

Sample Cover Letters



Susan W. Akhavan

123 Main Street, Anytown, CA 90007 ♦ [REDACTED] ♦ [REDACTED]

Job Opening ID # P0012789/REQ6848

Dear Hiring Committee,

I appreciate the opportunity to apply for the full-time ESL Instructor position. The match between this position and my experience is a good one, as illustrated by the following excerpts from my professional and personal background. As you review the candidates' applications, I wish you insight and inspiration. Enjoy the process of discovery!

♦TEACHING♦

The courses I have taught range from very low level Adult ESL (AESL) to high level academic English. My ESL career began in the ideal setting, teaching AESL at Santa Ana College School of Continuing Education for seven years. This program is run by some key leaders in the AESL field, including Rob Jenkins

"Susan incorporated cooperative learning techniques and all the students were engaged and excited to participate."

- Rob Jenkins
[Unannounced Classroom Observation]

(author of the popular text series, *Stand Out*), among other significant contributors. I taught a combined Beginning 1/ Beginning 2 AESL/Family Literacy course, reaching students aged 18 to 80, and from literacy level to effective communicators. My ability to build rapport with my students, and provide them with challenging yet attainable learning opportunities led to excellent student persistence in this open-entry/open-exit environment. With that foundation in hand, I then taught several years in the Intensive English Program (IEP) and English for Specific Purposes (ESP) for the University of

California, Irvine Extension International Program. In addition to my primary assignment of teaching high intermediate Speaking and Listening, during my time there I was recruited to teach other courses, including a twenty-hour per week Business English course. Having earned a bachelor's degree in Business enriched my ability to create relevant curriculum materials for those students, many of whom already held professional positions in business in their home country. Some of the materials I developed for my class were adopted by the program and continued to be used. Subsequently, an opportunity arose to teach academic English in the School of Humanities at UCI. That assignment was rich with professional growth for me, as it was the first time I taught a class dedicated to academic writing, and I approached the highly demanding course load with an attitude of curiosity. Furthermore, I benefited greatly from the mentorship of the remarkable faculty in that department as I taught each of the three writing levels and participated in the normed group grading sessions for midterm and final essay exams. The experience I gained consequently opened the door to teaching at Irvine Valley College, another phenomenal, collaborative work environment.

"Ms. Akhavan demonstrated creativity ... in developing and adapting materials .. [which] were added to the curriculum for future sessions."

- Gail M. Schwartz
Business English Coordinator

"Thanks for making class enjoyable!"
-AESL 505 student

In my classes here, I've been integrating more technology for various aspects, such as Kahoot and Plickers for fun, interactive learning; vocabulary and reading practice through on-line resources such as vocabulary.com and Newsela; Ryver and Remind as enhanced communication tools; and the learning management system Canvas for blogs, on-line quizzes, assignments and sharing of files. I'm always looking for new resources, and we're fortunate to have a full-time faculty in our ESL department at IVC who is an expert in using technology in the classroom, and actively inspires new uses of technology in our teaching.

♦NON-TEACHING POSITIONS♦

My professional experience also includes non-teaching positions which directly enhance my effectiveness in a faculty position. Most notable is the opportunity I had last year when asked to serve as the part-time Coordinator for the Adult ESL Center on campus. In this role, I managed the day-to-day operations of the Center, overseeing the service our student workers provided to students and visitors to our

**"I wanted to say that I admire
your positive energy and
abundance of team spirit."
- AESL instructor**

Center. I also coordinated the new-student assessments and orientations in close collaboration with other campus departments. Another key function was providing support to our AESL faculty, such as communicating and clarifying policies and procedures, facilitating the collection of Student Learning Outcome (SLO) results on-line, and streamlining processes and providing one-on-one training to simplify their tasks and save them time. Humor, teamwork, and simple instructions pervaded my communication with faculty in order to lighten their load, at least metaphorically.

Of the improvements I brought to the Center, perhaps the one with the most impact is the on-line Call List I created in Google Sheets. This was to facilitate the timely enrollment of new students as seats in classes became available, a process which previously was done painstakingly with hard copy forms. This database allows for instant access from anywhere to the status of fulfillment of instructor "add" requests, and corrals various sets of information (APC codes, Burlington English class codes) into one place. Another responsibility of the Center is to administer the CASAS exam, an effort ably spearheaded by one of our faculty members and a part-time staff. I am certified as an administrator and proctor to assist in the implementation of that required assessment program.

What goes beyond these illustrative contributions is my mindset of supporting others in their journey, and that includes the department as a whole. I was initially going to work as Coordinator just for the spring semester and then return to teaching in the fall. However, when it became clear that the full-time Coordinator position was not going to be filled in that timeframe, I agreed, in an instant, to continue on for another semester, as well as to provide support to the new Coordinator as she transitions into the position.

**"Your dedication is
truly appreciated."
- AESL instructor**

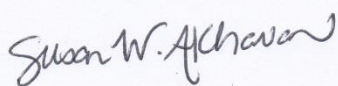
I've had several different careers, each of which contributes to my effectiveness as an instructor. For example, I was an International Sponsored Student Advisor, which included responsibilities such as advising students, developing and implementing a multi-day new student orientation (including peer advisor training), and presenting at professional conferences (NAFSA). Even my jobs outside the academic realm have relevance to teaching ESL. As an Air Quality Planner, I was responsible (with a team) for writing complex air quality plans complying with existing government regulations and proposing new ones, presenting at public hearings, and creating and editing educational materials. Thus, complex writing, public speaking and understanding governmental regulations are skill sets which cross boundaries.

♦CROSS-CULTURAL/LINGUISTIC PERSPECTIVES♦

I am prepared to succeed based on my cultural and linguistic experiences, as well. My understanding of the students' experiences is informed by my own life experiences of growing up in Singapore, living in Belgium for a short while, and studying in Spain my junior year in college. I have personally felt what it is like to try to navigate another culture, and to coax a foreign phrase to step beyond the tip of my tongue. I've also studied six different languages, and thus I'm able to make syntactic and phonological comparisons for illustrative purposes.

Accordingly, my preparation for this faculty opening comes from diverse experiences. I value the opportunity to apply for this position, and appreciate your time in considering how my qualifications could serve the department's needs.

Kind regards,



Susan W. Akhavan



NANCY DUONG

- COVER LETTER -

CONTACT



January 18, 2016

Saddleback College
28000 Marguerite Pkwy
Mission Viejo, CA 92692

Dear Saddleback College Hiring Committee:

I am writing to express my interest in Saddleback College's full-time mathematics instructor position (job opening ID P0007214/5646). I am very excited because I see a faculty that is truly involved in student growth and success every time I visit Saddleback for their CMC³ mini-conferences. I would really love to join Saddleback College to continue that commitment.

