- Manage and supervise the daily operations of the accounting department including accounts receivable, accounts payable, payroll, inventory control, and budgeting.
- Maintain the general ledger and all related subsystems.
- Prepare monthly financial statements according to generally accepted accounting principles.
- Prepare budgets, cash flow projections, and various financial analyses.
- Analyze accounting system needs, select and install accounting software, organize the accounting procedures, implement internal controls and train staff.
- Teach accounting at the community college level, including Financial Accounting 1A and 1B, Principles of Accounting 1A, Computerized Accounting Systems (QuickBooks) and Computerized Spreadsheets (Excel)

Professional Positions

Diamond Heights Shopping Center, Inc., Shopping Center Management, San Francisco, California

In-House CPA, May 2006 to present

Foothill Community College, Los Altos Hills, California

Part-time Accounting Instructor, September 2007 to present

Mission College, Santa Clara, California

Part-time Accounting Instructor, February 2008 to present

Peninsula West, Property Managers, Los Gatos, California
Contract Position, Accountant, October 2005 – November 2006

Barnes & Associates, CPAs, San Rafael, California
Manager, January 2001- June 2005

Dodd, Smith, Dann, Layher, Inc., Fundraising/Direct Mail Consulting Firm, Larkspur,
California
Controller/Administrative Manager July 1997- December 2000

Great City Traders, Wholesale Importers, San Francisco, California
Controller, September 1994- July 1997

Scott B. Price and Company, CPAs, San Francisco, California
Staff Accountant, January 1985- September 1994

Education

B.A., San Francisco State University

CPA License Number 68166

References Available Upon Request

Many community college students have more distractions than their counterparts at four-year colleges or universities. Many work and have families. Their focus, despite their best intentions, is often not their studies. Add to this a mix of diverse cultural and religious backgrounds, differing socio-economic brackets, a wide range of academic levels and we have a challenging job ensuring student retention, perseverance and success.

I feel very strongly that a classroom should be a safe atmosphere where students can freely share their victories with the subject matter as well as their struggles. I try to foster a sense of community within the classroom. All of us who have succeeded at something have done so with help, so I encourage students to work with each other in small-group or whole class activities, discussion boards on Etudes and study groups.

For instance, I was fairly certain that one of my Accounting 1A students would not pass without a great deal of help. She was very bright, but accounting was foreign to her (as it is to most of the students in 1A) and she was struggling. The tutoring center wasn't an option because of her work schedule. A group of students who always sat in the front row together had formed a study group. They met frequently and always got great grades on the homework and quizzes. I encouraged my struggling student to join that group. She was warmly welcomed by her fellow students and I'm happy to report, not only did she get a B in the class, but she has gone on to successfully complete 1B and 1C as well!

Instructor approachability goes a long way toward student success. If they are afraid of you, or intimidated by you, they may not ask questions or come see you during office hours. I make my students feel comfortable from the minute they walk into the classroom. I learn student names quickly, and make sure I use them. I smile, make eye contact, walk around the classroom and employ my sense of humor in order to put students at ease. I am a big believer in pertinent self-disclosure to create an atmosphere of trust. I always mention that I went to a community college, that as a high school student I was math phobic and never thought I'd have a job where I'd use math. I reveal that my undergraduate degree was not in

accounting or business, but creative arts and that I had to go back to school, just like they are doing, in order to get the necessary credits to take the CPA exam. I mean it when I tell them that if I can do this, they can do this. I wasn't born knowing a debit from a credit. I've had several students mention to me how much it meant to them for me to reveal my history.

Proficiency in your subject matter is essential for instruction, but being a great accountant isn't enough if you truly want to help students stick with their studies and complete their courses. Students respond well to knowing from the very beginning what is expected of them. I make sure my syllabus is very comprehensive and contains all homework assignments listed as well as a class calendar. I'm clear about how to communicate with me outside of class time and I answer all student communication in a timely fashion. My students know from the beginning that accounting homework is labor-intensive because you need to *do* accounting in order to *learn* accounting.

I use several delivery methods to convey the material; lecture, modeling, handouts, PowerPoint, board work, group exercises and problems. Whenever I demonstrate something, I give the students a chance to do the exact same thing. I want my students to be able to use the latest technology provided by the publishers, such as computer homework delivery systems like Cengage Now, or My Accounting Lab, where the feedback on their homework is immediate and eliminates the question "Am I doing this right?"

This begins my third year of teaching part-time. I've learned a lot in that time, but probably the most important thing I've learned is that teaching requires technical skill and social interaction. You have to assess each classroom, take its temperature and determine what is going to work best for the students to help them complete the course and motivate them to move onto the next one. What worked last quarter for one group of students may not work this quarter. What doesn't change is my accessibility, compassion, organization and preparation. I strive to make the subject matter interesting to me as well as them. Students know when you are phoning it in. If you aren't engaged, they aren't either and engagement is a key component to success. I am also quick to admit my mistakes and discuss how important mistakes are in the

learning process. My standards are high given the competitive nature of the business world and I strive to bring professional relevance to my classroom.

Student accomplishments in the classroom are theirs, but their success begins with me being the best possible teacher I can be.

May 4, 2010

Judy Miner
President
Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022

Dear Judy,

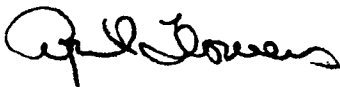
In accordance with Article 30, this letter is to give you notice of my intent to resign from the District for the purpose of retirement as of June 30, 2010, contingent on the following: (a) I can exercise my Article 19 rights, and (b) I will be eligible for retiree health benefits under Article 23.

I had originally planned on resigning from the District and retiring from STRS at the end of the summer session, 2010. However, Human Resources asserts that it is necessary for faculty employees to resign at the end of an academic year. Therefore, I am proposing to resign from the District at the end of this academic year and retire from STRS on August 6, 2010.

I realize I am not providing two months notice as required by Article 19, but I have been proceeding under the assumption that I could resign/retire on August 6, 2010 and, therefore, June 6, 2010 would have been the appropriate timeline.

If you and the Board cannot accept this late notification date, I will not be able to resign at this time, and this notification is voided.

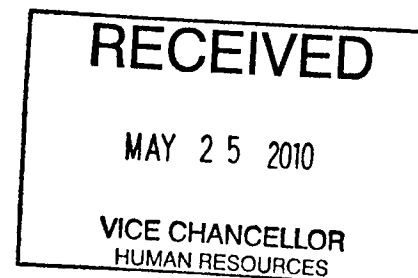
Sincerely,



April Flowers

cc: Paul Starer, Dean, Language Arts and Learning Resources
Anne Paye, FA
Patti Conens, District

Approved
J.C.
5-17-10





FOOTHILL COLLEGE

12345 El Monte Road ■ Los Altos Hills, CA ■ 94022-4599

Phone: (650) 949-7777

FAX: (650) 949-7375

www.foothill.fhda.edu

April 17, 2010

RECEIVED

APR 22 2010

**FOOTHILL COLLEGE
PRESIDENT'S OFFICE**

Board of Trustees
Foothill De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

Dear Board of Trustees:

This is to inform you that I will be resigning for the purpose of retirement on June 25, 2010.

I have enjoyed my career as Lab Coordinator, Instructor and Coordinator of the Travel Careers Program over the last 25 years, and regret the fact that there will no longer be a comprehensive program available in Northern California that will train future travel professionals.

