PART-TIME FACULTY SELF-EVALUATION
CLASSROOM INSTRUCTOR

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Part-time faculty shall provide a self-evaluation as part of their evaluation process. It shall address, among other items, the faculty member's fulfillment of professional responsibilities and an assessment of their own performance, including demonstrated and/or progress toward proficiency in diversity, equity, inclusion, and accessibility (DEIA). (20.11.2(j))

Provide information on the following categories in narrative or outline form. Attach additional sheets if necessary. Be as current and inclusive as possible since your last evaluation. It is acceptable to reference activities by semester and year rather than day and month.

I. PROFESSIONAL RESPONSIBILITIES

Describe the ways in which you meet your professional responsibilities in the following areas:

- Teaching and Student Learning
  - Use of appropriate instructional materials
  - Use of appropriate assignments, projects, and exams
  - Maintaining an appropriate learning, activity, and/or lab environment
  - In online and hybrid classes, promoting and/or engaging in regular and substantive interaction between yourself and students, and/or among students

In my teaching, I provide students with a diverse array of resources and opportunities to engage with course material. Weekly lectures are broken into short chunks that incorporate video explanations, discussion activities, quizzes, and readings, allowing students multiple ways of interacting with course content. Weekly activity is designed to be equivalent to the expected time spent in an in person class, with assignments emphasizing critical thinking and engagement with core concepts.

Assignments are scaffolded so that skills developed in earlier assignments are reinforced and applied in later assignments in increasingly complex ways. Assessments are aligned with course learning objectives and provide students opportunities to demonstrate their understanding and application of the material.

To maintain a supportive and engaging learning environment, I provide clear expectations and multiple opportunities for interaction such as discussion boards, open comment sections on lecture videos, and a weekly survey for students to provide feedback or identify areas where they need additional support. I also provide at least one weekly announcement with updates, reminders, and tips, and respond to student questions within 24–48 hours via email.

- Retention
  - Communicating, within the first week, with students who are absent or have not logged in on the first day that the class convenes and urging them to attend/log-in and participate in class
  - Including a syllabi statement encouraging students to speak to the instructor before dropping the class
  - Publishing course shells by 8am on the first day of the term
  - Keeping an up-to-date gradebook

In the first week, I send a warning to students who have not progressed in the course, asking them to confirm whether they still wish to be enrolled and offering assistance with any technical or logistical issues. Students who reach out are provided additional time, when necessary, to complete the first week's work. My syllabus includes a statement encouraging students to speak with me before dropping the course. Course shells are available by the Saturday before the term begins, and I send a welcome announcement that same day so students can access course materials and expectations before the term starts. I maintain a separate gradebook from Canvas but regularly update grades and assignments in Canvas so students have a clear understanding of where they stand in the course.

- Complying with Chaffey College Policies and Procedures
    - Submitting grades, positive attendance, and census reports in a timely manner
    - Managing and responding, as appropriate, to the District assigned email account

I provide census reports as soon as I ensure students who fell behind the first week are given ample opportunity to catch up and remain in the course. My grades are always submitted in a timely fashion. I check my Chaffey email daily and respond or take action as necessary.

II. DIVERSITY, EQUITY, INCLUSION, & ACCESSIBILITY (DEIA)

Address your progress toward, and/or proficiency in, DEIA. Topics could include:

- Providing appropriate resources and support
- Incorporating multiple learning styles and/or Universal Design for Learning (UDL)
- Incorporating culturally responsive practices
- Using DEIA-focused online tools
- Engaging in accessibility-focused design or redesign of online courses
- Other DEIA reading, trainings, and work within and outside the college

In 2025, I completed the LBCC Online Teaching certification, and in 2026 I completed Chaffey's Accessibility Training. Both emphasized updating course materials using Universal Design for Learning and WCAG standards. Through these trainings, I have been able to remediate basic formatting and accessibility issues in my online course materials using PopeTech and have begun a more thorough review of my courses to improve accessibility and ensure that course materials are accessible to a wider range of students.

I also use an OER textbook to reduce the financial burden of course materials and improve access for students who may face financial barriers. In addition, I make an effort to incorporate a diverse range of filmmakers into my course examples and resources, exposing students to different perspectives, backgrounds, and approaches to filmmaking. I will continue to build on this work through professional development and ongoing review and redesign of my courses.

III. ASSESSMENT OF YOUR OWN PERFORMANCE

Assess your performance as an instructor. Topics could include:

- Maintaining subject matter competency
- Cultivating a climate of trust, mutual support, and cooperation among students
- Professional service and development within and outside the college

I have continued to develop subject matter competency through professional work in the film industry in camera and lighting departments on commercials and films. This allows me to remain connected to current industry practices and bring real-world knowledge into my classes. I regularly update course materials and examples to reflect developments in film styles and technologies, and I incorporate a range of contemporary filmmakers and perspectives as I encounter them in my practice.

I work to cultivate a classroom environment built on trust, mutual support, and cooperation by encouraging students to participate, ask questions, and share their perspectives. I do my best to provide multiple pathways to answer any particular question so that each person can bring their own personal knowledge and interests into the course. I also try my best to provide mechanisms for feedback so I can be responsive to my students.

In service to the college, I have also served as a part-time faculty representative for CCFA, contributing the Chaffey community by representing the voices of other faculty members. I currently serve as the Social Media and Website Chair where I put my professional design and communications skills to use.

I will continue to look for opportunities that both strengthen my teaching practices and deepen my understanding of the film industry.