Faculty Self Evaluation

Name of Faculty: Sally Keely_____ Date: 2021-02-21_____

Department: Mathematics_____ Division: Mathematics_____ Unit: STEM_____

The purpose of this evaluation is to provide an opportunity for reflective analysis. Faculty can evaluate his/her performance in teaching, professional development and service. The information can be used for both performance appraisal and improvement purposes.

Please provide information on your activities, contributions and accomplishments in the following areas. (Note: the sub-headings under each section are considered guidelines and not absolute requirements. Provide information that is relevant to your discipline.)

A. Teaching

Instructional Performance, Practices & Contributions to Student Development

1. Summarize and comment on your student evaluations and peer observation.

   Upon reviewing my student evaluations over the past five years, both official annual evaluations and unofficial "feedback" I request from students, common positive comments I receive are "She is great about answering questions and concerns promptly in a non-judgmental way," and "She has responded to messages extremely quickly and has given us valuable feedback," both from Math&153, Spring 2017. I know being quick to respond to emails, messages, and questions on the discussion board, and being thorough in my response, are things I do well. One of my teaching goals is pointed out as accomplished by a student who wrote, "Professor Keely has a way of making you feel like she's always around," from Math&152, Winter 2020, for which I am particularly proud since faculty were on strike that term.

   In Math 090, Spring 2018, while overall satisfaction was very good, one student mentioned issues with accessibility. I wish they had talked to me at the time because I might have been able to provide access to a different version of the textbook, for instance, but without knowing there was an issue it is harder to accommodate. I have spent a lot of time over the past four years taking one course at a time and assuring all graphics in my posts, webpages, notes, and resources are fully accessible and have proper alternative text (most already did, but some were inadvertently missing). In Math&152, Winter 2019, a student suggested adding more formulas to my lesson notes which I have been expanding, updating, and enriching during 2020-2021 academic year, again one course at a time. It is cyclical what course resources can get thoroughly updated, there's simply not enough time to do every course every year. My lesson notes were already a good source of supplemental resources (student comments confirm), but now they are even better and improving every week.

   During the pandemic when students who might not normally choose to take online math classes do, it would help if the college made clear the difference between online classes and remote learning classes as some students registering for fully online classes do not understand that there are no regular virtual real-time class meetings. I believe this led to mixed reviews in Math&151, Fall 2020. I tried to make-up for this misunderstanding by providing an exceptional number of one-on-one emails or text messages with individual students at all hours of the day/night.

2. Describe instructional strategies, including any new teaching methods and approaches. What works well? What could be improved? What resources would you need?

   Over the past 22 years teaching online, the majority of my teaching time has been spent on the online discussion boards posting mini-lectures and related follow-up questions and discussing math problems with the students. My main task has been to facilitate engaging mathematical conversations that develop throughout the week (e.g. using Socratic questioning to redirect the thread in a fetching way). By so doing I have built a toolbox of discussion questions and follow-ups that open collaborative learning experiences for the students in a safe environment where they feel comfortable joining in the discussion. It has been exciting to see students who have never met face-to-face "talk math" with each other in a supportive purposeful manner using mathematical terminology, process, and notation.

   When the pandemic hit and students who would not normally choose to take mathematics in an online setting had few options, I made several “pandemic related adjustments” to my syllabi to ease students’ burdens during this difficult time. These included but were not limited to: orientation assignment #1 deadline moved to day two, weekly discussion board participation requirement lowered, three of the lowest weekly quiz scores eliminated rather than two, weekly quiz deadline moved from 9 p.m. to midnight, 33% longer time to take weekly quiz, study plan due at end of term not weekly, final exam worth 25% fewer points.