We currently have hundreds of former students around the world, working and thriving in the world's largest industry. It has been very rewarding for me to see them at seminars, conferences and on familiarization trips and know that I have been a part of their success.

Regards,

Sharon Hack

Sharon Hack, CTC DS
Travel Careers Program

cc: Judy Miner
John Mummert

JCM
5-7-10

RECEIVED

MAY 25 2010

**VICE CHANCELLOR
HUMAN RESOURCES**



FOOTHILL COLLEGE

12345 El Monte Road ■ Los Altos Hills, CA ■ 94022-4599

Phone: (650) 949-7777

FAX: (650) 949-7375

www.foothill.fhda.edu

April 28, 2010

RECEIVED

MAY 5 2010

**FOOTHILL COLLEGE
PRESIDENT'S OFFICE**

Judy Miner, President
Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022

Dear President Miner:

After considerable deliberation, I am writing to respectfully request a partial unpaid leave of absence of 40 percent in order to provide care for my infant daughter. This partial leave would cover the summer & fall quarters of 2010, and the winter, spring, summer and fall quarters of 2011. Thank you for your time and appreciate your consideration.

Sincerely,

Kimberly Lane
International Counselor/
Special Programs Liaison

Approved

5-5-10

cc: Laureen Balducci, Dean, Counseling & Matriculation

RECEIVED

MAY 25 2010

**VICE CHANCELLOR
HUMAN RESOURCES**

[Close Window](#)

Employment Application

Job #: 10-049			Position Title: Executive Director, Institutional Research and Pla		
Last 4 digits of SSN	Birth Day:	Birth Month:	Name: Andrew LaManque		
Address:		City:	State:	Zip Code:	Country: US
Home Telephone:	Work Telephone:	Cell/Other Telephone:	Email Address:		
Can you provide authorization to work in the U.S.? Yes			Are you currently a District employee? Yes		
If a current District employee, select type: Permanent					

EDUCATION/TRAINING

Education	Name and Location	Degree	Major Area of Study	If no degree, units earned:
High School / GED	VVS Central School Verona, NY US	High School	Business, Math, Science	
College / University	SUNY Geneseo Geneseo, NY US	Bachelor's Degree	Management Science (Finance)	
Graduate School	SUNY Albany Albany, NY US	Master's Degree	Economics	
Graduate School	SUNY Albany Albany, NY US	Ph.D/Doctoral	Education Administration	
		No Response		

EMPLOYMENT HISTORY

Position Title	Employer Name	Primary Responsibilities
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Job Title: Interim Director Dates of Employment: From: Aug 2009 To: Present Supervisor: Name: Fred Sherman Title: Vice Chancellor Phone: 650-949-6120 Employment Type: Full Time 100 % of full time	Employer: Foothill De Anza CCD Los Altos Hills , CA US Phone Number: 650-949-6187 May we contact this employer? Yes If no, when may we contact this employer?	Duties Plan, organize, design, coordinate and implement a comprehensive program of research projects for the district (Central Services, De Anza and Foothill). Plan, design and consult with others on a variety of projects relating to District planning, institutional accountability, effectiveness and decision-making. Work collaboratively with faculty, staff and administrators to develop, maintain and support the research and planning needs that facilitate student access and success. Report to the Vice Chancellor for Educational Technology Services. Supervise 2 College Researchers and 1 Senior Research Analyst.
Job Title: College Researcher Dates of Employment: From: Jul 2002 To: Jul 2009 Supervisor: Name: Bob Barr Title: Executive Director Phone: 650-949-6178 Employment Type: Full Time 100 % of full time	Employer: Foothill De Anza CCD Cupertino , CA US Phone Number: May we contact this employer? Yes If no, when may we contact this employer?	Duties Manage a comprehensive institutional research program for De Anza College. Act as an internal consultant to the President, Vice Presidents and Deans, offering policy alternatives and suggestions based on research. Prepare and present oral and written reports to faculty, staff, and administration. Utilize complex information systems to support decision-making regarding budgets, enrollment management, and strategic planning. Report to the District Executive Director of Institutional Research and Planning and the De Anza College Vice President for Instruction. Supervise a research assistant and 2 student assistants.
Job Title: Coordinator Dates of Employment: From: Dec 2001 To: Jun 2002 Supervisor: Name: Laura Martinez Title: Special Assistant Phone: 510-522-4602 Employment Type: Full Time 100 % of full time	Employer: UC, Office of the President Oakland , CA US Phone Number: May we contact this employer? Yes If no, when may we contact this employer?	Duties As a member of the Senior Vice President for Business immediate office staff, prepared analyses and briefings on policy issues facing the UC campuses. Provided research for the Housing Task Force and the Parking Facilities Workgroup, charged with planning for the long-term financial health of these auxiliary enterprises. Acted as a liaison between legislative staff and the Senior Vice President on state legislative proposals.
Job Title: Senior Research Analyst Dates of Employment: From: Dec 1996 To: Nov 2001 Supervisor:	Employer: U. of Maryland, College Park College Park , MD US Phone Number:	Duties Reporting to the Associate Vice President, provided senior academic administrators analyses and policy alternatives on issues related to campus personnel and finances. Assisted with the formulation of the annual budget request outlining new funding initiatives. Managed the administrative information systems for Data Administration, covering budget, finance, human resources, payroll, grants administration, facilities, and

Name: William Mclean Title: Associate VP Budget and Per. Phone: 301-405-6816 Employment Type: Full Time 100 % of full time	May we contact this employer? Yes If no, when may we contact this employer?	faculty workload. Served as a member of the Institutional Research management team, consulting on the use of financial data and overseeing the development of new systems for reporting faculty workload, facilities and financial aid information to the state. Directly supervised one staff member.
Job Title: Executive Assistant to VP Dates of Employment: From: May 1993 To: Nov 1996 Supervisor: Name: Linda Spink Title: Vice President for Instruction Phone: 310-522-8257 Employment Type: Full Time 100 % of full time	Employer: Mohawk Valley CC Utica , NY Phone Number: May we contact this employer? Yes If no, when may we contact this employer?	Duties Coordinated key functions for the Office of Instruction, including divisional finances, course scheduling and new program development. Provided research on instructional issues, monitored contractual faculty workload policies, and assigned instructional space. Supervised three staff members. Served as Acting Department Chair, Business and Computer Systems in fall 1995 and Acting Vice President for Instruction in fall 1996, supervising fifteen department managers.

DIVERSITY STATEMENT

In the spaces below, provide information, which demonstrates your understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff. You may use all of the text fields below, but each text area can only hold up to 1200 characters (including spaces).

I believe my work experience, as well as my home relationships, demonstrate my understanding of, sensitivity to, and respect for the diverse backgrounds which Foothill De Anza Community College District students, faculty, and staff represent.

Over the last eight years I have had the opportunity to serve and work for a diverse set of individuals. Teaching Economics at De Anza College as a part time instructor has given me first hand experience into the needs of students from different cultural and ethnic groups. I have learned that phrases and knowledge that I take for granted are not shared by everyone. I also have learned about new ideas and perspectives from students. I believe this experience has enhanced my work in research in general and specifically my participation on the Equity for All team, which examined institutional data by ethnicity. Finally, my work as an Equal Opportunity representative on search committees has taught me the importance of fairness in providing opportunity for each individual. I think the key to becoming more culturally competent is an interest and openness to continue to learn about others.

