

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
Cuyamaca College

Application for Movement to the Rank of Professor

Date: 4/18/2023

To: Academic Senate, Academic Rank Committee (ARC), Cuyamaca College

Applicant Raad Jerjis Department Counseling

Movement of a **tenured** faculty member to the rank of Professor will be determined based upon the following:

1. At least six (6) years of full-time certificated service to the District, and
Please indicate years of full-time certificated service to the District 21 years & 4 months
2. At least four criteria listed in Article IV, to include at least one criterion from each category A and B.

ARTICLE IV – Criteria

A. PROFESSIONAL ACHIEVEMENT

1. Demonstrate excellence in teaching, counseling or librarianship. This requires an “Excellence in Teaching” award (not nominations), and/or three evaluations of 4.75 or higher (as evidenced by evaluation summary sheet provided by the applicant). Please provide information and documentation.

I was hired at Cuyamaca College in 06/10/2000 to teach a counseling course (PDC 120) and work as an adjunct in the counseling office by Dr. Marsha Fralick and Paul Boatner. In 12/10/2001, I was hired as a full time faculty in the Counseling department. Working at Cuyamaca for over 20 years has been challenging, rewarding and gratifying. In addition to my main duties, I assumed many different roles and responsibilities in various capacities; for example, International Students, Articulation (See Attachment 1), Tutoring Training, and Personal Counseling and Crisis Intervention. Being bilingual in Arabic/English and bicultural (from Iraq) has given me the insights to relate to the influx of Middle Eastern and Chaldean students at Cuyamaca College. Due to the frequent interaction with the instructional faculty regarding some Middle Eastern student issues in the classroom, I got to be known by some instructional faculty as the “ESL Counselor.”

The first 4 years of being on Tenure Track for Tenure, I received glorious evaluations from my students and peer evaluators. I received an overall scores of 4.95 in 2003, 4.98 in 2004, and 4.93 in 2005, and was appreciative of students’ comments for my last year of being on a tenure track. Just recently in 2019, I was evaluated by the previous Dean Nicole Jones and Osvaldo Torres and received 5 on both evaluations (See attachment 2).

For the past 21 years, I have been consistently teaching, at least one to two course each semester, in addition to my counseling duties. In relation to my current colleagues, I am proud to say that I have taught and counseled consecutively the longest. I taught several courses at Cuyamaca, including Counseling 120, 130, 140, and WEX. I worked collaboratively with the ESL department and in one occasion, I taught Counseling 130 for ESL students which was a huge success. In 2006 and 2007, I taught PDC 298 which involved tutoring training. I was instrumental in developing training materials for tutors on how to work more effectively. (See attachment 3) Moreover, I taught the equivalent to Counseling 120 at Cuyamaca, PD courses for 5 semesters at City and one semester at Southwestern College.

One of the highlights of my teaching accomplishments, which I am very proud of, is the development of Counseling 140-Self Awareness and Interpersonal Relationships. I developed this course in collaboration with Dr. Teresa Mc Neil. Being a Licensed Marriage, Family, Therapist (MFT) (See attachment 4), I felt the need to develop a course that addresses the personal issues that many of our students deal with which impinge on their academic and personal success. I am delighted to see how the course enrollment and section offerings have been expanding. In my section alone, I get over 50 students enrolled every semester. I value and enjoy teaching as much as counseling. For several years, I taught face to face courses and now transitioned to online modality. Teaching invigorates me and allows me the opportunity to interact with and learn from my students. I am a strong believer in the Socratic method of teachings which is designed for the teacher and the student to learn together.

I have unbending commitment to my Professional Growth. I have attended several conferences, workshops, and completed continuing education hours to keep my MFT licensure valid. They include but not limited to: UC and CSU Counselors, ON Courses local and national conferences, Myers and Briggs, The Strong Inventory, Career Counselor Exploration, Comprehensive Crisis Intervention Systems, Umoja, The Stopping the Noise: How To Change The Anxious Mind-Rapidly, CCC LGBTQ+ VIRTUAL Summit 2022 & 2023, NCORE in Portland , and International Conference on Education in Hawaii. For more detailed list on conferences and certifications, see attachment 5.

Being a counselor has added a greater joy, a sense of gratitude at seeing how our students thrive and excel, and a sense of confirmation of what I love doing. I take my position and role seriously and consciously strive to be accomplished at what I do, leading with compassion in assisting our students.

2. Initiated and played a major role in the design and/or implementation of an educational program recognized by the ARC as a significant benefit to students; such as designing a new program, designing a new technological application (not the use of PowerPoint in classroom presentations), major involvement in the design of a facility, Title III grant. (Applicant must provide a narrative describing their role in this including key people with whom the applicant worked.) Please provide information and documentation.

3. Made significant contributions to the community's cultural enrichment through personal achievements in the performing, literary and/or visual arts. Must be sponsored by or recognized by a professional organization related to the area of discipline. (Applicant should provide a copy of the program.) Please provide information and documentation.