Math education has been my focus for the past seven years. My background has evolved from supplemental instructor to teaching assistant to instructor, all at the university/college level with subjects ranging from arithmetic to calculus. With varied experience, I have noticed a constant: student success is magnified through instructor involvement. For example, I have found success by holding consistent office hours at the resource center. My reason is twofold. Students get one-on-one help from me, but also, it may be their first time visiting the resource center. Students begin to use the center's amenities even when I am not there. When their semester with me ends, I feel confident that they can create a self-reliant learning environment that works beyond my mathematics course. My students know that success is in their hands. Because of this commitment, I was honored to receive UC Riverside's Outstanding Teaching Assistant Award during my graduate studies. I am really impressed with Saddleback's math department. With involvement in the Learning Resource Center, it is evident that the faculty genuinely cares about their students as much as I care about mine. I find that a committed math department has successful students because each instructor has the same high expectations.

College outreach is very important for me. For the past two summers, I was involved in programs for incoming high school graduates at Norco and Southwestern College. These students tested into the college lower than expected, and we were interested in determining their true placement. In addition, during my graduate studies, I was an assistant instructor at UC Riverside's Summer Bridge Program for two summers. Saddleback's involvement in student programs like Algebra2go and Bridge |2| Engineering really resonates with me. These programs show that the faculty at Saddleback shares my goal in starting students on the right foot.

I enjoy teaching a wide range of classes and working with a diverse student population. During the past two years, I taught several classes in basic skills. Some students may not feel confident in math, so I really commit to creating an environment that is safe to ask questions. I often pause the lecture to give students the chance to discuss. I also understand students prefer one-on-one attention, so I make sure to pass through the aisles to visit each student. I also have students write on the board to get them involved in the moment because I understand that many have full-time jobs with children and do not have the chance to study at home.

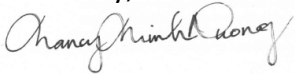
I am always interested in improving my teaching strategies. Currently, I am using OneNote on my Surface Pro 4 to act as a digital whiteboard on the projector. Whether I am teaching a basic skills or transfer level course, I can transition seamlessly between lecture and websites like Desmos and MyStatLab. Moreover, I attend

conferences like CMC³ South to explore different teaching techniques. I truly believe every semester is another chance to improve.

For Spring 2016, I will be teaching full-time at Norco College. Although it is a one-semester position, this opportunity will give me experience in committee work, curriculum and program development, and student learning outcomes assessment. It will prove that I am capable of full-time responsibilities.

I hope this short introduction was able to convey my commitment to student success. I really hope to meet with you all in person to express my sincere interest in Saddleback College. After teaching at several campuses, I would love to make Saddleback my home. I appreciate your time and consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Nancy Duong".

Nancy Duong

BRANDEE IDLEMAN

www.linkedin.com/in/brandeidleman

Monday, February 18, 2019

Irvine Valley College
5500 Irvine Center Drive
Irvine, CA 92618

RE: Job Opening ID # REQ7974

DEAR LIBRARIAN SEARCH COMMITTEE:

I love my job at Irvine Valley College! No matter how my day begins, I always leave the library feeling better than when I walked in. Each and every day that I work as a librarian, or as an instructor, I am able to help students become more successful. By lifting them up, they lift me up. It is with a deep appreciation for this symbiotic relationship, that I express my interest in the full-time position for a Research and Instruction Librarian.

DESIRED QUALIFICATIONS

As an applicant, I submit the following qualities make me a highly desirable candidate.

- Master's of Information and Library Studies from the University of Alabama.
- Over 7 years of academic librarian experience at University of California Irvine, Irvine Valley College and Saddleback College.
- Hundreds of hours of experience assisting students in locating and selecting print and electronic research sources both virtually and in-person at the reference desk.
- Over 75 hours of instruction sessions on information literacy topics such as finding scholarly articles, citing sources and identifying credible sources of information online.
- 29 credit hours (90.1 LHE) of online teaching experience using multiple teaching modalities including captioned videos, Canvas pages, PowerPoint, and written lectures.
- Experience working with a diverse population including English learners, international students, veterans, homeless, first-generation students, and the mentally ill.
- Active participation in shared governance and outreach activities.

ACADEMIC EXPERIENCE

When I began my career as a librarian, part-time work suited my life style. Working as an adjunct faculty member for over 6 years at Irvine Valley College has allowed me valuable time to develop my skills as an instructor, master my craft as a research and reference librarian, and become an

"Ms. Idleman is a skilled reference librarian and frequently handles emergency and out of the ordinary situations with grace and style."

– SOCCCD Performance Evaluation

integral part of the college community. Today, I am a trusted part of the library team and I am a familiar face students look to for assistance. As my confidence as a librarian has grown, so have my responsibilities. In addition to teaching numerous information literacy workshops, I have been tasked with projects including: developing new instruction materials and LibGuides, selecting new books for the library's collection, assessing current library holdings for weeding, and gathering survey data. Additionally,

I was brought on at our sister school, Saddleback College, to work the reference desk and teach online for-credit courses (including an honors level course). I take great satisfaction in being a person respected by students, library staff and faculty alike and I know that my time as an adjunct has fully prepared me to quickly integrate as a full-time asset to the college.

TEACHING PHILOSOPHY

My teaching philosophy is best summed up as compassionate discipline within a highly organized, but flexible structure. My courses are designed for accessibility and ease of navigation. I believe the best way to ensure students' success, particularly in the online environment, is with frequent and continual communication.

Online, I use individual feedback within Canvas and the Progress Reports in MySite to let students know how they are doing. I am also highly responsive via email to student questions. In person, I maintain an open and conversational style. This allows students

"Really fantastic teacher. Goes above and beyond. She was extremely supportive - I would have dropped without her encouragement but ended up getting an A." – Former Student

to see in action that research is really a conversation requiring the flexibility of trial and error. My teaching philosophy includes a commitment to my on-going education. This is demonstrated in my willingness to invest my personal time and financial resources in staying up to date on advances in librarianship, pedagogical best practices and trends in community college services. I continually seek out new opportunities for personal edification as exemplified by my service on the Student Learning Outcomes Taskforce and Guided Pathways Workgroup, my attendance at the Academic Senate for California Community Colleges (ASCCC) Part-Time Faculty Institute, and my attendance at the American Library Association (ALA) Annual Convention in 2018. At the ALA conference, I received valuable information on how to teach evaluating news sources to young adults, changes to government information data collection practices, best practices for developing student learning outcomes, and innovative instructional collaboration partnerships with 4 year schools. All of these experiences have fed into the improvement of my services as a librarian and an instructor.