On the home front, my wife's parents are from India and my daughter is of mixed ethnicity (with a Hindi first name and a French last name). My in-laws spend a few days a week in our home and have given me the opportunity to learn about a new language, religion, and world view. Going to Indian cultural events with my wife or shopping in Indian grocery stores has given me a small taste of what it feels like to be in the minority. What I have learned over the years is that we all share the desire to be treated with respect and dignity. If communication / interaction can be approached from that perspective, even when individuals disagree there still can be a sense of satisfaction in being understood and valued.

AGREEMENT		
<p>I hereby certify that all entries on this Application for Employment and other statements made by me are true and correct, and that I have not omitted or withheld any material information. I also authorize my former employers and other individuals to give any information concerning me, whether or not it is in their records, and I hereby release them and their companies or institutions from any liability whatsoever. I understand that I will be subject to dismissal if anything in this application and the supporting documents I have provided is found to be untrue.</p>		
<p>BY SIGNING BELOW, I certify that I have read and agree with these statements.</p>		
Andrew LaManque		
Applicant's Name	Applicant's Signature	Date

[Close Window](#)



Foothill 21250 Stevens Creek Blvd.
De Anza Cupertino, CA 95014
Community
College
District

Approval
Recommended
Christina J. Espinoza
5-5-10

April 27, 2010

Board of Trustees
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

Dear Board members,

I am a full-time faculty member in the Math Department at De Anza College. I am writing to request a partial unpaid leave for the 2010 – 2011 academic year to care for a newborn. I am requesting a reduction of one class for Winter Quarter 2011 and one class for Spring Quarter 2011. This change equates to a reduction in load of .1111 for Winter 2011 and .1111 for Spring 2011.

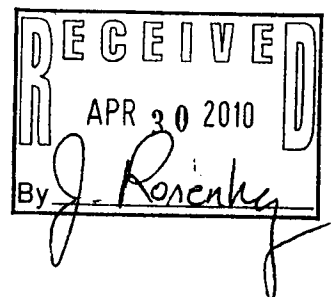
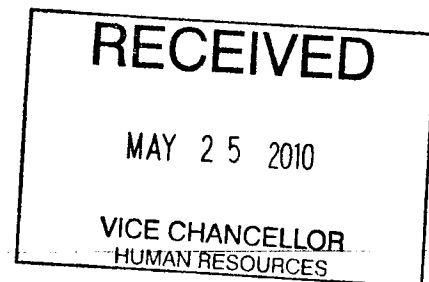
This request is for 2010-2011 only. I have discussed this matter with the Dean of Mathematics, Jerry Rosenberg. If you have further questions, I can be reached at

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads 'Loraine Moen'.

Loraine Moen



Tesha McCord Poe

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MAY 20 2010

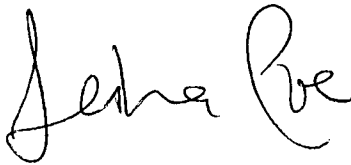
DE ANZA COLLEGE
PRESIDENT'S OFFICE

May 12, 2010
Carolyn Wilkins-Greene
Dean- Social Sciences and Humanities
De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014

Dear Dean Wilkins Greene,

It is with sadness that I submit this letter of resignation to you. As you know, I have decided not to return to my position as an Instructor in the Paralegal Department of your division. I would like to sincerely thank you for your support of me during my time in your division as well as the two years that I have been on leave. You have been a mentor to me and I am deeply grateful for all of the ways that you have encouraged and supported me throughout the years. De Anza College is a phenomenal resource in our community and I look forward to being involved in some way with the college in the future. Please do not hesitate to call on me to support your division or the college in general should the occasion arise. If you need additional information to formalize my resignation, please let me know.

Sincerely yours,



Tesha McCord Poe

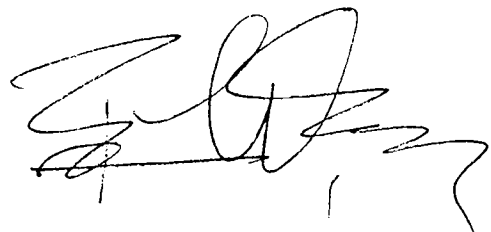
Carolyn Wilkins-Greene, Dean, Social Sciences and Humanities

*Official date of resignation is the last day
of Spring 2010 quarter, June 28, 2010.
CW-P*

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MAY 25 2010

VICE CHANCELLOR
HUMAN RESOURCES



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MAY 25 2010

VICE CHANCELLOR
HUMAN RESOURCESFOOTHILL DE ANZA
Community College DistrictPhyllis Spragg
5/5/10 Signed

FT Hire date: Sept. 1, 2010

Employment Application

Close Window

JL
5-5-10

Job #: 10-029			Position Title: Instructor, Respiratory Therapy (revised)		
Last 4 digits of SSN	Birth Day:	Birth Month:	Name: Tiffany Rush		
Address:		City:	State:	Zip Code:	Country: USA
Home Telephone:	Work Telephone:	Cell/Other Telephone:	Email Address:		
Can you provide authorization to work in the U.S.? Yes			Are you currently a District employee? No		
If a current District employee, select type: No Response					

EDUCATION/TRAINING

Education	Name and Location	Degree	Major Area of Study	If no degree, units earned:
College / University	Florida A&M University Tallahassee, FL USA	Bachelor's Degree	Cardiopulmonary Science	5 semesters
College / University	Florida A&M University Tallahassee, FL USA	Master's Degree	Healthcare Administration	5 semesters
		No Response		
		No Response		
		No Response		

EMPLOYMENT HISTORY

Position Title	Employer Name	Primary Responsibilities
Job Title: Travel Respiratory Therapist	Employer: Sutter Davis Hospital	Duties ?Provide respiratory therapy for the following areas: ER, General Floors, Labor and Delivery, NICU, and ICU ?Solely responsible for providing respiratory care to the entire hospital population
Dates of Employment:	Davis, CA USA	