   The biggest adjustment I made for the pandemic was moving to Canvas as the main course management system. So far I have created Canvas shells for four of the five classes I regularly teach. Unfortunately, I personally do not find Canvas discussions feature to work well in a mathematics class, maybe for some “standard” discussion questions, but not for the robust interactive discussions that have been the heartbeat of my instructional design for over two decades. When the pandemic ends and we return to having face-to-face options for those that learn better in a traditional on-campus setting, I expect to blend WAMAP discussions back into my asynchronous online classes. WAMAP is built specifically for online mathematics in that it has a much easier to use mathematics notation editor and a screen-reader friendly grapher built-into the discussion posts (as opposed to having to produce the graph in a third-party application, take a screenshot, and embed that static image into a Canvas post). Also, when the college removed the second mathematics notation editor from Canvas, and made the one existing editor harder to find, that made it more difficult for students to discuss mathematics problems especially those new to mathematics classes in an online format. Students who can find the editor often don’t know how to use the templates, and the college does not (that I can find) provide an equation editor tutorial.

3. Identify course development activities (e.g., new courses, revisions, instructional materials, learning resources, course websites, lecture/lab development).

   I have taught online courses since spring 1999. In that time I have developed twelve online courses at Clark, including Calculus I-II-III which, I’m proud to say, made Clark College the first college or university in the northwest to offer the three-term sequence of Calculus for STEM as a fully online course. Relatedly I have thousands of webpages and resources for students that I continually update, revise, and improve in an effort to make them more clear and user-friendly, add interesting links, increase media, assure ADA accessibility, etc.) in part based on student feedback. Support sites include my Lesson Notes, FAQs, and Mini-Lectures/Examples (password protected) each of which have undergone or are undergoing major upgrades this and next academic year. The Lesson Notes provide for each topic: brief overview, list of objectives, terminology, formulae, and supplemental resources.

   Over the past four years I have been focusing on assuring complete accessibility in all of my course materials. The updating of all graphics is complete, so recently I progressed to checking webpages for

accessibility. HTML tables are a known problem, so I have a ton of re-coding to be accomplished, likely to take at least another year to complete my five main courses.

I have recently re-written my Philosophy of Education statement and added a diversity statement to my syllabi and several instructional webpages. The latter is in each place some variation of, "*In solidarity with BIPOC, I stand committed to fighting systemic racism and bias, and advancing diversity, equity, and inclusion in higher education."*

This coming term, Spring 2021, I am teaching for my first time our co-requisite (CoRe) College Algebra course Math 110/010. This course uses a new OER textbook and requires me to learn to use the platform Knewton Alta for homework and testing. I'm so used to how MyMathLab works that I'm having a hard time learning Knewton and setting-up the 110 class in Canvas, it's taking much longer than anticipated, but I always get things done on time, so it will work out! I know how I'm spending my spring "break" ☺

4. Describe assessment methods used to evaluate student achievement and learning outcomes.

   My courses are all taught online asynchronously. Assessments typically involve collaborative learning through active discussions on the weekly discussion board with robust instructor engagement in part to reduce the opportunity for cheating and assure the integrity of the degree conferred. Some adjustments were made during the pandemic including required adaptive learning homework assignments replacing some discussions. This change has pros-and-cons. Scores on weekly quizzes and the cumulative final exam have gone up, but student-to-student engagement has fallen off. Post-pandemic I hope to find a happy balance. Both do sufficiently support learning objectives at the topic, course, and program level.

5. Explain any other contributions to student development (e.g., academic advising, student activities, coops/internships, service learning, employment, events, scholarships, supervision).

   As a department we used to run a lot of activities – mathematics awareness month activities, AMATYC student mathematics league contest, mathematics seminars, mathematics success sessions, game night, mathematics movie night. The pandemic has killed all of these, hopefully temporarily, but even pre-pandemic they were harder to set-up and advertise ever since the college removed (in Fall 2016) all faculty websites, the mathematics department website (on its twentieth anniversary), and department Twitter account. One of the reasons I gave-up tenure to come to Clark College in 1996 was because Clark was so ahead of the rest of the state in educational technology including providing faculty websites; disbanding them was a big step backwards. Now it is much harder to provide announcements, handouts, flyers, etc. to current and potential students since the college no longer provides faculty websites that can be accessed by the community.