FOCUS ON STUDENT EQUITY & INCLUSION

As a first-generation college student and high school graduate, I am particularly passionate about creating programs and support services that foster student equity and inclusion. The main reason I want to continue working at a community college is that it provides me with ample opportunity to interact with students facing a variety of challenges. In addition to being racially diverse, our

"Her passion for student success and equity is evident in her work with the Open Education Resources (OER) initiative." – Current Supervisor

student body includes working parents, veterans, the homeless and resource challenged, first-generation college students, the disabled, and those suffering from mental illness. Being able to help such a wide variety of people makes my job deeply satisfying in a way many people never get to experience. My dedication to student

equity and inclusion is evident by the compassion and care with which I provide services at the reference desk. Specifically, this dedication is evident by my adoption of free educational resources, my taking classes such as deaf culture and sign language for librarians, my ensuring library signage uses correct terminology for accessibility, and my willingness to provide personalized library workshops for students requiring special accommodations.

WHAT SETS ME APART

In 2010, I made a difficult decision to leave an executive level position in mental healthcare to pursue a passion for librarian and information studies. At the time, I did not fully understand that my experience as a Director of Quality Improvement and Risk Management would have such a positive impact on my skills as a librarian. The nature of my position taught me a great deal about maintaining calm under pressure and how to diffuse volatile situations. I understand how to triage

multiple demands on my time and I have proven to be fully capable of managing large scale projects. Most importantly, my time working in a mental health facility has left me with a profound appreciation for the work I do as a librarian. I know the joy I feel in providing important assistance to our students is obvious because students regularly ask me about becoming a librarian. They point out that it looks like the best job ever and without hesitation I say that it most certainly is.

“Brandee managed all of our needs with diplomacy and an innate ability to triage tasks. We all trusted her with important projects requiring team management skills and an acute attention to detail.”

– C.E.O. and Former Supervisor

My extensive experience at Irvine Valley has only solidified my opinion that the work we do provides an incredibly valuable service to the community at large. I very much look forward to continuing to engage with faculty, students and administration as a full-time librarian.

Sincerely,

Brandee Idleman

March 17, 2019

Selection Committee
Irvine Valley College
5500 Irvine Center Drive
Irvine, CA 92618

Dear Members of the Selection Committee:

I am writing to express my interest in the full-time English as a Second Language Instructor position at Irvine Valley College (position # P0014917/P0014918). I am currently an adjunct faculty member in the ESL Department on campus, and my dedication to and enthusiasm for teaching English as a Second Language would make me a valuable addition to the outstanding group of full-time colleagues already in the department.

My educational background and wide range of teaching experience across levels and in both credit and non-credit courses for the past 16 years make me well-qualified for this position. I have earned Master's degrees in both English and Education (with an emphasis in TESOL) and I have taught at the college level in both English and ESL departments. I began teaching at the Capistrano Adult School, where I taught non-credit multi-skills classes to beginning- and intermediate-level students and I also developed curriculum for and taught a VESL course to professionals at Mission Hospital, focusing on business writing and communication. I later had the opportunity to teach ESL courses for both credit and non-credit students at Saddleback College, where I taught intermediate multi-skills, advanced reading and writing, and listening and note-taking courses; I am currently teaching beginning conversation there as well.

On the credit side, I have taught freshman composition at Cal State University, Fullerton and intermediate and transfer-level composition courses at Saddleback College. I also taught Academic English/ESL courses for nine years at UC Irvine, focusing on both lower- and upper-division academic writing as well as pronunciation and reading and vocabulary. Currently, I teach credit ESL at Irvine Valley College, where I have taught ESL 201 (soon to be ESL 90)—Academic Writing for Multilingual Writers, and ESL 363/373—Intermediate Pronunciation.

Besides working with my own students, I am also experienced in tutoring students both individually and in group settings. I tutored both ESL and non-ESL students in the Writing Center at Cal State Fullerton and I am currently an instructor in the Language Acquisition Center at Irvine Valley College, where I tutor both AESL and ESL students in writing and assist them with using the Burlington English and Pearson (Azar) My English Lab software.

Regardless of course level or student goals, I like to incorporate technology to facilitate instruction and increase both student-teacher and student-student communication. The Canvas Learning Management System is central to my instruction and helps build classroom community. It also allows for more of a flipped learning approach, where students can read and explore materials I have posted outside of class, collaborate with classmates through discussion boards, and come to class prepared to engage and discuss. I have found that even my most technologically hesitant students appreciate how easily accessible course information and resources are via Canvas. I recognize how valuable technology is in expanding and improving my instruction and I am always interested in learning about and trying new technology-based instructional tools.

Beyond my own classroom, I enjoy being an active, involved member of the departments for which I teach, especially when it comes to the creation and implementation of curriculum. While teaching at Saddleback College, I participated in a curriculum review group that revised current curriculum and student learning outcomes (SLOs) to create better coordination and alignment with Basic Skills objectives. I also helped write a grant proposal and secure funding through the Basic Skills Initiative to organize and facilitate a series of meetings and discussions among faculty about student success. We worked collaboratively to produce a set of student success handbooks for ESL students at multiple levels. At Irvine Valley College, I have really enjoyed

the collaboration and co-creation of materials in the ESL 201 cohort meetings. These stimulating interactions with my colleagues are one of the many aspects of this job that I love.

My curriculum-writing contributions to the program while teaching at UC Irvine included writing curriculum for the student handbook used in multiple levels of academic writing courses as well as coordinating and creating curriculum for two series of student workshops. One was the English Development Workshop Series, which sponsored multiple workshops each quarter in coordination with UCI's International Center for English language learners across campus. I also served for several years as the coordinator of the Academic English Resource Center (AERC), which offered a series of weekly grammar and writing workshops tied to the Academic English curriculum. Besides creating new curriculum for these workshops quarterly, I also served as the administrator of AERC, coordinating workshop locations and scheduling, interacting weekly with lecturers in the program, and maintaining the website. I enjoyed the leadership and administrative roles that I had along with teaching at UC Irvine; these also included serving as a faculty mentor and a member of multiple merit review committees.

At all schools where I have taught, I have been involved with assessment and placement of students. At the Capistrano Adult School, I helped administer the competency-based CASAS assessment; at IVC, Saddleback, and UCI, I have helped score placement exams using holistic rubrics. In addition, at UCI, I also served for multiple years as a grader on a panel for the Test of English Proficiency (TOEP)—a test of spoken English, as well as serving as an e-rater for the Analytical Writing Placement Exam (AWPE) UC-wide freshman placement exam.