From: Jan 2010 To: present Supervisor: Name: Monique Smith Title: Lead Respiratory Therapist Phone: 530-757-5129 Employment Type: Full Time 100 % of full time	Phone Number: 530-757-5129 May we contact this employer? Yes If no, when may we contact this employer?	?Conduct billing review for respiratory procedures to allow for accuracy of patient and departmental charges ?Perform other respiratory modalities and respiratory education for hospital population
Job Title: Respiratory Therapist Dates of Employment: From: Dec. 2008 To: Feb. 2010 Supervisor: Name: Zack Phillips Title: Director of Cardiopulmonary Phone: 678-474-7130 Employment Type: Part Time 50 % of full time	Employer: Emory Johns Creek Hospital Johns Creek , GA USA Phone Number: 678-474-7000 May we contact this employer? Yes If no, when may we contact this employer?	Duties ?Provided respiratory therapy for the neonatal, pediatric, adult, and geriatric populations based in the following areas: NICU, ICU, Labor and Delivery, general floors, and emergency room ?Served as charge respiratory therapist while providing orientation and training for new respiratory staff and students ?Performed and assisted in intubations of adults and neonates ?Performed pulmonary function tests, electrocardiograms, and hemodynamic monitoring for patients of all age groups ?Performed other respiratory modalities and patient education
Job Title: Travel Respiratory Therapist Dates of Employment: From: Feb. 2008 To: Aug. 2008 Supervisor: Name: Chris Comstock Title: Director of Respiratory Phone: 650-696-5537 Employment Type: Full Time 100 % of full time	Employer: Mills-Peninsula Health Service Burlingame , CA USA Phone Number: 650-696-5537 May we contact this employer? Yes If no, when may we contact this employer?	Duties ?Provided respiratory therapy in telemetry care unit (TCU), general floors, and ER ?Performed electrocardiograms for patients ?Performed other respiratory modalities and patient education
Job Title: Respiratory Therapist Dates of Employment: From: July 2004 To: May 2008 Supervisor: Name: Sam Page Title: Nightshift Supervisor	Employer: Northside Hospital Sandy Springs , GA USA Phone Number: 404-851-8000 May we contact this employer? Yes	Duties ?Provided respiratory therapy to patients in ICU, NICU, ER, and general floors ?Participated in rapid response teams to treat patients experiencing respiratory and cardiac arrest ?Performed and assisted in intubations of adults and neonates ?Performed patient assessments and participated in plan of care discussions with nurses and physicians while modifying care plans ?Participated in continuous education classes pertaining to clinical care work issues

Phone: 404-845-5335	If no, when may we contact this employer?	
Employment Type: Full Time		
75 % of full time		
Job Title:	Employer:	Duties
Respiratory Therapist	HealthSouth Rehabilitation	?Participated in care plan meetings with PT, OT and ST to coordinate a plan of care
Dates of Employment:	Tallahassee , FL	?Performed ambulatory pulse oximetry measurements and stress tests
From: Nov. 2002	USA	?Performed electrocardiograms for patients
To: April 2004	Phone Number:	?Performed invasive arterial blood gas sampling
Supervisor:	850-656-4800	?Provided respiratory education for patients based on rehabilitative modalities
Name: Felissa Arnold	May we contact this employer?	
Title: Respiratory Supervisor	Yes	
Phone: 850-656-4800	If no, when may we contact this employer?	
Employment Type: Part Time		
50 % of full time		

DIVERSITY STATEMENT

In the spaces below, provide information, which demonstrates your understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff. You may use all of the text fields below, but each text area can only hold up to 1200 characters (including spaces).

I have lived and worked in many culturally diverse areas and as a result have developed a better understanding for many cultures and races. As a hospital employee cultural diversity classes are a requirement for new employees which discusses the many aspects of providing care for diverse groups of people; along with my experience and classes offered I have gained great knowledge as it pertains to cultural diversity and backgrounds. As a result of my exposure I am sensitive to their needs as it pertains to learning, providing care for, and respecting their needs and wishes.

AGREEMENT

I hereby certify that all entries on this Application for Employment and other statements made by me are true and correct, and that I have not omitted or withheld any material information. I also authorize my former employers and other individuals to give any information concerning me, whether or not it is in their records, and I hereby release them and their companies or institutions from any liability whatsoever. I understand that I will be subject to dismissal if anything in this application and the supporting documents I have provided is found to be untrue.

BY SIGNING BELOW, I certify that I have read and agree with these statements.

Tiffany Rush

Applicant's Name

Applicant's Signature

Date

February 24, 2010

Foothill-De Anza Community College
Los Altos, CA

Dear Employer:

From the Indeed.com website I learned about your job posting for the position of Respiratory Therapy Instructor within your organization. I am very interested in this position which will serve as a career enhancing experience and I believe that my education as well as my job experience qualifies me for this position.

I am currently a Registered Respiratory Therapist with nine years clinical experience; throughout my career I have worked in specialty areas including: ICU, NICU, Labor and Delivery, Rehabilitation, Level I Trauma, and Long Term Care. As a clinician, I enjoy educating patients, training students and healthcare personnel as well as participating in educational seminars and training programs. I have had the opportunity to work alongside clinical and administrative healthcare personnel while gaining experience from different hospital settings; the experience has served as a stimulus for me to pursue a more active role in ensuring quality patient care is provided in healthcare. I would like the opportunity to explore the management aspect of healthcare and advance towards a position that will serve as a challenging career enhancing experience. I enjoy working as a team player and I have very strong communication and leadership skills which I credit to my education and training.

I earned my Masters degree in Health Care Administration at Florida A&M University; by obtaining this degree I explored many avenues of healthcare administration. I completed three month administrative residency at Grady Health System (GHS); the residency allowed me to participate in a leadership role while developing strong characteristics as a leader. I participated in quality improvement projects while at GHS which enhanced my understanding for the various processes healthcare entities incorporate into their organization to ensure quality care is provided to their customers. One of the major projects I participated in was working as a team player while developing strategies to improve services offered at Hughes Spalding Children's Hospital. I also completed an Administrator-in-Training (AIT) Program at A.G. Rhodes Nursing Home. Throughout my training, I was granted the opportunity to work in many management roles while carrying out the duties that each role entailed. The training program provided an in-depth working experience which allowed me to participate and head major projects.

Enclosed is a copy of my resume which lists the details of my work experience.

I welcome the opportunity to meet with you in person to discuss my background and qualifications. Thank you for your consideration.

Sincerely,

Tiffany Rush

Tiffany D. Rush

OBJECTIVE

To utilize my patient care skills along with my formal training in healthcare administration to obtain an educational/instructor position that will allow me to further enhance the organization, delivery, and evaluation of services.

EDUCATION

Florida A&M University
M.S. in Health Administration
August 2004

Florida A&M University
B.S. in Cardiopulmonary Science
April 2000

PROFESSIONAL ACCOMPLISHMENTS

- Solely managed Level III NICU at Emory Johns Creek Hospital while providing patient care conferences, equipment inservices, and coordinating patient care
- Served as a Resource Respiratory Therapist for the Level II NICU at Mills-Peninsula Health Services while educating nurses and respiratory staff on proper care for neonates and equipment usage
- Oriented, trained, and supervised respiratory students and staff pertaining to respiratory modalities, hospital policies and hospital charting software
- Designed a respiratory supply tracking system which enhanced proper utilization of supplies and reduced the budget for the respiratory department
- Implemented new policies and procedures for the human resources department pertaining to documents which ensured compliance with Immigration and Naturalization Services
- Headed a major project which involved developing a Power Point presentation and conducted inservices to introduce new security rules pertaining to HIPAA
- Competed in the Everett V. Fox Case Competition which involved strategic planning and implementation of new services for Catholic Health Initiatives

EXPERIENCE

January 2010 thru
Present

Sutter Davis Hospital, Davis, CA

Travel Respiratory Therapist (full-time)

- Provide respiratory therapy for the following areas: ER, General Floors, Labor and Delivery, NICU, and ICU
- Solely responsible for providing respiratory care to the entire hospital population
- Conduct billing review for respiratory procedures to allow for accuracy of patient and departmental charges
- Perform other respiratory modalities and respiratory education for hospital population

December 2008 thru
February 2010

Emory Johns Creek Hospital, Duluth, GA

Respiratory Therapist (part-time)

- Provided respiratory therapy for the neonatal, pediatric, adult, and geriatric populations based in the following areas: NICU, ICU, Labor and Delivery, general floors, and emergency room

Phone:

Email:

- Provided respiratory education for patients based on rehabilitative modalities

July 2002 thru
January 2004

Tallahassee Memorial Hospital, Tallahassee, FL

Respiratory Therapist (per diem)

- Provided general floor respiratory therapy
- Administered aerosolized breathing treatments for respiratory patients
- Performed invasive arterial blood gas sampling
- Performed other respiratory modalities and patient education

August 2000 thru
June 2002

Orlando Regional Medical Center, Orland, FL

Respiratory Therapist (full-time)

- Performed invasive and non-invasive respiratory therapy
- Calibrated PFT equipment, arterial blood gas machines, and co-oximetry machines
- Performed ventilator management, tracheostomy care, and managed chest tubes
- Performed pre-op screening and pulmonary function testing
- Provided respiratory education for patients

**LICENSES AND
CERTIFICATIONS**

Registered Respiratory Therapist (9 years)
Licensed Advanced Cardiovascular Life Support Provider
Licensed Basic Life Support Provider
Licensed Neonatal Resuscitation Provider
Licensed Pediatric Advanced Life Support Provider

**COMPUTER
SKILLS**

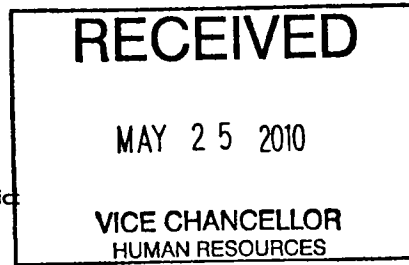
Proficient in several computer applications including Microsoft Office Suite, Word, Excel, Access, Outlook and Power Point

References Available Upon Request

Phone:

Email:

col. 2
Step I (9)
\$7800.06/mo.



start date: 9/1/2010

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Employment Application

Job #: 10-031			Position Title: Mathematics Instructor		
Last 4 digits of SSN	Birth Day:	Birth Month:	Name: Jennifer M Sinclair		
Address:		City:	State:	Zip Code:	Country: USA
Home Telephone:	Work Telephone:	Cell/Other Telephone:	Email Address:		
Can you provide authorization to work in the U.S.? Yes			Are you currently a District employee? Yes		
If a current District employee, select type: Part-Time Faculty					

EDUCATION/TRAINING

Education	Name and Location	Degree	Major Area of Study	If no degree, units earned:
High School / GED	Lowell San Francisco, CA USA	High School	college prep	
College / University	City College of San Francisco San Francisco, CA USA	Associate's Degree	General Ed (liberal studies)	
College / University	San Francisco State University San Francisco, CA USA	Bachelor's Degree	mathematics	
Graduate School	San Francisco State University San Francisco, CA USA	Master's Degree	mathematics	
College / University	Foothill College Los Altos Hills, CA USA	No Response	professional development	6 qtr

EMPLOYMENT HISTORY

Position Title	Employer Name	Primary Responsibilities
Job Title:	Employer:	Duties

Math instructor Dates of Employment: From: Spring 2001 To: present Supervisor: Name: Peter Murray Title: Dean, PSME Phone: 650-949-7259 Employment Type: Part Time varied % of full time	Foothill College Los Altos Hills , CA USA Phone Number: 650-949-7777 May we contact this employer? Yes If no, when may we contact this employer?	I have taught various classes, mostly single-variable calculus, but also precalculus and intermediate algebra.
Job Title: Math Instructor Dates of Employment: From: Fall 1996 To: Winter 2000 Supervisor: Name: Gene Seelbach Title: Dean, PSME Phone: Employment Type: Full Time 100 % of full time	Employer: Foothill College Los Altos Hills , CA USA Phone Number: 650-949-7777 May we contact this employer? Yes If no, when may we contact this employer?	Duties Taught classes and contributed to the functioning of the department and the college.
Job Title: math instructor Dates of Employment: From: Spring 1996 To: Spring 1996 Supervisor: Name: Marilyn McBride Title: Department chair Phone: Employment Type: Part Time % of full time	Employer: Skyline College Pacifica , CA USA Phone Number: 650-738-4100 May we contact this employer? Yes If no, when may we contact this employer?	Duties I taught a geometry class.
Job Title: math instructor Dates of Employment: From: Fall 1995 To: Fall 1995 Supervisor: Name: Ardash Ozsogomonyan Title: Division Dean-math and science Phone: Employment Type: Part Time % of full time	Employer: College of San Mateo San Mateo , CA USA Phone Number: 650-574-6161 May we contact this employer? Yes If no, when may we contact this employer?	Duties I taught an algebra class.
Job Title: math instructor Dates of Employment: From: Fall 1995	Employer: Foothill College Los Altos Hills , CA USA	Duties I taught several classes during that year of working part time, including basic math and statistics.

To: Summer 1996	Phone Number: 650-949-7777	
Supervisor:	May we contact this employer?	
Name: Gene Seelbach	Yes	
Title: Dean, PSME	If no, when may we contact this employer?	
Phone:		
Employment Type: Part Time		
55 % of full time		

DIVERSITY STATEMENT

In the spaces below, provide information, which demonstrates your understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff. You may use all of the text fields below, but each text area can only hold up to 1200 characters (including spaces).

My life has been steeped in diversity. I was born in San Francisco, in 1969. I grew up in the Excelsior district, a blue-collar, working class neighborhood. I went to public schools and later City College and San Francisco State. Many of the children with whom I went to school were from immigrant families--from Mexico, Central and South America, the Philippines, Samoa, China, and Southeast Asia. Many were African American. One classroom aid was a woman from India, who wore a Sari to school each day. Throughout my schooling, we celebrated the diversity of religion and culture that we lived with. When I went out of the neighborhood to attend Lowell High School, I encountered a new kind of diversity. For the first time in my life, I met students from educated, affluent families. I met students with different sexual orientations.

I have witnessed some conflicts arise. What strikes me as almost amazing is all the conflicts that don't arise. It is evidence that despite all of our differences, we are inherently similar. We are all human. We all want to keep a roof over our heads and food in our bellies. We all want to keep our families safe. Beyond that, we all want something, but that something is unique to the individual.

I have shown respect for the diversity of my students in many ways. One student requested that I allow him to "break his fast" in my classroom during a religious period of fasting. I honored his request. In return, he was very careful to leave no mess behind. I try to avoid making assumptions about the demographics of my students, as these assumptions could be very hurtful to whoever did not fit those assumptions. For example, in my early years of teaching, I met a lot of women who felt held back in math by society's assumption that girls were not good at math. As with many other fields, our first job in teaching is to "do no damage." Only by acknowledging diversity can we create a welcoming learning environment for our students.

I feel fiercely that diversity is what created the richness in the tapestry of my life. That is why I choose to live in a diverse neighborhood and send my children to a diverse school. That is why I love to teach at community college. No matter what their differences, students share a common purpose: to learn what they can, to get ahead in life, to pursue their dream, whatever that may be. I love being a part of that!

AGREEMENT

I hereby certify that all entries on this Application for Employment and other statements made by me are true and correct, and that I have not omitted or withheld any material information. I also authorize my former employers and other individuals to give any information concerning me, whether or not it is in their records, and I hereby release them and their companies or institutions from any liability whatsoever. I understand that I will be subject to dismissal if anything in this application and the supporting documents I have provided is found to be untrue.

BY SIGNING BELOW, I certify that I have read and agree with these statements.