B. Professional Development
Professional Growth and Achievement, Scholarly/Creative Activities

1. List and describe your special accomplishments and/or achievements.

   In Spring 2019 I completed training resulting in being certified in Blackboard Ultra. In 2019 and 2020 I completed several Clark eLearning workshops and earned two certificates. After completing eL210 Effective Online Discussions in April 2019, I was awarded Clark's top eLearning certificate, **Clark College eLearning Professional Certification** in June 2019.

   Then in December 2020 I completed:
   eL130 Introduction to Universal design for Learning, complete 2020-12-03,
   eL131 Accessible Canvas Items, complete 2020-12-09,

eL132 How to Screencast and Edit Videos, complete 2020-12-02,
eL133 How to Caption Your Videos, complete 2020-12-02.
With these workshops I earned Clark College's **Universal Design for Learning (UDL) Certificate** which recognizes the achievement of competencies leading to excellence in accessible teaching.

I'm a lifelong learner and interested in a variety of topics including Climate Science Activism, Education, Educational Technology, Environment, History, Justice (Diversity, Equity, Inclusion), Mathematics, Medical Science, Science, Women-in-STEM. Every time I learn something new I try to incorporate it as a small addition to my class discussions, course materials, or by sharing information via social media. To date this academic year I have attended 45 (virtual) webinars, workshops, conferences, film screenings with Q&A, and trainings. So that you can see the variety, some highlights include (in chronological order):

- [Educ / Justice] Webinar: "Teach for Equity Reaching all Students in Turbulent Times" presented by National Network of State Teachers of the Year (NNSTOY).
- [Math / Justice] Conference: "Black Heroes of Mathematics" presented by the Institute of Maths and its Applications.
- [Math] Global Conference: "24-Hour Maths Magic Show" included 24-hours straight of short presentations of mathematical magic tricks, 48 in all. Fun!
- [STEM / Justice] Global Conference: "Finding Ada Virtual STEM Conference" for women in STEM and advocates for gender equality presented by Finding Ada Network.
- [Math] Conference: "AMATYC Ignite 2020" presented by American Mathematical Association of Two-Year Colleges.
- [Enviro / Justice] Webinar: "Trans-Mountain Pipeline (TMX), Climate, and Indigenous Law" hosted by West Coast Environmental Law of B.C., Canada.
- [Med Sci] Conference: "Heritable Impacts of Endocrine Disrupting Compounds and DES" part of Online Conference on Non-Genetic Inheritance in Human Disease hosted by Beyond Genes.
- [Justice] Conference: "7th Annual One River Ethics Matter Conference" hosted by WSU-Vancouver's Collective for Social and Environmental Justice, the Cowlitz Indian Tribe, and Native American Affairs.
- [Women in STEM] Webinars: "We Speak: Inspiring Women in Math Speaker Series" Six-part series hosted by Association of Women in Mathematics (AWM) in honour of their 50th anniversary including "The role of cone metabolism in mitigating blindness" by Dr. Erika Camacho, "Ranked choice voting: A systems approach to better representation?" by Dr. Moon Duchin, and "Power in Numbers: Unveiling Hidden Figures" by Dr. Talithia Williams.
- [Educ] Webinar with Roundtable Discussion: "Placement, Equity, and Disaggregated Data" hosted by WAMATYC.
- [Ed / Justice] Conference: "Mathematics of Opportunity 2021 -- Advancing Social Justice through Math Education" hosted by Just Equations.
- [Math] Webinar: "From Hidden Figures to Human Flourishing -- Humanity, Community, and Justice in Mathematics" hosted by MAA featuring Ranthony Edmonds and Francis Su.
- [Math / Justice] Book Club Discussion: "Mathematics Lessons to Explore, Understand, and Respond to Social Injustice" hosted by Clark Mathematics Dept., facilitated by Jennifer S. Ward.

2. List and describe work in progress and goals you would like to achieve.

I can think of a hundred things I would like to achieve, but here are three.