As a professional in the field of TESOL, I have attended and presented at numerous conferences, especially at state and regional CATESOL conferences, which helps me to stay current in the latest ESL teaching methodologies and language acquisition theories. I also enjoy attending other teaching-focused conferences such as the Great Teachers Seminar and On Course Workshops, as well as the AACU diversity, equity, and inclusive democracy conference. In February, I attended the important California Acceleration Project (CAP) conference in Sacramento, at which presenters shared important updates on AB 705 and gave suggestions for implementing corequisite support courses to help students succeed in entering and completing their transfer-level course work more quickly. At the CAP conference and the AB 705-focused professional development workshop that I recently attended at Saddleback College, I have also learned strategies for better addressing students' varying affective needs.

I have taught students across the levels, from beginning to advanced, in both credit and non-credit courses, with goals that vary from communicating better at work and with their children's teachers to writing at a level required to transfer to a four-year university. I am familiar with the differing goals that ESL students can have, and I am adept at helping students identify and achieve them. I am inspired by the rich diversity of cultures, ages, perspectives, and experiences in my ESL classrooms, and I am also empathetic to the challenges of learning another language and living in a new country since I spent several years learning Spanish and lived abroad. I also know first-hand how fun and rewarding it is to learn a language, and I know that the sense of community created in the classroom is central to a successful learning experience.

I am eager to contribute to an academic environment that promotes professional growth, positive change, and student success. I am flexible, open to change, and willing to accept suggestions and constructive advice from my supervisors and colleagues. I am passionate about helping students learn English and achieve their goals. I look forward to discussing the contribution I can make as a full-time faculty member in the ESL Department at Irvine Valley College.

Sincerely,

Amanda Jerome

APPLICATION PROCEDURE

To be considered a candidate for this position, the following materials must be electronically uploaded at <https://jobs.socccd.edu>:

- A completed South Orange County Community College District online application including education, experience and references.
- A current résumé and/or Curriculum Vitae.
- Required current letters of recommendation from individuals familiar with the applicant's academic abilities. Letters must reference job opening ID.
- Academic transcripts of all college level work showing date degree awarded from an accredited institution For consideration, degrees must be awarded at time of application, or applicant must complete Supplemental Application for Equivalency with online application. Unofficial transcripts are acceptable at this time. Successful candidate must provide official transcripts upon hire. **Non-U.S. transcripts** must include a certified U.S. evaluation with translation, (i.e. NACES agency: www.naces.org) at the time of application.
- Federal law requires every new employee to present documentation showing eligibility to work in the U.S. SOCCCD does not sponsor employment Visas.

Incomplete application packages will not be considered.

All submitted materials become the property of the South Orange County Community College District, and will not be returned or copied, and will be considered for this position only.

Applicant bears the sole responsibility for ensuring that the application package is complete when submitted. All travel arrangements will be at applicant's expense. Application materials must be received by 5:00 P.M. on the day the position closes. Application materials (i.e. letters of recommendation) received after the closing deadline will not be accepted.



For an online application, information and instructions, visit the District Job Opportunities website at jobs.socccd.edu or call (949) 582-4850.

SELECTION PROCEDURE

A screening committee will review application materials which are complete and received by the filing deadline. A limited number of applicants will be invited to the District for an initial interview at their own expense. Possession of the minimum qualifications does not ensure an interview.

COMPENSATION AND FRINGE BENEFITS

Full-time faculty are paid on the Academic Salary Schedule (see Wages for salary placement criteria in Academic Employee Master Agreement located under Contracts on District website). The District offers a comprehensive package of insurance benefits which includes medical and dental insurance, vision-care plan, life insurance and dependent life coverage, accidental death and dismemberment coverage, long-term disability plan, and legal plan. All premiums are fully paid by the District.

28000 Marguerite Parkway, Mission Viejo, CA 92692-3635

949.582.4850 • www.socccd.edu



The South Orange County Community College District is located between

Los Angeles and San Diego and covers

48 percent of the geographic area of

Orange County. This multi-campus district is comprised

of Saddleback College in Mission Viejo and Irvine Valley College

in Irvine. A new instructional site, the Advanced Technology &

Education Park (ATEP), opened in Tustin in 2007 offering

classes from both colleges. District wide, there are more than

2,600 employees of which over 800 are full-time.

Irvine Valley College is centrally located in a thriving

community that includes the University of California, Irvine;

California State University, Fullerton-Irvine Campus; and one

of the highest concentrations of technology and business

enterprises in California. The college offers over 60 associate

degree majors and over 40 career and technical certificate

programs. IVC prides itself on academic excellence. The college

ranks third among all California community colleges in transfer

rates to four-year institutions. More than 15,000 students

enroll each semester, including 400 international students

representing over 46 countries. The college supports diverse

student clubs and organizations and a vital honors program.

Please visit the college website at www.ivc.edu.



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An Equal Opportunity Employer

ESL INSTRUCTOR (One or More)

Full-Time Tenure Track

Closing Date:

FEBRUARY 20, 2018



Job Opening ID # P0012789/REQ6848

Address inquiries to:

Office of Human Resources

South Orange County Community College District

28000 Marguerite Parkway

Mission Viejo, CA 92692-3635

949.582.4850

ESL INSTRUCTOR (ONE OR MORE)

MINIMUM QUALIFICATIONS

CLOSING DATE: FEBRUARY 20, 2018
JOB OPENING ID # P0012789/REQ6848

The successful candidate must meet one of the following criteria:

1. Master's degree or higher in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis from an accredited college or university; OR
2. Bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND a Master's degree in linguistics, applied linguistics, English, composition, bilingual/bi-cultural studies, reading, speech, or any foreign language from an accredited college or university; OR
3. Valid California Community College instructor credential appropriate to the subject per Education Code 87355 (issued prior to July 1, 1990); OR
4. A combination of education and experience that is at least the equivalent of items 1 or 2 above .

EXPERIENCE REQUIRED

- A minimum of two (2) years (full or part-time) recent and successful teaching experience in ESL at the college level. Experience must include teaching assignments at all levels of ESL, Beginning, Intermediate, and Advanced.
- Knowledge and experience working with technology in the ESL classroom and/or ESL/language laboratory.
- Knowledge of current ESL teaching methodologies and language acquisition theories.
- Possession of native-speaker fluency in spoken and written English.
- Evidence of sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

DESIRED QUALIFICATIONS

Preference will be given to those candidates demonstrating a high level of professional expertise on the basis of:

- Community College teaching experience in ESL at all levels from basic skills through college preparation classes, especially non credit ESL (AESL).
- Familiarity with ESL course and program development and with ESL course, syllabus, and test design, especially non credit ESL (AESL) or VESL.
- Experience writing ESL curriculum, particularly non credit ESL courses
- Familiarity with ESL program/departments coordination
- Knowledge of and experience in developing and maintaining student Learning Outcomes (SLOs).
- Experience in developing technology-based supplemental ESL curriculum/materials that can be used by students independently, such as in a lab or an online environment.
- Knowledge of ESL placement testing and methods and experience developing writing prompts for placement
- Knowledge of and experience with ESL assessment instruments, including CASAS
- Professional involvement in the field of TESL/ESL.
- Knowledge of and fluency in a language other than English.

