

SELF-EVALUATION FORM
FULL-TIME and PART-TIME FACULTY

Name: _____ Date: 5/10/19
Assignment(s): Anthro 1L _____
Teaching (discipline): Anthropology _____ %
Other (identify): _____ %

A. What has worked well in your teaching and/or professional work this year?
Informed by the completion of student learning outcomes for the Physical Anthropology lab class in 2018, I changed the delivery and organization of very specific material in the lab class including the evaluation of the social, cultural, environmental, and other influences on hominid adaptation and survival and the comparative analysis of fossil human skeletal material. I revised all of the hominid labs for the class to allow for more critical reflection and analysis with an explicit focus on key cranial characteristics that distinguish major hominid groups. Creating smaller groups to facilitate comparative analysis of fossil crania has made for better access to the lab material and more collaborative discussion & conclusions. Overall, I try to create a collaborative, supportive and equitable learning environment in the lab that encourages peer teaching and learning.

B. **STUDENT EVALUATION, as applicable:** *Attached is a two page summary and analysis of the student's evaluation of instruction for each of the classes you taught this semester. Written comments made by students have been included.*

1. What is your analysis of the student evaluations?
I think that students really respond positively to the collaborative nature of the lab experience and appreciate the way in which the hands on activities reinforce and enhance the material from the Physical Anthropology lab class.

2. What did you learn from the student evaluations that will influence your teaching in the future?
Although the lab class is currently capped at 24, a total of 16-18 students is actually more ideal as students get an opportunity to work with almost every other student in the lab at some point in the semester. The collaborative inquiry and analysis that occurs in the lab creates an empowering and supportive learning environment. Continuing to encourage and promote peer teaching and learning through group lab exercises that facilitate effective access to the lab materials will remain a top priority in my teaching of the lab sessions.

C. How have you improved student performance?
Overall, student success is strong in the lab class and I hope that the outcomes on the final exam which relate to hominid evolution will improve in the specific areas addressed above (A).

D. Describe the current teaching methods and materials you use in your instruction.
Direct instruction, particularly in genetics, supplemented with websites, self recorded video demonstrations made available through iLearn and individualized support in working genetics problems is important in this more technical portion of the lab class. Each lab session begins with a check in around the material students are covering in their lecture classes. This then helps me to craft an "introduction" that ensures an inclusive and participatory experience as we move into the lab exercises for the day. I generally circle around to all lab stations during the session to help guide observations and answer questions as students are working. Lots of supplemental materials (vocabulary sheets, readings, and websites) are provided in iLearn/CANVAS.

- E. How have you improved on the measurable outcomes of your non-teaching work assignment?
I have been more mindful of enrollment management responsibilities (census deadlines, roster clean up) and submitting absence and flex activity reports in a timely manner.
- F. Identify how you plan to improve your teaching and/or professional work.
I am continually evaluating and modifying lab activities to ensure that all of the coursework can be completed within the lab session to minimize if not eliminate any outside "homework" associated with the lab. As a 1 unit class, it's important for students to know that they can complete all of the work IN CLASS as a hands on class. I also highly value the Student Learning Outcome assessment process at the individual and departmental level as I view it as the most significant pedagogical tool we have for improving teaching and learning. I am fortunate to have a chair that promotes and inspires collaborative inquiry in our teaching and learning and I also believe that teachers learn best from other teachers, so more opportunities to share our triumphs and challenges in the classroom with our colleagues within and across departments is something all instructors would find beneficial.
- G. What are some of the recent trends in your field?
Advances in genetics, hominid discoveries, and primate research are continually re-shaping our understanding of the evolutionary process as well as our understanding of what it means to be human. Helping students understand and make connections to career and academic pathways in anthropology is something that I am dedicated to as more and more students become interested in the field and what they can do with a degree in anthropology. Finally, incorporation of culturally responsive teaching and learning methods, including universal design, and a focus on student learning outcomes through an equity lens are other important developments, not just in my field, but higher ed in general, that influence my pedagogy.
- Have you incorporated these trends into your teaching and/or professional work?
Yes. I have worked on ensuring that my online course materials and design meet accessibility guidelines and that my syllabus, class materials, and teaching methods, are developed with an equity oriented and growth mindset.
- H. What have you done that demonstrates your continued professional growth?
Although I have limited ability to participate in shared governance at Gavilan (due to commitments & teaching schedule at another district), I have served on a Guided Pathways Pillar work group (Entering the Path), Academic Senate, as a union representative, and on the Institutional Effectiveness and Outcomes Assessment Review Committees at Cabrillo College (all within the last two years). I have also coordinated faculty & staff outreach at local high schools (in Santa Cruz County) to promote dual enrollment. All of this work has provided me with great learning opportunities about community college decision making processes and initiatives which has in turn, helped me to better serve students. I also attended the Great Teacher's Seminar hosted by the Faculty Association of California Community Colleges last summer and continue to attend webinars related to online education so that I can continually reflect on and work to improve teaching and learning in my face to face and online classes.
- I. What ways could the college be helpful to you in relation to the improvement of teaching and/or professional work?
With expanded online sections/offerings, I think providing support for complying with ADA requirements (through TLC workshops for instance) and plenty of opportunities for faculty to share best practices and collaborative/appreciative inquiry throughout the semester would be very helpful.
- J. How have you participated in the assessment of student learning outcomes at the course level?

Yes. I highly value this process and think it is a important for all faculty, especially adjunct faculty, to learn how this process connects to program planning and resource requests. It provides a way for all faculty to be invested in program improvement.

at the program level?

Yes. Our chair encourages all faculty in our program to contribute to the process.

How have you incorporated this feedback towards improvement of your courses and/or program?

As mentioned previously, areas that revealed a need for improvement were addressed by revision of lab activities to increase student engagement with particularly challenging skeletal analysis & interpretation.

