

New York City College of Technology

OF THE CITY UNIVERSITY OF NEW YORK

Professional Activity Report and Self-Evaluation

The Professional Activity Report and Self-Evaluation (PARSE) provides a convenient and comprehensive way for faculty members to prepare a record of their work and accomplishments in light of their overall goals. Faculty members should update the report each year, adding that year's information. The report should be submitted to the department chair (Chair) in preparation for the annual evaluation.

- See "Guidelines for Faculty Personnel Process" for a detailed discussion of the PARSE and guidance in preparing it (Sections I and III).
- Untenured faculty members should prepare the PARSE with the year's Professional Development Plan in mind, indicating how and how well the plan was fulfilled and where relevant, proposing modifications.
- Keep in mind that although all faculty members are expected to meet the expectations set down by the University Board of Trustees, there are disciplinary and professional differences among the ways that faculty contribute to knowledge and improved practice in their fields. Although every effort has been made to make the categories and examples listed comprehensive, they are not inclusive.
- A signed copy of the PARSE should be submitted on an archival disk to the Office of Instructional Staff Relations (ISR) along with the annual evaluation usually via the Chair and school dean (Dean). Candidates for promotion should follow directions in the annual memo issued by ISR.
- Each item noted in the PARSE must be supported by documentation submitted to the ISR for the faculty member's file before the file is closed.

BACKGROUND

1. **Date:** 04/30/2015
2. **Name:** Gretta M. Fernandes
3. **Department:** HEALTH AND HUMAN SERVICES
4. **Date of first NYCCT appointment on tenure bearing line:** 8/27/2014
5. **Present Rank:** ASSISTANT PROFESSOR **5A. Effective Date of Present Rank:** 8/27/2014
6. **Bachelor's Degree/Year:** 1989
7. **Master's Degree/Year:** 1996
8. **Thesis Title:** Socio-Cultural Life of Ho People Living in Orissa, North India.
9. **Doctorate Institution/Year:** Fordham University, 2014
10. **Dissertation Title:** Child Welfare Workers' Degree of Intent to Leave: Impact of Organizational Climate and Individual Factors
11. **Progress toward doctorate (if not completed), Institution/Date Expected:** NA
12. **Doctoral Dissertation Advisor or Sponsor:** Dr. Brenda McGowan, PhD.
13. **Basis for Doctoral Equivalent if relevant:** NA

14. Professional licenses or certifications:

- Seminar in Field Instruction (SIFI), September 2006 – May 2007, Fordham University
- Spanish Language Course, (Intermediate Level) June 19 – August 31, 2006, Cochabamba, Bolivia.
- Licensed Master Social Worker (LMSW) – New York State

15. Summary of Previous Employment (list in reverse chronological order):

January 2012 - 2014	Adjunct Faculty, Fordham University, Courses taught: Social Policy I: Policy and Profession Social Policy II: Analysis, Advocacy and Practice, Research Methodology
September 2011 – 2013	Adjunct Faculty, Touro College of Social Work, Course taught: Social Work Research I
February 2008 – July 2010	Program Manager, Queens Case Management, Catholic Charities of Brooklyn and Queens, New York
November 2004 – October 2007	VIVAT International (NGO) Representative at the United Nations, New York
May 2000 – September 2004	Assistant Director, Streevani (Voice of Women), Pune, India
June 1996 – April 2000	Director of Candidature Formation, Bangalore, India
May 1991- May 1994	Program Coordinator, Youth Commission, Catholic Bishops Conference of India, New Delhi, India

Peer-Reviewed Articles published before August 2014.