SUMMARY OF DUTIES AND RESPONSIBILITIES

Instruct ESL courses, including all levels of non credit ESL and ESL writing courses (including language lab). Teaching position will include both day and evening classes, and may include program coordination responsibilities. Serve with other full-time ESL faculty as a resource person in the ESL Department for part-time faculty and for the college at large. Participate in program development and committee work. Participate in ESL Program responsibilities including, but not limited to, curriculum development and review, program review and Student Learning Outcomes (SLOs), and course coordination. Participate in assessment and placement activities including validation of ESL assessment instruments, coordination and training of raters for the ESL Writing Assessment and holistic scoring of writing samples for student placement. Serve on college-wide committees and work with other departments and community partners to improve student success. Maintain currency in TESL.

JENNIFER LA CURAN

Irvine Valley College

January 2016

Dear Search Committee:

I am applying for your dance instructor position. My experience teaching part-time at El Camino College, Cypress College and Cerritos College combined with my full-time teaching experience at Darton State College has more than prepared me for this position. I was an assistant professor and the director of the dance department at Darton State College (formally Darton College), a two-year community college in Albany, Georgia for five years. Currently, I am an adjunct instructor at El Camino College, Cypress College and Cerritos College. This spring I will be a mentor for the Young Choreographers Project, which promotes self-expression, empowerment and leadership for young dancers in the inner city. I am still active as a choreographer, dancer and artistic director with my dance company, Merge Dance Theatre, who performs works throughout the Southern California area including two dance festivals this spring.

I began teaching at El Camino College in the fall of 2013 and I teach ballet, modern, online dance appreciation, choreography and I am one of the three directors for the advanced dance concert each semester, which includes choreographing two pieces this semester. I have had the opportunity to expand my knowledge of online education at ECC, through teaching classes full online and also using online resources to support my in person courses. I have helped mentor both major and non-major students with general college guidance, choreography, health and career goals. I choreograph at least one piece each semester for dance concerts at ECC in a variety of styles and genres of dance, and with varying levels of technical ability. I enjoy and welcome the opportunity to engage with the students and I am passionate about creating dance in general. I welcomed the challenge of motivating the students and I am always interested in ideas and feedback from my dancers within the rehearsal process and courses. I am capable of pushing the students and making them grow further as performers, technicians, choreographers and artists. In spring 2015, my dance company, Merge Dance Theatre, was part of the Residence Guest Artist series at ECC. Also in spring 2015, I joined the faculty at Cypress College teaching jazz, dance improvisation, elements of choreography, multicultural dance in the US and choreographing for the performances. This spring semester I joined the faculty at Cerritos College, I am teaching modern dance technique, ballet and pilates courses, plus I am choreographing for their dance concert.

ECC, Cypress and Cerrito Colleges have diverse student populations who at times can be unprepared, which is common in many community college settings. While teaching at community colleges, I have grown in my abilities to motivate students to come to class and have developed my curriculum further to keep students engaged in the material in both lecture and movement courses. I also have had the opportunity to work closely with the full-time instructors in the three colleges' dance departments. It has been great collaborating on choreographic ideas, as well as, creating new ways of structuring and creating content of classes. Working with my dance colleagues in the college environment has made each of us continue to push each other to come up with ideas to meet the needs of all of our diverse dance students, each with their own set of circumstances. We have created a united front to continue to supporting and encouraging our student population with the hope of moving them successfully through our program and on to receive an A.A. degree in dance, to transfer to a four-year university, or join the dance community as a productive individual.

Darton State College dance department was established in 2006 and I had the opportunity to create this department from the ground up. DSC has the only AA degree in dance in the state of Georgia, which was a challenge and blessing from a curriculum development standpoint. The courses I taught include ballet, modern, tap, pilates, improvisation, composition, humanities through the arts, dance history, technical theatre for dancers, dance appreciation, dance performance and choreographer for performance. I also taught FYE, first year experience, courses for incoming freshman students. I did a lot of recruitment for the department and was able to grow the majors by over 400% in five years and created several non-major courses/opportunities for others interested in dance. I was the sole full-time dance professor for the dance department, so I had the opportunity to mold the department and grow it as I saw fit. Furthermore, I was responsible for the beginnings of the SACS accreditation paperwork for our reaccreditation that happened in 2013/2014. I have become well

versed in Student Learning Outcomes and assessing these SLO's on a semester-by-semester basis. I have continued to expand my working knowledge with SLO's at ECC, Cypress and Cerritos. However, my commitment to my students and to colleges does not end in classroom-based materials. For instance, one of my biggest commitments to the Darton State College was as the advisor to DCDC, Darton College Dance Company. Through DCDC, I served as the director, choreographer, and producer for three full-length dance productions each year. I also was the musical choreographer for Darton Players theater troupe. At Darton, I provided academic advising to all dance majors as well as to several general studies majors. At DSC, I was very involved in the campus community serving on many committees, was a club advisor, and was an active fundraiser for the Darton State College Foundation, which provides scholarships for students. I managed our department budget, and did a lot of fundraising including finding an outside donor to fund an entire ballet and donate the ticket sales to our department. As a current adjunct faculty member, I serve on the scholarship review committee at ECC and have my name as an alternate for several other committees. At ECC, I have been the salsa club advisor and I am currently working with a few students to establish a dance club.

At Darton, I worked closely with our IT department to include technology as a key component in our dance department courses. We received the Campus Technology Education Futurist's Award (2010) for the motion capture technology we used to study the kinesthetics of dance. Since teaching fully online dance courses, I have continued to have a great interest with technology and how we can use it to improve online course work in the area of dance. Currently, I am the Technology Director for California Dance Education Association, where I have redone their website and worked on how technology and dance are coming together in education within California. I am interested in doing further research and collecting data in the area of dance technologies and how we are preparing our college students to have successful online education careers.