Jennifer Sinclair		
Applicant's Name	Applicant's Signature	Date

OFFICE USE ONLY

Step: _____ Shift: Day Evening Swing Grave

Hire Date: _____

Authorized Signature _____

[Close Window](#)

Dear Selection Committee:

I am hoping to become a full-time math instructor at Foothill College.

I have many years experience teaching math (both full-time and part-time) to diverse groups.

I graduated with a Master's degree in mathematics from San Francisco State University in 1995. While a graduate student there, I successfully taught several classes in algebra and statistics. After graduating, I taught part-time for one year, before being hired full time at Foothill College. During that year, I successfully taught classes in algebra, statistics, basic math, geometry, and college algebra. I taught these classes at San Francisco State University, Golden Gate University, College of San Mateo, Skyline College, and Foothill College. Once I was hired full time, I taught mostly statistics, since that was the need in the department at that time. Every quarter, I got to teach one or two classes other than statistics: trigonometry, precalculus, Math 1A, or Math 1B. A year after having my first child, I made the difficult decision to give up my career as a math teacher—at least until I was done having children. Once my children started school, I returned to teaching, part-time. In the last 3 years, I have taught Math 105, 49, 1A, and 1B, at Foothill College. I have enjoyed it very much.

For several years, I have served as a private tutor for a family that has home-schooled their children. I have provided one-on-one instruction in elementary and high school level math. In a college setting, I have demonstrated throughout my career my ability and willingness to teach basics skills classes, statistics, trigonometry, precalculus, calculus 1A, and calculus 1B. I am willing and able to teach other classes as well.

Looking at the list of colleges where I've taught, you can probably guess that all of my teaching experience has been with diverse groups. My students have been: immigrants, children of immigrants, international students, Americans whose families have been here for generations. Of those that live at home, some are full-time students who do not have a job, while others work either part time or full time to help support either themselves or their household. Others support themselves entirely and go to school as well. And some support themselves and others while going to school. Some have relatives that have been to college who can help them navigate the system; others are pioneers within their families, the first to go to college. Some have a solid educational foundation; others finished high school, but marginally; others never finished high school; others are still in high school, coming to Foothill for courses that are not offered at their school. Some come with physical disabilities, some come with learning differences, and some come with learning styles that benefit from group work or individual work time or the opportunity to ask questions or the opportunity to participate in discussions. One of the things that I really like about Foothill is that it recognizes the many ways in which our students are diverse and it puts a high priority on supporting that diverse population, through many campus services. I have worked with DRC and S.T.E.P. and I have referred tutors and tutees to the Pass the Torch program. I motivate my students through modeling, feedback, and information. I model organization, enthusiasm, hard work, and respect. I use online homework, quizzes, exams, graded classwork, and progress reports as feedback on their work. I inform them, early-on, of the support services available on campus.

I routinely use the TI-84 along with a viewscreen in my classes. Although I expect my students to learn paper and pencil methods, I very much appreciate the graphical and numerical ease that these calculators bring to the material. I believe that by viewing the material from many perspectives, a student can greatly enrich their understanding of the concepts. I am also excited by the online homework applications that now come bundled with the texts. I am currently experimenting with Webassign, and feel optimistic that its use can improve student learning. It is amazing to me that a student who has sold back all their books can type "complex fractions" into Google and immediately access information on how to simplify complex fractions. So I give my students "support topics" to search for throughout the quarter, to involve them further in their own learning.

I encourage students to form a study group or exchange numbers so that they can support each other in their learning. During class, I emphasize cooperation and collaboration through the use of choral answers, class discussion, groupwork, division of labor, and peer tutoring. On homework, in class, and on exams, I focus on the theory, the mechanics, and the applications of the topic. Through the applications, I demonstrate the connection between math and many different disciplines. I hope that these efforts create an inviting learning environment where the students feel valued and where they see the connection between math and other disciplines.

When I was working full time, I actively participated in professional development activities offered through Foothill. I took Physics in 1998, to support my Math 1B teaching. And in 1997 I took an introduction to Mathematica course, to learn the basics of how to create Mathematica labs for my calculus students. More recently, I have schooled myself on the uses of Webassign. In addition to these professional development activities, I have also had numerous volunteer experiences which have given me insight into teaching and learning and program review.

My teaching experience has always been infused with collaboration. As a graduate student, I shared an office with 5 other graduate students and there were 2 other such offices down the hall. We ate together, we studied together, and we talked about our teaching together. Once I got entrenched here at Foothill, I collaborated regularly with colleagues. The statistics instructors used to meet weekly to touch bases and to talk about the materials that Rick and Marnie developed. One quarter, I led these meetings, helping the part time faculty successfully implement those materials. I worked with Brian in those early years when he was developing the calculus notes (which have since become the survival guides). Nicole and I worked together to put together review materials for precalculus and calculus students. More casually, colleagues and I have mutually shared greensheets as well as quiz and exam ideas. More formally, during program review cycles, I worked with Bill Patterson and faculty from other divisions. Recently, I have met with Brian regularly to provide feedback on the Survival Guide. And I am currently working with Debbie to implement more student-centered learning activities in my classes. I have been diligent and conscientious in my efforts. I have enjoyed these constructive working relationships.

I have high standards for myself and my students. I am organized, enthusiastic, and well-prepared for class. I design my classes to provide regular feedback through homework, classwork, and exams. I am available to students through regularly scheduled office hours, after class, and via email. I expect my students to become proficient at the mechanical, routine problems; I expect them to apply their skills to a variety of applications; and I expect them to demonstrate an understanding of the underlying concepts and connections. Many, but not all, succeed in my classes.

I would love to work with the rest of the department to collect and develop "best practices," support materials, student-centered learning activities, and motivating activities that help students connect their math studies to the rest of their life. Those are the ideas that currently excite me.

I am willing to teach the full range of courses offered. I am willing and experienced at incorporating technology into my teaching. I am interested in using a variety of instructional modes, including groupwork, discussion, individual work, lecture, and discovery activities. I am very enthusiastic in my classes. I continually strive to engage my students in their own learning. And I feel as though I communicate effectively with my diverse students. I hope these characteristics are apparent from what I have written thus far.

Above, I wrote about how diverse my students have been. Despite these differences, these students are sharing a journey that will lead them closer to their own individual dreams. I love that community colleges offer everyone this opportunity. Foothill College is where I want to work. I hope that you will consider me for this position.

Sincerely,

Jennifer Sinclair

Goals: I am seeking a full time teaching position at a community college.

Formal Education**Master of Arts,
Mathematics**

I graduated from San Francisco State University in May 1995.

**Bachelor of Arts,
Mathematics**

I graduated *Cum Laude* from San Francisco State University in May 1992.

**Associate of Science,
General Education**

I graduated with high honors from City College of San Francisco in May 1989.

Lifelong Learning

I have taken a physics class, a class in Mathematica, a docent training class for Music for Minors, and informal Spanish classes.

Professional Experience**Instructor
Foothill College**

I have taught at Foothill College on-and-off for 15 years. In 2000 I achieved tenure after teaching for 4 years in a tenure track position. For the last 3 1/2 years I have worked as a part time instructor teaching courses from intermediate algebra to second quarter calculus.

Private Math Tutor

For the last five years I have provided elementary and high school level math instruction to home-schooled children.

