

Self-Evaluation Narrative Instructions

Self-Evaluation Narrative Overview & Purpose

This portion of the evaluation process is meant as a guide to help evaluatees and their ETs consider the things that contract faculty already do, things they may not have thought of, and things that they might do in the future to continually improve both teaching ability and contribution to their department, Napa Valley College, and the community. Similarly, the equity reflection portion is intended to foster a conversation and to facilitate discussion among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented groups and disproportionately impacted populations. Additional information can be found in Appendix portion of the Contract Faculty Evaluation Process.

Basic instructions:

In a separate document, the evaluatee is expected to respond to each of the areas of professional responsibility (listed below), including the specific Equity Reflection questions. The evaluatee should consider these professional responsibilities in conjunction with what has been emphasized throughout the year in working with the evaluation team and what the evaluatee might want to work on for the future. The evaluatee should not consider this list as an exhaustive list of required points in their self-evaluation, except for Section E. EQUITY REFLECTION which must be completed in full by all classifications of faculty.

Submission: By week 12, the evaluatee should submit their reflection using the Self Evaluation Narrative form (located on the Faculty Evaluation Committee website). In addition to completing this form, evaluatees need to separately share their reflection, via email, with their entire evaluation team.

Due to different professional responsibilities, there are separate sections for instruction, librarian, and counseling faculty. Please write your reflection based on your faculty classification.

Appendix A: Instruction

Appendix B: Librarian

Appendix C: Counseling

Appendix A: Instruction

A. TEACHES EFFECTIVELY

1. Uses a variety of strategies to promote student retention and successful course completion.
2. Provides timely and meaningful feedback to students on their progress throughout the course.
3. Provides a variety of methods to engage students in the learning process.
4. Uses a variety of teaching methods and expands teaching methodologies to address learning differences among students.
5. Uses student learning outcomes assessment to continually evaluate and inform effective teaching practices.
6. Maintains an inclusive and positive learning environment in the classroom.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

1. Actively participates in Academic Senate, District or other standing or ad hoc committees to further support the success of the college.
2. Contributes to the department, program, and college level development and assessment of Student Learning Outcomes.
3. Creates both formal and informal collaborations with colleagues to promote student success.
4. Demonstrates understanding of college organization and procedures and promotes campus resources to support student success.
5. Engages and mentors others to engage in actions that promote institutional and departmental goals.
6. Actively works with advisory and accrediting groups specific to discipline (where appropriate).
7. Seeks participation in outside grants or programs to enhance student success.

C. DEVELOPS PROFESSIONALLY

1. Maintains connections to relevant organizations within their discipline.
2. Participates and ultimately takes leadership roles in continuing education activities within and across disciplines.
3. Stays current through reading and/or research and demonstrates leadership in activities to share knowledge with colleagues.
4. Participates in and ultimately organizes professional learning activities to promote an understanding of learning theory and pedagogy and cross-cultural awareness.
5. Attends conferences and workshops relevant to discipline and pedagogy.

D. SUPPORTS STUDENTS

1. Creates safe, supportive classrooms that focus on student learning and promote student persistence.
2. Actively educates themselves about available resources within the campus and community to support and encourage students.
3. Demonstrates willingness to work with students in and outside the classroom individually and in student groups.

4. Assists students in engaging in activities that will advance their knowledge, skills and opportunities.
5. Advises students regarding discipline-specific issues and related opportunities.
6. Advocates for students through professional contacts and assist other colleagues in becoming student advocates.

E. EQUITY REFLECTION

The equity reflection is intended to foster a conversation and to facilitate discussion among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented groups and disproportionately impacted populations. If desired, the evaluatee may request and review their confidential student success data and use it to inform their reflection. Both questions must be addressed by the evaluatee.

1. What have you done to improve your proficiency in diversity, equity, inclusion and accessibility-related competencies? This might include, but is not limited to the following:
 - Curriculum review related to anti-racism, social justice, decolonization, and equity
 - Participation in culturally responsive pedagogy workshops and equity related workshops/institutes
 - Review of professional materials and best practices for equity in your field
 - Improving the accessibility of your course material to be ADA compliant (online/in person)
2. How have you made or plan to make your practice(s) more culturally responsive to your students and/or help to close opportunity gaps? This might include, but is not limited to the following:
 - How you have adjusted your syllabus
 - Curriculum and/or course design
 - Classroom or one on one sessions
 - Culturally responsive pedagogy, i.e. lesson plans, materials, equitable grading & assessment practices

Appendix B: Librarian

Librarians teaching courses will be evaluated according to Appendix A, section A. Teaches Effectively, in addition to the following responsibilities.

A. LIBRARY RESPONSIBILITIES:

1. Reference:
 - a. Knowledgeable in both content and scope of reference collection.
 - b. Continually updates resource offerings in both print and electronic formats.
 - c. Prepares LibGuides on timely subjects, selecting quality print and online resources to support specific subject disciplines.
 - d. Creates library displays that relate to campus life and current topics.
 - e. Maintains and enhances library website.
 - f. Provides appropriate reference service and support to diverse populations.
2. Information Competency:
 - a. Acts as a resource for information literacy in a variety of settings.
 - b. Creates/maintains online information literacy tutorials for the library.
 - c. Provides instruction on the use of basic reference tools and research strategies.
3. Collection Development
 - a. Knowledgeable about the scope and content of the collection.
 - b. Proactively identifies areas of the collection to update and enhance.
 - c. Oversees periodicals collection to ensure adequate coverage to support curriculum college-wide.