While at Darton, I created a chapter of NDA, National Dance Association, Nu Delta Alpha honors society, so that dance students could become more involved with the local and national arts community. Darton State College Dance Department also became members of ACDFA, American College Dance Festival Association (now ACDA). I took dance students to the local ACDFA festivals in the southeast region each year and submitted pieces to be in the adjudicated concerts. In the spring of 2012, I was the coordinator for ACDFA-Southeast Region Festival that was hosted on Darton State College's campus. While doing this festival I developed new leadership skills; it was a rewarding and educational experience for the students and myself. I have continued to take students to ACDA the past several years and also done the lighting and stage management roles for the adjudicated concerts with several colleges, where I currently teach. El Camino College is hosting ACDA in the spring of 2017, I have had been part of that current planning team for this festival.

In addition to my dancing and teaching, lighting design and fitness have played key roles in my life. My lighting design and pilates background have allowed me to introduce the technical and programmatic aspects of the dance field to my students, so that they become well-rounded artists. I currently teach pilates at Private Fitness in Anaheim Hills and teach pilates mat courses at Cerritos College. I also choreographed and did lighting design for full-length musical productions for Braver Players Theater Group based in Orange County.

I have a Master of Fine Arts in Dance from New York University, Tisch School of the Arts, and a Bachelor of Fine Arts in Dance from California State University, Long Beach. I also hold a comprehensive Pilates certification from Body Arts and Science International and I am a certificated Xtend Barre Instructor.

My artistic vision, disciplined training, diverse background, and expertise will benefit the educational goals of Irvine Valley College. I believe in stretching each individual student to his or her potential by providing consistent feedback and a risk-free environment to allow creativity. As a passionate and dedicated teacher, my students, colleagues, and I build strong relationships based on knowledge, trust, and encouragement. I know the technique, knowledge, and skills that need to be taught in order for a student to successfully pursue a degree, and I am committed to making each student's goal reachable. I am a strong leader, who wants to unite dance within the college, local community and the world.

I look forward to the opportunity to discuss my qualifications with you. Thank you for your consideration.

Sincerely,

Jennifer La Curan

Kelicia Phelps

March 4, 2019

To the Search Committee,

A fire alights within me at the prospect of teaching English and creating enriching lessons and activities for students within the IVC community. I thrive on the challenge of imparting my native knowledge of English—whether writing, reading, speaking, or listening—onto the minds of eager learners. Meeting the many the needs of my students, as well as the college and community I work for, is a task for which I am very excited. As someone who desires sharing knowledge and learning new things myself, I know that I am capable of adapting to any situation I am put in, including taking up the mantle of a full-time instructor here in IVC's ESL and AESL department.

As a linguist and academic, I love learning new words through reading or listening and implementing them through writing and speaking. With my natural skill in this area, I can say that I am a very effective teacher of these skills as well. My time writing creatively and academically has given me the ability to craft curricula, syllabi, lessons, and projects that effectively teach students how to cultivate their individual voices and skills as progressing English learners. For example, every time I teach a course, I adapt old lessons and develop new lessons to the teach material to the students in a way that benefits the rhythm of the class, as opposed to re-using lessons over and over without any change to account for the fluctuating nature of the classroom. In fact, my goal since graduating with my MA Linguistics has been to ultimately become a full-time instructor as well as an academic coordinator in any capacity. That way, I get the best of both worlds: being creative to come up with new learning materials, and then using those very materials to enrich the lives of my students who desire to improve their English.

Through my teaching experiences, I have discovered that being an avid reader and writer myself allows me to better help students see the patterns inherent in written materials. During my time as an instructor and a tutor, I have helped students overcome their inabilities to translate ideas from their textbooks into material for their essays by showing them how all texts have a theme and a purpose. I teach them how to find the themes and purpose in texts and align those with the themes and purpose of their own papers through the use of the CEC pattern (Claim-Evidence-Connection). Students in my classroom learn how to think critically about texts which allows them to synthesize and analyze material to produce great works of writing. By the end of each semester, students typically have essays with fewer lower-order and fewer higher-order concerns in their writing, and they also develop the ability to read texts more thoroughly. Students who learn from me ultimately become better writers and readers because I give them the tools to develop themselves as academic and intellectual individuals.

Teaching reading and writing is not my only expertise, however. Though instructing those skills is my preferred specialty, I also have experience with and enjoy teaching speaking and listening as well. In a speaking and listening course, I make frequent use of authentic input for my students. I speak with a natural cadence and use both colloquial and academic speech, which allows them to pick up natural English. I also like to use video and audio resources to allow students to hear various English accents and speech patterns. In this way, they will be able to understand English from anyone. Students in my speaking and listening courses also have the chance to speak freely and often. I use timely, relevant topics to help students produce speech and give them opportunities to present their work in front of their peers. By exposing students to authentic input through various mediums and by allowing them to have multiple opportunities to produce speech, they will be able to sound more akin to a native English speaker rather than sounding like a formal textbook. They will also be able to comprehend natural English speech better as well. These tools will allow them to pursue whatever goals they have.

Thanks to my educational and experiential background, I have had the very special privilege of being able to teach both ESL and English composition students, which has given me a very unique insight into the growths that ESL students have to make in order to reach the same level as their native-English-speaking peers. For the past three years, I have taught transfer-level English composition at LBCC [Engl 1] as well as an ESL composition class two levels below the transfer course [ESL 33x]. Knowing what my ESL students will have to do once they get into the Engl 1 course that I also teach, allows me to create lessons that will begin honing the skills they will consistently use in Engl 1 and beyond. The ESL composition course that is two levels below transfer [ESL 33x] does not require students to rely on their texts for evidence, but I begin teaching those students that skill anyway because they need time to grow as writers. My students always leave ESL 33x with the required skills and with added bonuses. In fact, instructors in the course one-level below transfer at LBCC [ESL 34x] have said to me that my students are always the best prepared for the next level as compared to other teachers of my same course. And, I can testify that when those ESL students do finally reach my Engl 1 course, they always receive higher grades than my other students in the same class because they have had time to grow and improve the skills they need.

Much of a similar experience has happened to me at UC Irvine, where I teach the third course [WR: 39C] in the freshmen composition series, and I teach classes in the Academic English/ESL department that are two- and three-levels below WR 39C. Though my students in the AE classes are not required yet to learn some of the additional skills I teach them, I throw them in as bonuses so that they have time to mature those skills before getting into the Freshmen composition series in the English department. These skills include (but are not limited to) thinking critically, using the text to support an argument, finding, annotating, and citing sources, creating and continuing an argument, synthesizing and analyzing various sources, having and explaining a purpose, and re-reading and revising prior to receiving instructor feedback. If a student has even one year to cultivate these skills before they become a required component of a course, they may do much better than those who have not had the same amount of time.