**Volunteer, Fiesta
Gardens Int'l School**

I have assisted children with mathematics in individual and small group settings at this dual immersion school.

**Instructor
Skyline College**

I taught a course in geometry during the spring semester, 1996.

**Instructor
College of San Mateo**

I taught a course in beginning algebra during the fall semester, 1995.

**Instructor
San Francisco State
University**

During and after my graduate studies (i.e. fall 1992 through fall 1996), I taught 15 units of algebra and 9 units of elementary statistics. I also worked as a peer tutor in the Math Skills Project at San Francisco State University during the spring semester, 1992.

**Instructor
Golden Gate University**

I taught a course in college algebra during the summer trimester, 1995.

Honors & Affiliations**Fiesta Gardens Int'l
School**

I served 2 years (2005 - 2007) on the school site council, 1 year as chairman. I served 1 year (2005-2006) as secretary of the PTA.

Tenure

I received tenure from Foothill College in Winter 2000.

Dean's List

City College of San Francisco & San Francisco State University



FOOTHILL COLLEGE

12345 El Monte Road ■ Los Altos Hills, CA ■ 94022-4599

Phone: (650) 949-7777

FAX: (650) 949-7375

www.foothill.fhda.edu

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MAY 5 2010

FOOTHILL COLLEGE
PRESIDENT'S OFFICE

Dr. Judy Miner, President
Foothill College

RE: Letter of Resignation – Timothy W. Woods, PhD.

Dear Judy,

It is with great sadness that I must submit my letter of resignation for the position of Division Dean – Computers, Technology and Information Systems effective June 25th, 2010. I am extremely thankful for the opportunity to have served as an administrator for this prestigious institution.

During the last few years, I have grown both professionally and personally. It has been a great pleasure working with the exceptional Foothill administration, faculty, staff, and students.

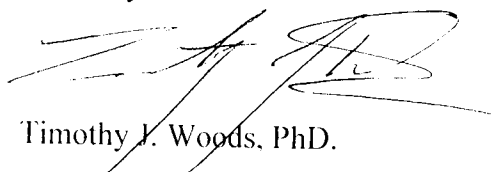
I will take away many cherished memories such as our leadership retreats, working with Tribes, Code Camp, as well as, working on important grants and new innovative CTIS curriculum initiatives. I have been honored to work with faculty and staff to elevate Foothill CTIS to become a regional Cisco academy, launch the nation's first VMware academy, as well as, expand our programs into green technology and smart grid education.

I am most proud of our efforts to build career and academic pathways from middle schools and high schools to four-year institutions. Our efforts to extend Java education has resulted in 78 High School students achieving college credit. My only hope is that as the State's budget improves, we can extend these programs to more underserved populations.

I also want to thank you personally for having the faith and caring to guide and support me in this meaningful work. Your leadership has been an inspiration.

Thank you again for this life-changing opportunity!

Sincerely,



Timothy J. Woods, PhD.

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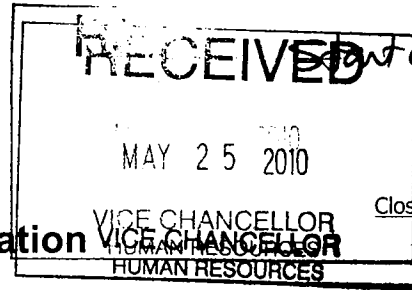
MAY 25 2010

VICE CHANCELLOR
HUMAN RESOURCES

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5-10-10

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Employment Application

col. 2
Step 1 (1)
27000.00/mo.

Job #: 10-031			Position Title: Mathematics Instructor		
Last 4 digits of SSN	Birth Day:	Birth Month:	Name: Teresa A Zwack		
Address:		City:	State:	Zip Code:	Country: United States
Home Telephone:	Work Telephone:	Cell/Other Telephone:	Email Address:		
Can you provide authorization to work in the U.S.? Yes			Are you currently a District employee? Yes		
If a current District employee, select type: Part-Time Faculty					

EDUCATION/TRAINING

Education	Name and Location	Degree	Major Area of Study	If no degree, units earned:
Graduate School	California State University East Bay Hayward, CA United States	Master's Degree	Applied Mathematics	45 qtr.
College / University	University of California Santa Cruz Santa Cruz, CA United States	Bachelor's Degree	Mathematics	194 qtr.
Graduate School	National University Santa Clara, CA United States	No Response	Education	37.5 qtr.
		No Response		
		No Response		

EMPLOYMENT HISTORY

Position Title	Employer Name	Primary Responsibilities
Job Title: Adjunct Faculty Mathematics	Employer: San Jose City College	Duties Teach pre-algebra to students in the Pathways to Teaching program and a computer based variable unit math class, as well as standard beginning and
Dates of Employment:	San Jose, CA	

From: 8-31-09 To: present Supervisor: Name: Leandra Martin Title: Dean of Math and Science Phone: 408-288-3716 Employment Type: Part Time 53 % of full time	United States Phone Number: 408-288-3708 May we contact this employer? Yes If no, when may we contact this employer?	intermediate algebra.
Job Title: Math Curricula Developer/Revie Dates of Employment: From: 7 /1/09 To: present Supervisor: Name: Annamaria Farbizio Title: Math Leader and Editor Phone: 650-353-4360 Employment Type: Part Time contract work % of full time	Employer: CK-12 Foundation Palo Alto , CA United States Phone Number: 650-353-4360 May we contact this employer? Yes If no, when may we contact this employer?	Duties Write support materials that contain activities and advice for instructors of High School Geometry, Trigonometry, and Advanced Placement Probability and Statistics classes. Review text for accuracy and provide corrections and suggestions.
Job Title: Lecturer & Teaching Associate Dates of Employment: From: 6/08 To: 3/09 Supervisor: Name: Kevin Callahan Title: Mathematics Department Chair Phone: 510-885-3414 Employment Type: Part Time 33 - 67 % of full time	Employer: California State University Ea Hayward , CA United States Phone Number: 510-885-3000 May we contact this employer? Yes If no, when may we contact this employer?	Duties ? Taught courses including Calculus for Business and Social Science Majors and Beginning/Intermediate Algebra. ? Prepared and evaluated all coursework and exams, including the final. ? Communicated with students online regarding class assignments, and class standing with the university's system Blackboard.
Job Title: Mathematics Instructor Dates of Employment: From: 6/01 To: 6/08 Supervisor: Name: Christie Filios Title: Principal Phone: 408-296-3013 Employment Type: Full Time 100 % of full time	Employer: Saint Lawrence Academy Santa Clara , CA United States Phone Number: 408-296-3013 May we contact this employer? Yes If no, when may we contact this employer?	Duties ? Chaired Mathematics Department and served on Pedagogy and Curriculum committee. ? Instituted use of UC Diagnostic tests to track development of student skills. ? Developed Statistics and Trigonometry curricula that include extensive use of spreadsheets to perform calculations and develop models. ? Redesigned Geometry curricula to include the use of the educational software Geometer's Sketchpad and presentation tools such as Power Point. ? Instituted the celebration of Pi Day with contests, food, and learning to generate excitement and enthusiasm around mathematics.
Job Title: Math and Science Instructor Dates of Employment:	Employer: Sierra School Santa Clara , CA United States	Duties Taught math and science to Junior High and High School students including many English language learners.