- The company that owns MathType was bought-out a few years ago and the new company has not kept-up with current operating systems in a frustratingly unresponsive manner (currently two MacOS behind). I'm not looking forward to it, but at some point soon I will need to convert about 10,000 documents that contain MathType into LaTeX because I can no longer edit the equations written in MathType.
- I spent fourteen years of service on the board of directors of the Washington Mathematical Association of Two-Year Colleges (WAMATYC), ending in 2018. The next nonprofit mathematics organization in which I would like to get more involved is the PNW section of the Mathematical Association of America (MAA). Being dedicated to education in the Pacific Northwest for almost forty years including my having taught over 330 fully online mathematics classes, I feel I have a lot to offer in terms of region-wide outreach and mentoring.

- Complete this self-evaluation! The process of reviewing where I was five years ago, what I had hoped to accomplish and did (or did not), and how my goals have changed for the next five years is always a pensive one, but valuable personally and professionally.

3. Identify what types of support you need to achieve your goals.

   Increasing IFDF funds, which have been stuck at $400/year since at least 1996, and approving travel expenses without having to use IFDF would be helpful so that I can continue to be active in mathematics organizations such as MAA and, when safe, resume traveling to conferences.

   Also, I would appreciate finally getting a copy of the supervisor evaluation from my 2015 post tenure evaluation so I can incorporate any suggestions Dean Peter Williams may have had.

C. Colleague Observation
Observation of and reflection upon colleague teaching strategies

1. Identify name of instructor, course, and date of observation.
2. After observing the instructor's class session, briefly summarize any teaching methods that facilitated student learning opportunities.
3. How could you apply the instructor's teaching methods to your own classes? Briefly explain.

I observed Prof. Hannah Jackson's College Algebra with Support (Math 110) class in Canvas during the fourth week of the term, specifically on January 27, 2021.

It is immediately obvious that Prof. Jackson has put a ton of forethought, care, and time into building her course. Particularly impressive is that this is a fairly new course in the department and her first time teaching it fully online. That transition from a face-to-face, hybrid, or remote format changes the structure and requires a lot of re-thinking and re-tooling. Hannah's Canvas class is well-organized and easy to navigate. There are a lot of items in each module and multiple modules to work through each week so guiding the student through each task is imperative.

Hannah has done a fantastic job incorporating a variety of assignments that support student success, some of which I do too (e.g., lecture notes), but others I've never tried (e.g., using Google docs in group assignments). In order to provide the students with a successful path through the material, Hannah includes in the syllabus a priority system to use in case a student is feeling the crunch of time. She states, *"If you find that you're unable to complete all of your work on time, I would ask that you prioritize assignments in the following order: Lecture Notes, Pre-Section Assignments, Participation, Post-Section Assignments, Success Skills, and finally Calculator Tutorials. This will ensure that you are always engaging with the instructional material for what we're covering currently."* Great tips for student success especially useful in a week that they may be feeling overworked or behind and might otherwise give-up and dropout. While I do not see my own classes take on the levels of different activities and assignments Hannah incorporates, I would like to work into my syllabus a similar 'priority system' for the student up front because often by the time they ask for help in this regard it can be too late to catch-up.

On that same theme of providing special care for students who may be struggling, in the orientation "Start Here" module Hannah sets the tone for a student-professor relationship that is welcoming and understanding as well as a classroom experience that is collaborative by stating*, "Things may not go exactly as planned. Be flexible. Be compassionate and patient with one another. We can do this if we stick together and work hard to support one another."* What I particularly appreciated about the wording here is the inclusion of the students all being in this together. I have a statement in my syllabus that is

similar in intent, but much more formal. I had planned to tone it down next term and Hannah's verbiage has given me some good ideas. I greatly appreciated the opportunity to visit.

D. Service (optional for adjunct faculty)
Service to the Department, Division, Unit, College, Community, Industry/Profession

1. List your service to the Department/Division (program/curriculum development, research, collaboration, articulation, advisory boards, committee work, departmental responsibilities).

   Since my previous post-tenure self-evaluation, I continued chairing the online cheating task force which ended in late 2016. In 2017 I received release time to participate in a Mathematics Pathways project through which we were essentially redesigning the mathematics curriculum specifically initiating co-requisite courses and rewriting course maps under a special two-year grant. Clark College mathematics department was an early adopter of reducing the pre-college level mathematics that most students must take and adding co-requisite support to early college-level courses. My specific responsibility for the project was to create, gather, upload, and organize a collection of active learning activities that could be easily utilized by any mathematics faculty teaching in the new Mathematics Pathways courses.