In short, I am interested in your full-time position because not only am I committed to making my students better critical thinkers, but I am also committed to giving them the tools to *be* better students. Furthermore, I am committed to promoting and improving diversity while teaching English language and American culture and academic skills. In such a diverse setting as IVC, everyone has something new and important to add to any situation and discussion. For this reason, in a diverse classroom, and especially one here, I would be most eager to continue implementing instruction strategies such as communicative language teaching and task-based learning, specifically through the use of negotiated tasks. These strategies can be applied to all areas of English instruction, and these are the strategies that help students realize their potential and the skills that they already have. It is my wish to develop more curricula around communicative language teaching and negotiated tasks. It is also my desire to provide more activities in the ESL department to help the students feel like part of the academic community.

As an instructor in this academic community at IVC, I aspire to be a leader and an inspiration to my students. I am punctual, creative, dedicated, passionate, organized, focused, personable, hard-working, and most of all caring. I *care* that my students receive the best education possible and that they become the best they can. I *care* about the quality of my work because it directly affects the quality of the individuals I help shape. I *care* that IVC has the best ESL and AESL department in the entire state. These are the personal qualities that set me apart from the pack and that will allow me to help ESL and AESL at IVC flourish.

Thank you for taking the time to read my letter and look over my CV and application for this position. I very much look forward to hearing from you soon.

Sincerely,

Kelicia Phelps, M.A.

DANIEL R. VERNAZZA

March 7, 2017

Human Resources

To the English Instructor Search Committee:

Please accept my application for the open English Instructor position at [REDACTED]. With my seven years' full-time experience teaching transfer-level composition and literature at a Hispanic-serving two-year college in south Texas and my one-year experience as the Department Head of the Liberal Arts Division, I am confident I can successfully serve the students, faculty, community, and administration at [REDACTED].

Enclosed is my resume outlining my twelve years' total experience teaching transfer-level English composition and literature—seven years at Coastal Bend College, three years at The University of Arizona, where I received my MA in English, and two years at The Pennsylvania State University, where I pursued a PhD in English.

For the past seven years at Coastal Bend College, an open-access institution, I have taught a 5/5 base load consisting of face-to-face classes, online classes with embedded video lectures (via Blackboard), hybrid classes, dual-credit classes, and 4-way distance learning classes. Each semester I teach 170 – 200 students, including academically and economically disadvantaged students, dual-credit high school students, first-generation college students, veterans, workforce students, and adult learners. Working daily with this diverse student body, I have learned how to continually adapt and quickly change my teaching strategies and course content to best foster students' academic and career success

Beyond my day-to-day teaching responsibilities, I am an integral member of the Liberal Arts Division and English Department at Coastal Bend College. When I served as Department Head of the Liberal Arts Division last year, I, while teaching a full-time faculty course load, managed the day-to-day operations of a department of eight full-time instructors and 28 adjunct instructors. As department head I scheduled courses, coordinated course assessments, conducted and wrote program reviews, evaluated faculty, and mentored adjuncts. Today I remain a leader in the English Department. Working collaboratively with my colleagues, I design assessment materials to measure institutional effectiveness, evaluate program curriculum, and mentor adjunct faculty, all to best facilitate student retention and program completion.

In addition to my teaching duties and departmental leadership at Coastal Bend College, I take an active role in college-wide governance. Every year, I enthusiastically serve on many campus-wide committees. Committed to faculty advocacy, I was an integral member of the Faculty Senate, having served on many taskforces and one term as President. Today, I am now a lead

facilitator in the newly created Faculty Association. To better understand the overall operations of the college, I also attend all Board of Trustees' meetings. I thoroughly enjoy participating in institution-wide committees, organizations, initiatives and cross-campus partnerships, as their impact is far-reaching, ultimately shaping the culture of the campus and the students' learning experience.

I am applying for your open position to develop and improve professionally. In Feather River College's size commitment to student success and growth, I see an institution that will give me the opportunity to reach my full professional potential. Having taught at a small, rural two-year college for the past seven years, I know both the challenges and rewards of teaching at such an institution. I am also applying for your position because, having lived in both Northern and Southern California for much of my life, I am eager to return. As I have discovered in my time away, the benefits of living in such a state are immeasurable.

I am eager to learn more about the position's opportunities and the culture at [REDACTED]. Please let me know if any additional materials, including teaching philosophy, syllabi, course schedules, assignments, and student evaluations, are needed. I thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, reading "Daniel Vernazza". The signature is fluid and cursive, with the first name "Daniel" and last name "Vernazza" clearly distinguishable.

Daniel R. Vernazza

APPLICATION PROCEDURE

To be considered a candidate for this position, the following materials must be electronically uploaded at <https://jobs.socccd.edu>:

- **A completed South Orange County Community College District online application including education, experience and references.**
- **A current résumé and/or Curriculum Vitae.**
- **Required current letters of recommendation** from individuals familiar with the applicant's academic abilities. Letters must reference job opening ID.
- **Academic transcripts** of all college level work showing date degree awarded from an accredited institution For consideration, degrees must be awarded at time of application, **or** applicant must complete Supplemental Application for Equivalency with online application. Unofficial transcripts are acceptable at this time. Successful candidate must provide official transcripts upon hire. **Non-U.S. transcripts** must include a certified U.S. evaluation with translation, (i.e. NACES agency: www.naces.org) at the time of application.
- Federal law requires every new employee to present documentation showing eligibility to work in the U.S. SOCCCD does not sponsor employment Visas.

Incomplete application packages will not be considered.

All submitted materials become the property of the South Orange County Community College District, and will not be returned or copied, and will be considered for this position only.

Applicant bears the sole responsibility for ensuring that the application package is complete when submitted. All travel arrangements will be at applicant's expense. Application materials must be received by 5:00 P.M. on the day the position closes. Application materials (i.e. letters of recommendation) received after the closing deadline will not be accepted.



For an online application, information and instructions, visit the District Job Opportunities website at jobs.socccd.edu or call (949) 582-4850.

SELECTION PROCEDURE

A screening committee will review application materials which are complete and received by the filing deadline. A limited number of applicants will be invited to the District for an initial interview at their own expense. Possession of the minimum qualifications does not ensure an interview.

COMPENSATION AND FRINGE BENEFITS

Full-time faculty are paid on the Academic Salary Schedule (see Wages for salary placement criteria in Academic Employee Master Agreement located under Contracts on District website). The District offers a comprehensive package of insurance benefits which includes medical and dental insurance, vision-care plan, life insurance and dependent life coverage, accidental death and dismemberment coverage, long-term disability plan, and legal plan. All premiums are fully paid by the District.