From: 6/99	Phone Number:
To: 6/01	408-247-4740
Supervisor:	May we contact this employer?
Name: Linda Wesley	Yes
Title: Principal	If no, when may we contact this employer?
Phone: 408-247-4740	
Employment Type: Full Time	
100 % of full time	

DIVERSITY STATEMENT

In the spaces below, provide information, which demonstrates your understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff. You may use all of the text fields below, but each text area can only hold up to 1200 characters (including spaces).

I have taught well over a thousand high school and college students. This group has contained students of many cultures, socioeconomic backgrounds, a full range of academic abilities, and many other individual differences. I am naturally a kind, accepting person, and my extensive experience in diverse classroom settings has exposed me to many complex situations that I have learned to handle gracefully as the instructor.

Being a teacher in California one can not help but be exposed to many cultures. For many of my students English was a new or second language. Some came from a family where education was a top priority, and others were expected to start working directly after high school, if not before. Recognizing the differences in students and identifying their needs is an important aspect of being a successful educator. Writing clearly and speaking slowly is invaluable to the English language learner. Some students need to be told that a B+ on a test does not mean that they have failed, and others need a good pep talk when they encounter obstacles to their education. All students need praise.

Some of my students have been extraordinarily gifted in mathematics, and I have been challenged to come up with enough material to occupy their quick brains. Most though, have found school, and math challenging. These students have helped me to become a better teacher. Organization, clear communication of objectives and expectations, and lots of opportunity to practice, work together, and ask question are just a few of the good teaching strategies that have become habit for me.

In order for students to feel take the risks necessary to learn, they need to feel safe and accepted. To create this positive learning environment I expressly describe to the students how they are to treat each other and their instructor, I demonstrate by always treating them with respect, and I do not tolerate any instances where someone is put down. The structure of my class encourages the students to collaborate. It is my goal for the students to not only not hamper, but enrich each other's learning.

I enjoy meeting new and different people and helping them achieve their educational goal. As I continue to teach, I look forward to learning more about people and how they learn and interact in a classroom setting. I am confident I can meet the needs of the diverse student population found in the California community college system.

As for faculty and staff, I have learned so much from my colleges in the past, and look forward to finding out what a new set of professionals have to offer me. When working together on a worthy task, such as providing a quality education to community college students, individual differences are a strength.

AGREEMENT

I hereby certify that all entries on this Application for Employment and other statements made by me are true and correct, and that I have not omitted or withheld any material information. I also authorize my former employers and other individuals to give any information concerning me, whether or not it is in their records, and I hereby release them and their companies or institutions from any liability whatsoever. I understand that I will be subject to dismissal if anything in this application and the supporting documents I have provided is found to be untrue.

BY SIGNING BELOW, I certify that I have read and agree with these statements.

Teresa Zwack

Applicant's Name

Applicant's Signature

Date

OFFICE USE ONLY

Step: _____ Shift: Day Evening Swing Grave

Hire Date: _____

Authorized Signature _____

[Close Window](#)

Teresa Zwack

Education

Masters of Science; Applied Mathematics, 2007 – 2008
California State University, East Bay GPA: 3.975
Completed projects using Matlab and C++

Bachelor of Arts; major: Mathematics, minor: Earth Science, 1995 – 1999
University of California, Santa Cruz GPA: (narrative evaluations)

Education Coursework; Nation University and Fitchburg State College, 2001 – 2008
Attended many conferences and seminars on education including those given by Nation Council of Teachers of Mathematics, Council for Learning Disabilities, and Mel Levine

Work Experience

Adjunct Faculty – Mathematics, Foothill College, Los Altos Hills, 2010 – Present

- Instruct students in the Math My Way program.

Adjunct Faculty – Mathematics, San Jose City College, San Jose, 2009 – Present

- Teach Pre - Algebra for students in the PATHWAYS to Teaching program and a computer based variable unit math course, as well as standard Beginning and Intermediate Algebra courses.
- Develop material for the variable unit math course that targets and strengthens areas of weakness.
- Produce successful college students by fostering good study habits, developing student confidence, and encouraging them to set tangible goals.

Mathematics Curriculum Developer, CK 12 Foundation, Palo Alto, 2009 – Present

- Design web-based educational content that will augment or replace traditional textbook materials.
- Write support materials that contain activities and advice for instructors of High School Geometry, Trigonometry, and Advanced Placement Probability and Statistics classes.
- Reviewed the Algebra I text for accuracy providing corrections and recommendations.

Lecturer (2009) and Teaching Associate (2008), California State University East Bay

- Taught courses including Calculus for Business and Social Science Majors and Beginning/Intermediate Algebra.
- Prepared and evaluated all coursework and exams, including the final.
- Communicated with students online regarding class assignments, and class standing with the university's system Blackboard.

High School Mathematics Instructor, Saint Lawrence Academy, Santa Clara, 2001 – 2008

- Chaired Mathematics Department and served on Pedagogy and Curriculum committee.
- Instituted use of UC Diagnostic tests to track development of student skills.
- Developed Statistics and Trigonometry curricula that include extensive use of spreadsheets to perform calculations and develop models.
- Redesigned Geometry curriculum to include the use of the educational software Geometer's Sketchpad and presentation tools such as Power Point.
- Organized events like Pi Day to generate excitement and enthusiasm about mathematics.

High School Mathematics and Science Instructor, Sierra School, 1999 – 2001

- Successfully managed a classroom that integrated English language learners with native speakers.
- Organized a school science faire to provide a platform for students to think critically and creatively about science.

Dear Peter Murray, Brian Stanley, and Mathematics Faculty at Foothill College,

I have always had an affinity for mathematics and over the years have found countless hours of enjoyment and satisfaction in learning and teaching math. I clearly remember the moment in a high school calculus course when I realized the exact area under a curve could be calculated by taking the limit as the number of rectangles in a Riemann sum goes to infinity, appreciating the abstract beauty of groups and rings during my undergraduate work, and the excitement of writing a program that zeros in on a minimum value of a surface in my graduate nonlinear optimization class. I will continue to learn mathematics throughout my life. When teaching my excitement and enthusiasm is contagious, and seeing students make these same discoveries inspires me to learn more.

I am a trained and experienced teacher, able to give my students the skills that they need to be successful in my class, and in their educational and career goals. Not only have I had formal courses in education and continued professional development, I learned from my colleges and students. I am familiar with diverse learning styles, and enjoy experimenting with different instructional modes and new technological approaches to find the best way to educate the diverse student population. In my classes I emphasize critical thinking, cooperation and collaboration. I encourage students to take responsibility for their own learning so they will meet the high academic standards of my class.

Working in the mathematics department of a small high school, sometimes acting as department chair, I was intricately involved in the development of the mathematics program. While at Saint Lawrence Academy we instituted two new mathematics courses, a process for measuring student progress as they move through the program, and were constantly reevaluating and improving the curricula of existing courses. I look forward to working with a cohesive, effective, and innovative mathematics department to meet the needs of Foothill College students.

I have enjoyed teaching college students over the last year, and experiencing different methods of tackling the challenges facing mathematics education. Now I would like to focus my attention on one school and one mathematics program. I want to contribute to an organization that provides a quality education to anyone who desires one, without regard to socioeconomic or educational background. Thank you for your time and consideration.

Sincerely,

Teresa Zwack