- Alleyne-Green, B., **Fernandes, G.**, & Clark, T.C. (2014): Help-seeking behaviors among a sample of urban adolescents with a history of dating violence and suicide ideations, *Vulnerable Children and Youth Studies: An International Interdisciplinary Journal for Research, Policy and Care*.
- Schudrich, W., Liao, A., Lawrence, C., Auerbach, C., Gomes, **Fernandes, G.**, McGowan, B., & Claiborne, N. (2013). Intention to leave in social workers and educators employed in voluntary child welfare agencies. *Children and Youth Services Review*, 35 (2013) 657–663.
- Schudrich, W., Auerbach, C., Liu, J., **Fernandes, G.**, McGowan, B., & Claiborne, N. (2012). Factors impacting intention to leave in social workers and child care workers employed at voluntary agencies. *Children and Youth Services Review* 34 (1), 84–90.
- Claiborne, N., Auerbach, C., Lawrence, C., Liu, J., McGowan B., **Fernandes, G.**, & Magnano J. (2011). Child welfare agency climate influence on worker commitment. *Children and Youth Services Review*, 33 (11), 2096-2102.

TEACHING

See “*Guidelines for Faculty Personnel Process*” section III.B.1.

16. List all courses taught at New York City College of Technology (course code and title):

- HUS 1101: Introduction to Human Services – 4.49/4.40. [LINK](#)
- HUS 2305: Field Practicum 1 – 4.65/4.40
- HUS 3605: Child Welfare & Family Services – 4.31/4.40
- HUS 2305: field Practicum 1 – 4.78/4.58 (Spring 2015)
- HUS 3605: Child Welfare & Family Services – 4.84/4.58 (spring 2015)

17. List other teaching/instructional responsibilities. Among others, these may include:

- Formal academic advisement
- College-wide programs – Member of Gen Ed committee
 - Member of course coordination committee/course coordination working group – recorded minutes of course coordinators meeting on 11/6/2014
 - Was part of planning and organizing ‘Making Gen Ed LIVE’- Assisted in registration on 1/22/2015. [LINK](#)
- Participated in developing Teaching Portfolio Workshop, January 13-15, 2015, organized by Faculty Commons. [LINK](#)
- Bridging the Gap: Cognitive Research and Instructional Practice, 6-part teaching/learning study group, March-April 2015. [LINK](#)
- HUS Department Research Group member
- Teaching Portfolio [LINK](#)

SCHOLARLY AND PROFESSIONAL GROWTH

It is the faculty member’s responsibility to ensure that copies of all publications and presentations and evidence of all professional work have been placed in the file in ISR before the file is closed. No item can be considered without verification. See “Guidelines” sections I.B.3. and III.C.

Within categories, list examples in reverse chronological order (Use standard citation format, preferably APA, MLA, or Turabian)¹

18. **Publication and Production:** Please consult the “*Guidelines for Faculty Personnel Process*” section I.B.3. for a list of the types of work that qualify as publications and productions. Examples should be divided and clearly labeled as to type (e.g. Peer-Reviewed Scholarly Books, Peer-Reviewed Articles, Peer-Reviewed Exhibitions, Patents, Conference Papers, etc.). Section 18 is to be divided into two parts:

18 A. In this part, candidates for **promotion** should list only those publications or examples of production **since** their last promotion. Candidates for **tenure and reappointment** should list only those publications or

¹ Reviews or citations of one’s work may be noted, both in the self-evaluation part of the PARSE and, if desired, in an addendum to the PARSE called Citations.

examples of production released **since** their appointment to the tenure track at New York City College of Technology.

The 2015 MACHS Regional Conference, Poughkeepsie, New York, April 10-12: presentation on Community Organizing as Human Services Practices: An Exploratory Interactive Workshop. [LINK](#) [LINK](#)

18 B. In this part, candidates for **promotion** should list only those publications or examples of production released **prior** to their last promotion. Candidates for **tenure and reappointment** should list only those publications or examples of production released **prior** to their appointment to the tenure track at New York City College of Technology.

Peer-Reviewed Articles:

19. **Works in Progress** (indicate stage of development; include in the file documentation of completed works under consideration for publication, shows, etc.):

For Peer-reviewed articles

Partners' Reproductive Control and Pregnancy Outcomes among a Sample of Urban Adolescent Females with a History of Dating Violence. (Writing phase) [LINK](#)

Organizational Climate and Child Welfare Workers' Degree of Intent to Leave the Job: Evidence from New York (Currently under Review by *Children and Youth Services Review*). [LINK](#)

20. Honors, Prizes, and Awards

Received in 2014, the Reverend Doctor Nicholas J. Langenfeld Award for my doctoral dissertation, titled, "Child Welfare Workers' Degree of Intent to Leave: Impact of Organizational Climate and Individual Factors".