4. Authored or co-authored a refereed text or research article, or computer software in petitioner's subject specialty recognized by the ARC as significant. This does not include the use of existing software for classroom presentation; i.e., PowerPoint. (Applicant needs to provide the name of the publisher, ISBN, and date of publication.) Please provide information and documentation.

5. Made presentation at professional conferences or professional meetings (outside the district) recognized by the ARC as significant to petitioner's discipline. (Present documentation of sponsoring agency, date and location.) Please provide information and documentation.

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6. Obtained significant outside funding, grants, or equipment to enhance the college’s teaching, research, and/or educational resources. (Applicant will provide cash amount or cash equivalent amount for equipment donations and explain how this was a significant contribution to the college.) Please provide information and documentation.

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7. Other professional achievement recognized by the ARC as at least equal in significance to any of the above. (Please explain why this should be equal to one of the above.) Please provide information and documentation.

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8. Possession of an earned doctorate from an accredited institution. Please provide information and documentation.

B. COLLEGE SERVICE

1. Served at least four years as a department chair or coordinator. Please provide information and documentation.

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2. Served at least four years as an active member of the Academic Senate (as evidenced by listing in the roll call recorded in the minutes or having served as an officer). Please provide information and documentation.

I have served as a Senator for 6 years—14/15, 15/16, 16/17, 17/18, 21/22, and 22/23. (See attachment 6) My desire to be part of the Academic Senate is stems from my deep conviction in the participatory process of Shared Governance. As I have been representing Student services-General Counseling, I made sure that the voices of the counseling department are reflected in this important college committee. My role has also entailed strengthening the relationship with the instructional side of the college and how we can work together to foster an environment that promotes “Equity and Inclusion” for our students. One of my earliest presentations was on Student Equity in 2004. (See attachment 7) On several occasions, I made sure that any resolutions, amendments to policies were reflective of my constituencies and taking into account their impact on our students. I took my role seriously and made sure the information were disseminated to my counseling colleagues.

I have tremendously enjoyed my role as Senator. It has given me the opportunity to grow and meet my instructional and counseling colleagues. I was gratified by the work of the Academic Senate to promote issues of “Equity and Inclusion” especially when addressing issues relating to Black Life Matters (BLM), the success rate of our Black and Latino Students, and most importantly Social Justice Issues. I took an active role in discussing the importance of passing “Safe-Haven” resolution, addressing the pros and cons

of adopting a “Compressed Calendar,” advocating for the Counseling Department and the need to hire more counselors to meet the ratio of student faculty ratio. I have been very dedicated to this committee and not missed any meeting except when I was off contract.

3. Served at least four years on one major committee or two years on two major college or district committees (e.g., General Education, Curriculum, Program Review, Learning Skills, Professional Development, Academic Master Plan, Instructional Technology Plan, Student Services Master Plan, Matriculation (now called Student Success Committee).

For at least ten years, 2002-2014, I served on General Petition and Late Add committees. Being on these committees was a motivating factor to be knowledgeable about catalog and academic rules and regulations, district and board policies, statewide initiatives, title 5 regulations, and other college guidelines and practices. Decisions on students’ petitions have to be made carefully weighing in student needs in light of Academic guidelines and the unique students circumstances. (See attachment 8)

I also served for four year years as a peer evaluators for three counseling faculty members who were on the Tenure Track: three Counselors (Amaliya Blyumin, Asma Yassi and Johnny Barner). For the instructional side and at the request of Alicia Munoz, I agreed to be on the evaluation committee for the Arabic Instructor (Jane Gazale). Their evaluations entailed classroom observations and feedback. (See attachment 9)

When I was the department chair, I was responsible for completing the annual program review for three years to ensure that the counseling goals and the delivery model of services are in line with the mission of the College in providing access to all students. The goals were chosen through the lens of equity and inclusion.

Another significant College Committee that I have been a part of is the Student Grievance Committee. I have been on this committee for over 6 years to the present time working collaboratively with Dr. Lauren Vaknin and Mr. Gregg Vega from Admissions and Records. The purpose of this committee is to examine all the evidence for any dispute between Faculty and Students. This committee ensures that all sides have an equal voice so the outcome is fair and objective based on all the evidences that faculty members and Students provide. (See attachment 10)

For the past 20 years and soon after I become a licensed therapist in 2009 (see the congratulatory email from the department chair and VPS at the time- Donna Hajj and Joe Marron, attachment 11), I have provided personal and crisis counseling to several students. Throughout the years, I had many instructional faculty reach out to me for assistance to mediate a conflict in the classroom or assist students who have suicidal ideation. In this regard, I co-facilitated with Donna Hajj on “Suicide prevention and Intervention.” The aim of this workshop was to provide faculty members to deal with a crisis situation in and outside the classroom.