Note: “Reference”, “Library Instruction/Information Competency”, and “Collection Development” are equivalent to “Teaches Effectively” in the instructional area of the library.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

1. Actively participates in Academic Senate, District or other standing or ad hoc committees to further support the success of the college.
2. Participates in collaborative efforts with faculty, staff, and administration.
3. Develops an understanding of college organization and procedures.
4. Engages in actions to promote institutional and departmental goals.
5. Works with advisory and accrediting groups specific to discipline (where appropriate).
6. Serves as a mentor/coach within/across disciplines.

C. DEVELOPS PROFESSIONALLY

1. Maintains connections to relevant organizations within their discipline.
2. Participates and ultimately takes leadership roles in continuing education activities within and across disciplines.
3. Stays current through reading and/or research and demonstrates leadership in activities to share knowledge with colleagues.
4. Participates in and ultimately organizes professional learning activities to promote an understanding of library offerings, information competency and research

techniques.

5. Attends conferences and workshops relevant to discipline.

D. SUPPORTS STUDENTS

1. Maintains the library as a safe, supportive environment that focuses on student learning and promotes student success.
2. Actively educates themselves about available resources within the campus and community to support and encourage students.
3. Demonstrates willingness to work with students individually and in student groups.
4. Assists students in engaging in activities that will advance their knowledge, skills, and opportunities.
5. Advocates for students through professional contacts and assist other colleagues in becoming student advocates.

E. EQUITY REFLECTION

The equity reflection is intended to foster a conversation and to facilitate discussion among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented groups and disproportionately impacted populations. If desired, the evaluatee may request and review their confidential student success data and use it to inform their reflection. Both questions must be addressed by the evaluatee.

1. What have you done to improve your proficiency in diversity, equity, inclusion and accessibility-related competencies? This might include, but is not limited to the following:
 - Curriculum review related to anti-racism, social justice, decolonization, and equity
 - Participation in culturally responsive pedagogy workshops and equity related workshops/institutes
 - Review of professional materials and best practices for equity in your field
 - Improving the accessibility of your course material to be ADA compliant (online/in person)
2. How have you made or plan to make your practice(s) more culturally responsive to your students and/or help to close opportunity gaps? This might include, but is not limited to the following:
 - How you have adjusted your syllabus
 - Curriculum and/or course design
 - Classroom or one on one sessions
 - Culturally responsive pedagogy, i.e. lesson plans, materials, equitable grading & assessment practices

Appendix C: Counseling

Counselors teaching courses will be evaluated according to Appendix A, section. A. Teaches Effectively, in addition to the following responsibilities.

A. COUNSELS EFFECTIVELY:

1. **Academic counseling** - Assists students in assessing, planning, and implementing their immediate and long-range academic goals,
2. **Career counseling** - Assists students in assessing their skills, abilities, values and interests and advises them concerning current and future employment trends.
3. **Personal counseling** – Assists students with personal, family, or other social concerns, when that assistance is related to the students’ education,
4. **Crisis intervention** – Provides intervention directly or through cooperative arrangements with other resources on campus or in the community,
5. **Multicultural counseling** – Counsels students with a respect for their origins and cultural values.

B. WORKS RESPONSIBLY WITHIN THE PROGRAM/COLLEGE/COMMUNITY

1. Actively participates in collaborative efforts for program coordination.
2. Contributes to the department, program, and college level development and assessment of Student Learning Outcomes.
3. Creates both formal and informal collaborations with colleagues to promote student success.
4. Demonstrates understanding of college organization and procedures and promotes campus resources to support student success.
5. Engages in outreach activities to students and community, to encourage potential students to avail themselves of services that will maximize their potential to benefit from the academic experience.
6. Actively participates in articulation policies and efforts.
7. Actively participates in Academic Senate, District or other standing or ad hoc committees in order to further support the success of the college.
8. Acts as a liaison to programs, divisions, and community agencies.
9. Consults with the college at large, including governance process to make the environment for students as beneficial as possible to their intellectual, emotional and physical development.

C. PROFESSIONAL LEARNING

1. Attends conferences and workshops relevant to discipline and pedagogy.
2. Maintains connections to relevant organizations within discipline.
3. Participates in continuing education activities within and across disciplines.
4. Stays current within discipline through reading and/or research and shares knowledge with colleagues.
5. Participates in and/or organizes professional learning activities to promote an understanding of counseling theory and pedagogy cross-cultural awareness.

D. SUPPORTS STUDENTS

1. Creates safe, supportive environments that focus on student learning and promote student persistence.
2. Actively educates themselves about available resources within the campus and community to support and encourage students.
3. Demonstrates willingness to work with students individually and in student groups.
4. Assists students in engaging in activities that will advance their knowledge, skills and opportunities.
5. Advises students regarding discipline-specific issues and related opportunities.
6. Advocates for students through professional contacts and assist other colleagues in becoming student advocates.

E. EQUITY REFLECTION

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