   I readily volunteer to assist my department as needed, which recently has included assisting faculty in converting face-to-face classes to an online or remote learning format, taking minutes at the department meetings, and serving on the Mathematics Document Organization Committee.

2. Describe your service to the Unit/College (committees, task force, teams, meetings, events, collaboration).

   In terms of "big" committees, I served on the eLearning Committee during 2015-2016 until it disbanded, and the Instructional Planning Team (IPT) 2015-2017. I was also an AHE Picket Captain before and during the faculty strike, December 2019 through January 2020. On behalf of adjunct workloads, working conditions, and salary, I'm proud of the contract we negotiated. I do think it benefitted the students and college as a whole including through the ability to improve adjunct recruitment.

3. Discuss your service to the community/industry/profession (committees, projects, events, activities).

   I served as an Executive Officer with the Washington Mathematical Association of Two-Year Colleges (WAMATYC) for fourteen years ending in 2018. My titles included Website Developer, Webmaster, Newsletter Editor, Information Officer, and Social Media Coordinator. As a member of the board, I also helped with the logistics and advertising of the annual Washington College Mathematics Conference.

   On a political front I helped establish the Green Party of Southwest Washington and served as the Webmaster and "at large" Council Member 2015-2018. I was also the Webmaster and a campaign management committee member for three local (Cowlitz County) candidates (Mayor, Port Commissioner, City Council Member), 2016-2019.

   I'm actively engaged in local environmental protection in the Pacific Northwest specifically on the NoMethanol360 campaign in Kalama WA where I serve as Webmaster, Researcher, and a Team Lead alongside community and climate science activists working to stop the world's largest fracked fossil-gas-to-methanol refinery and export terminal from being built along the Columbia River. *I am dedicated to ecological justice and a sustainable future and stand in solidarity with BIPOC against systemic racism and bias and in protection of marginalized and fence-line communities.* Some of my recent related media events include:

   - **Letter-to-the-Editor:** Particularly proud to have my LTE Kalama's Proposed Methane Gas Guzzler published, February 2018, in our own Clark College's award winning newspaper, The Independent.

- **Radio Interview:** KNKX radio and print interview (quick) at anti-fracked gas rally on capitol steps in Olympia, February 2019, "Climate groups urge Inslee to denounce fracked gas in Washington".

- **Audio Documentary:** I, along with my teen daughter, are among the PNW activists featured in Holding the Thin Green Line audio documentary by Filmmaker Barbara Bernstein. New version upgraded with slideshow and epilogue released October, 2020. Watch here: Holding the Thin Green Line -- part one "World's Largest Methanol Refinery" and part two "A View from the Blast Zone"

- **Op-Ed:** I co-authored Twisted Logic: Why Washington State Should Reject a Dangerous New Climate Theory with Columbia Riverkeeper Legal and Program Director, Lauren Goldberg, published in The Revelator on Dec. 2, 2020, with support from the Center for Biological Diversity.

- **Panel Discussion:** Salem Progressive Film Series hosted film screening on Dec. 11, 2020, of Holding the Thin Green Line followed by a panel discussion with the filmmaker and four local activists featured in the film, including me.

- **Print Interview:** I was among three local climate researchers and activists featured "Methanol Refineries, Citizen Scientists, and Donuts" article by Oregon Physicians for Social Responsibility health advocate and science writer Patricia Kullberg published in Portland independent newspaper Street Roots on Dec. 18, 2020.

- **Tele-Presser:** Within hours of each other on Jan. 19, 2021, two massive fossil gas projects were essentially stopped. It was an amazing day for the environment and health of the PNW! Two activists (including me), two organizers, and an environmental lawyer each related to the Jordan Cove LNG project in Coos Bay OR and/or the Kalama Methanol Refinery in Kalama WA joined in a Tele-Presser event attended by about a dozen journalists including the AP. My part was to tell my personal story and engage in the Q&A. [Video: Telepresser Kalama Methanol & Jordan Cove Setbacks]