21. **Grant Activity** (indicate funding agency and collaborators; if awarded, provide grant number, amount, and duration. For collaborative grants, indicate amount earmarked for NYCCT)

SERVICE

See "Guidelines" section III.D. Please note where compensation or release from teaching has been provided. All service is evaluated primarily according to the quality and results of the contribution; however, expectations may differ depending upon whether or not compensation or time has been provided to support the service.

22. Administrative Assignments (Include dates)

- Student Advisement
- Adjunct Faculty Classroom Observation

23. **Other Department/College/University Service, including Continuing Education** (list by category; for committee work, include the name of the committee chair)

- Member of Gen Ed Committee
 - Course coordination working group of Gen Ed Committee.
 - Was part of planning and organizing 'Gen Ed Day – Making Gen Ed Live', January 22, 2015. [LINK](#)

- Member of New Student Orientation Committee. Planning for New Student orientation to HUS Department in August, 2015. [LINK](#)
- Represented HUS Department at New York City Tech’s Fall Open House in January 2015 for new and prospective students.
- Curriculum Committee member, Chair Ben Shepard. Was secretary for the committee Spring 2015
- Attended HUS advisory board meeting on January 15, 2015. Was secretary for the meeting.
- Organized and moderated the panel on PBS Documentary “The Raising of America: Early childhood and the Future of our Nation”, March 26, 2015. [LINK](#)

24. **Professional Activities and Recognition** (e.g., state and national certification/ licensing bodies, service on accrediting bodies, offices in professional organizations)

- Licensed Master Social Worker, New York State
- Intermediate level Spanish certificate from El Instituto del Idiomas, Cochabamba, Bolivia
- Seminar in Field Instruction (SIFI), September 2006 – May 2007, Fordham University
- Member of VIVAT International, an NGO in special consultative status with the Economic and Social Council at the United Nations

25. **List any other activities considered relevant, including participation in continuing professional education and community service.**

- Working with volunteers at the local church community, Jamaica. This is a concrete example of how organizations benefit from philanthropic motivations of people (HUS 4802).

SELF-EVALUATION

26. **Self-evaluation:**

In a succinct but complete narrative, (normally limited to three pages or fewer, single-spaced) candidates should assess their teaching, scholarly and professional growth, and service and should explain how their activities in these areas contribute to the success of their department and New York City College of Technology. The self-evaluation provides candidates an opportunity to reflect on the values, philosophy, and intellectual interests that inform their teaching and scholarship. (See the ***Guidelines for Faculty Personnel Process, Section I.B.4.*** for further guidance.)

My first year at CITY TECH has been a time to get acclimated with the Human Services Department, its Faculty, Students, and College community. I have been actively engaged in teaching, providing service to the department and to the college, while at the same time focusing on research and my professional development. I have been fortunate to have the opportunity to participate in the following Seminars and workshops offered for new faculty by the Faculty Commons, namely, PDAC for New Faculty Orientation, Teaching Portfolio Workshop, Train the Trainer, Bridging the Gap 6 part-Seminar Series which covered cognitive research and instructional practices, and lastly, the Summer Institute of Teaching and Learning.

I have taught three courses both at the associate and the baccalaureate level. These courses include: HUS 1101 Introduction to Human Services, HUS 2305 Field Practicum and HUS 3605 Child Welfare and Family Services. I prepare PowerPoint slides for class lecture, topics and guidelines for group discussions and select audio-visuals for class. PowerPoint slides are posted before class on Blackboard to help students to review them before class, for recap after class and for exam

preparations. Journal articles are used for classroom discussion and to promote evidence-based critical thinking and to minimize pre-judgments and self-deception. I use pair and share method to encourage class participation especially for Feld Practicum classes where students are paired and practice empathy, active listening and modeling techniques. I take the role of a collaborative learner and contribute my social work practice and knowledge to the building of consensus and shared meaning making. I encourage and provide an atmosphere for students to share their life experiences and thus encourage experiential learning in a classroom setting.