Through the past 21 years, I served on over 25 evaluation committees of full and adjunct for teaching and counseling components in the counseling department and categorical programs. (Evidence can be provided if needed)

Finally, I had the honor to be on several hiring committees. They include the followings, but not limited to: Computer and Information Science (CIS) Instructor (Greg Differding), Tech. Prep. Counselor position at Grossmont, Personal Development Coordinator (Cindy Morrin), Dean of Counseling (Nicole Jones), Counselors positions (General--full and part time), 2 EOPS Counselors (Nicole Keely, Lisa Ashak), 1 DSPS (Johnney Barns) and 1 CalWORKS (Asma Yassi) Counselors, and Arabic Instructor (Jane Gazale). (Evidence can be provided if needed)

4. Chaired one of the above major committees for a period of at least two years.

5. Other college service which the ARC deems to be at least equal in significance to any of the above, including major college or district committees not listed in number 3 -- e.g., Chair College Accreditation Committee (not subcommittee), club advisor for four years, etc.

The most professional achievements that made a positive impact on my counseling department was serving as the Counseling Department Chair for three years. This accomplishment was profound, mostly due to the timing out of my control, which was when The Covid 19 pandemic affected every aspect of our lives and we had to adjust accordingly. I worked with the Counseling Supervisor, Dean and the Vice President of Student Services to transition the operation of the department to a remote service. I was instrumental in modifying our delivery of online services and moving from having one online Counselor to E-advising open to all counselors and streamlining the process of online counseling. In addition, I served on numerous hiring and evaluation committees of full and part time counselors in General Counseling and Categorical Programs. Some of the other committees that I served on were but not limited to: Student Service Rapid Response Team, Student Services Leadership Advisory Team (SSLAT), Student Discipline & Grievance Hearing (SDGHC) (still on this committee), Instructional Leadership Advisory Team (ILAT), Chairs/Coordinators (Taylor Smith-Monthly), Pathway Navigation, VPSS Leads & Extended Cabinet, WorkForce Development, Career Task Force, Academic Calendar, and Guided Pathways.

In terms of my professional contribution to promoting Equity, Inclusion at the college (both Cuyamaca and Grossmont) and the district levels, I had the honor to present in 2011 and the years later several diversity training workshops to Faculty, Staff, Administrators, and Students on issues relating to cultural awareness and biases. This was requested by Sue Rearic from the Chancellor office at the district in 2011 to come up with a cultural sensitivity training tool. The training was extremely successful. The president of Grossmont College at the time attended my workshop. (See attachment 12)

During the Conflict in Iraq and at the time of U.S. invasion, there were many misconceptions about the events in that region of the world. Through a discussion panel I was played a vital role in dispelling myths and clarified any misunderstanding. (See attachment 13)

In collaboration with the CalWORKs department, I was also one of the main presenters for the workshop, **Refuges 101** on how to work with refugee students and address the numerous challenges and the acculturation issues. The workshop consisted of a diverse student and teacher panel on how to address the cultural issues that may arise in the classroom from the perspective of the teacher and the student. As a continuation of the workshop and on separate occasions, I facilitated the discussions that followed viewing the video on “The Anatomy of Hate.”

I have always been active in promoting a culture of inclusivity and appreciation of diversity. On several occasions, I was an active participant in cultural activities such as “A Journey to the Sun,” an Iraqi refugee celebration event “Beyond the Impossible,” and in numerous Panel discussions on the Middle Eastern Culture and issues facing Chaldean Students.

I have worked with diverse students on our campus EOPS, DSPS, CalWORKs, Refugees, ESL, Veterans and First Generation students. I did few presentations to Pathway Academy students. One of the presentations was on Emotional Intelligence. (See attachment 14)

Finally, I have actively participated in several other events and professional activities (on and outside campus), assisted with SDICCCA program, and have been committed to ongoing education workshops, both for personal and professional growth. (See attachment 15)

Return this form to the Academic Senate President or the Chair of the Academic Rank Committee.

FOR COMMITTEE USE ONLY:

Confirmation of years of service for Professor status: Yes No Years of Full-Time Service _____
Criteria Met: Yes No

The applicant has satisfied the evaluation

Committee Approval:

Member 1: Yes No Signature: Don E. Hajji Date: 5/15/2023

Member 2: Yes No Signature: Asma Gassi Date: 5/15/2023

Member 3: Yes No Signature: A. Blyumin Date: 5/15/2023

Member 4: Yes No Signature: Karem Marouf Date: 5/15/2023

Member 5: Yes No Signature: _____ Date: _____

Committee Approval: Yes No

Comments: All members of the committee have reviewed the application and voted to approve it.

Karem Marouf 5/15/2023
Chair, Academic Rank Committee Date

Senate Approval (Signature) Date

Routing: Academic Senate
College President
Governing Board
Catalog Notification