28000 Marguerite Parkway, Mission Viejo, CA 92692-3635

949.582.4850 • www.socccd.edu



The South Orange County Community College District is located between

Los Angeles and San Diego and covers

48 percent of the geographic area of

Orange County. This multi-campus district is comprised

of Saddleback College in Mission Viejo and Irvine Valley College

in Irvine. A new instructional site, the Advanced Technology &

Education Park (ATEP), opened in Tustin in 2007 offering

classes from both colleges. District wide, there are more than

2,600 employees of which over 800 are full-time.

Irvine Valley College is centrally located in a thriving

community that includes the University of California, Irvine; California State University, Fullerton-Irvine Campus; and one of the highest concentrations of technology and business enterprises in California. The college offers over 60 associate degree majors and over 40 career and technical certificate

programs. IVC prides itself on academic excellence. The college ranks third among all California community colleges in transfer rates to four-year institutions. More than 15,000 students enroll each semester, including 400 international students representing over 46 countries. The college supports diverse student clubs and organizations and a vital honors program. Please visit the college website at www.ivc.edu.



Board of Trustees

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An Equal Opportunity Employer

English Composition Instructor (One or More)

Full-Time Tenure Track

Closing Date:

February 13, 2017



Job Opening ID # P0010703/REQ6173

Address inquiries to:

Office of Human Resources

South Orange County Community College District

28000 Marguerite Parkway

Mission Viejo, CA 92692-3635

949.582.4850

ENGLISH COMPOSITION INSTRUCTOR (ONE OR MORE)



MINIMUM QUALIFICATIONS

CLOSING DATE: FEBRUARY 13, 2017
JOB OPENING ID # P0010703/REQ6173

The successful candidate must meet one of the following criteria:

1. Master's degree or higher in English, literature, comparative literature, or composition from an accredited college or university; OR
2. Bachelor's degree in any of the above AND a Master's degree or higher in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism from an accredited college or university; OR
3. Valid California Community College instructor credential appropriate to the subject per Education Code 87355 (issued prior to July 1, 1990); OR
4. A combination of education and experience that is at least the equivalent of items 1 or 2 above. (Applicants applying on the basis of equivalency must complete all Equivalency questions on their application in addition to all other required materials).

EXPERIENCE REQUIRED

- Minimum of two (2) years of recent and successful experience teaching postsecondary English composition.
- Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

DESIRED QUALIFICATIONS

Preference will be given to those candidates demonstrating a high level of professional expertise on the basis of:

- Recent and successful experience teaching transfer-level composition, research-based writing, and critical thinking, and/or developmental writing to students with diverse levels of preparation, learning abilities, learning modalities, and language development.
- Teaching experience based on a philosophy of process-centered writing.
- Knowledge of current research in composition and rhetoric and its practical application to writing instruction in developmental and transfer-level writing as evidenced through coursework or participation in workshops or projects (such as training workshops in teaching accelerated writing courses, student success programs, etc.). ☐
- Experience working with students in a writing center based on a philosophy of process-centered writing and an understanding of its role in a college writing program.
- Understanding of the diverse ways in which the needs of students are met on a college campus, including the ways faculty address student needs through participation in college and district governance.
- An earned or expected Ph.D. in English (Rhetoric and Composition, Literature, or Creative Writing) from an accredited college or university.

SUMMARY OF DUTIES AND RESPONSIBILITIES

Duties and responsibilities include, but are not limited to, instructing classes (may include day and evening hours) in (1) developmental writing, and/or college-level writing, and/or transfer-level research-based writing and critical thinking; (2) the college's Writing Center; and (3) literature (on occasion). Additional duties include advancing student learning through dedicated, exemplary instruction in accordance with established course outlines and with established Student Learning Outcomes (SLOs), participating in the development and revision of curriculum, in department and college committees, and in professional development activities, maintaining current knowledge in the subject matter and in effective teaching and learning strategies, maintaining appropriate standards of professional conduct and ethics, participating in general faculty functions related to the educational program, in-service programs, and professional development, and maintaining appropriate records and grades.

Dr. Gregory X. Whitmore
[REDACTED]

January 18, 2019

To The Search Committee of Irvine Valley College:

Greetings. I come before you today to express my interest as a candidate for the faculty position in the Music Department as Music Instructor (Instrumental) at Irvine Valley College (Job Opening ID # P0001027/REQ8014). Currently, I am Director of Bands at Mt. San Antonio College in Walnut, CA, and Conductor of the Pacific Symphony Youth Wind Ensemble (PSYWE) in Costa Mesa, CA.

My philosophy of education is simple: musical excellence. I believe any instrumental music program must at its' core be set on the pursuit of preparing and presenting the best music possible in the most musical way. To that end, students and conductor alike must establish and maintain an atmosphere of collaboration and trust, seriousness of purpose, and unrelenting commitment to the music making process. The conductor/educator must make his central focus his students and their development into fine musicians, and complete artists. The conductor/educator must possess a vision both short term and long term for the entire instrumental music program. Furthermore, those musical skills, and artistic habits that will allow students to delve musically deeper both at their current institution and beyond must have their place within the larger artistic experience.

Prior to my work in higher education, I spent 13 years as Director of Bands at Cathedral City High School in Cathedral City, CA. My experience as Director of Bands at Mt. SAC, as well as my work with the Pacific Symphony has prepared me for the requirements of the position at Irvine Valley College. Through my duties at Mt. SAC, I have developed an instrumental music program in both physical size and artistic merit. At Mt. SAC, I established an annual High School Honor Band, taught Fundamentals of Music courses, and initiated a yearly "Visiting Composers Program" through which the Mt. SAC Wind Ensemble has hosted prominent composers yearly on our campus. The 2015/16 Concert Season featured a performance tour by the Mt. SAC Wind Ensemble culminating in a performance at Symphony Hall in Chicago, Illinois. In my work with the Pacific Symphony Youth Wind Ensemble, I have led commissions and premiered works by renowned composers Narong Prangcheoreon, Giovanni Santos, and Jules Pegram; as well as worked in collaboration with Pacific Symphony Orchestra Conductor Carl St. Clair. Additionally, in 2016 I led the PSYWE on a performance tour of Vienna and Salzburg. I am a graduate of the University of Michigan School of Music, and I have a Masters Degree in wind conducting from California State University Fullerton, where I studied with Dr. Mitchell Fennell. I have a Masters Degree and Doctorate in Music and Music Education from Columbia University.

Enclosed you will find my application materials. Thank you for your consideration of my application and candidacy. If there is a need for further information, I can be reached via telephone at [REDACTED] and via email at [REDACTED]

Sincerely,

Dr. Gregory X. Whitmore
Dr. Gregory X. Whitmore