The three-day workshop on developing my teaching portfolio helped me to examine my teaching philosophy, pedagogy and my teaching methodology. I try to model my behavior on the ideal that adult learning is developmental and a process. Based on the adult education practice skills, I create a classroom environment that builds on the values of freedom, justice, participation, equity, trust and respect. Bridging the Gap 6 part- Seminar Series helped me to focus on the seven essential principles of teaching and learning. I believe that learning stems from an interaction of intellectual, social and emotional factors. Also, my teaching is being shaped by my students, the advancement in Human Services and changes in technology. I try to encourage students to use their prior knowledge or experience in Human services and challenge them to examine whether their prior knowledge is insufficient or inaccurate and how it can hinder learning. I use targeted feedback and encourage students to apply what they have learned in classroom setting to their fieldwork practice. I also narrate my own direct social work practice examples to help students understand the strengths and challenges of becoming human service professionals. My peer teacher observation reports of both the semesters, and the student evaluations of Fall 2014, are evidence of effective teaching.

During this first year at CITY TECH, I have served HUS department and the College in following capacity. Besides teaching, I have also effectively advised students in choosing the courses from the curriculum. I also motivate students to reflect where they see themselves in ten years from now and hence encourage them to pursue their college and graduate studies. Other areas of departmental service include: participation in faculty meetings; grades appeal committee, secretary of the curriculum committee and note taker for the HUS Advisory Board meeting. During the Spring 2015 I represented the department in the New York City College of Technology Open House. Additionally, I have conducted classroom-teaching observations for HUS adjunct faculty.

During the 2014-15 academic year, I have served in two college-wide committees: Gen Ed Committee and New Student Orientation Pilot Study. As part of the Gen Ed committee, I participated in course coordination working group and also was an active planner and organizer of Gen Ed Day on January 22, 2015. As a member of the New Student Orientation Pilot study, I have been planning new student orientation for HUS department for August 13, 2015. I organized and hosted the launch event of PBS documentary "The Raising of America: Early Childhood and the Future of Our Nation". This event was done in collaboration with the Nursing Department and with the members of HUS advisory board Committee.

In pursuit of developing my research and scholarly talent, I have submitted a manuscript to *Children and Youth Services* journal, which is currently under review. Currently, I am working on a second manuscript for publishing. I have been assisting Court Appointed Special Advocates (CASA) a non-profit agency in New York City, with data analysis. During my second year at CITY TECH, I intend to publish two articles related to CASA data on children in foster care. This Spring, I attended the Mid-

Atlantic Consortium for Human Services and was a co-presenter with Dr. Ben Shepard on 'Creating Bridges to the Future: Community Organization'.

As I move on, I aim to improve my skills as a teacher and scholar and develop my professional career. As a passionate teacher, I would encourage students to integrate experiential learning by organizing field trips and share their prior knowledge and experience in the field of Human Services. I will continue to encourage and motivate students to complete their studies on time and not to lose focus of what they want to become or achieve in life.

I have enjoyed the collegiality of HUS faculty and staff, and I am grateful to Dr. Thorpe and all HUS faculty members for being very supportive and appreciative of me. I will continue to be a team builder and work in collaboration with my colleagues to promote the mission of the College. I am also grateful to Professor Jordan for making available the many workshops/seminars for the new faculty. I am very appreciative for all the support I received from President Hotzler, Provost, Bonne August, Associate Provost, Pamela Brown, and Dean, School of Professional Studies, David Smith.

[Gretta M. Fernandes LINK](#)

(Signature)

NOTE:

- Candidates for **reappointment** should supply a cumulative evaluation of their work, beginning with a focus on the immediately preceding year, followed by a summary of prior years.
- Candidates for **tenure** should evaluate their work since their initial appointment.
- Candidates for **promotion** should evaluate their work since their last promotion.
- Candidates for tenure, certificate of continuous employment, or promotion should complete and attach a copy of their **Curriculum Vitae**.

Adopted by the College Personnel & Budget Committee, 22 April 2010