

**RESOLUTION OF THE  
BOARD OF REGENTS OF  
NAVAJO TECHNICAL UNIVERSITY**

Approving the Full-time and Adjunct Faculty Expectations and Evaluation Forms, attached hereto as  
Exhibit A

**WHEREAS:**

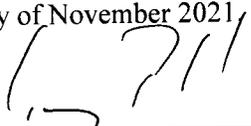
1. The Board of Regents of the Navajo Technical University is responsible for the administration, operations and the development of policy as stated in Navajo Nation Council Resolution CO-58-16, enacted on November 10, 2016, that amended the University's enabling legislation, codified at 15 N.N.C. §§1201-1210; and
2. Pursuant to the University's enabling legislation, Navajo Technical University (NTU) is organized as an institution of higher learning for the primary purpose of providing post-secondary and post-graduate education programs that serve both the academic and vocational/technical needs of the Navajo Nation and its citizens, 15 N.N.C. §1203(A); and
3. Pursuant to the University's enabling legislation, the Board of Regents of Navajo Technical University is authorized to review and approve course curricula, assessment structures, program plans, research, and development projects, in accordance with established program priorities and policies of the University, 15 N.N.C. §1205(F), and to review and approve contracts, 15 N.N.C. §1205(R); and
4. The Administration and the Faculty of the Navajo Technical University have reviewed the Full-time and Adjunct Faculty Expectations and Evaluation Forms, to support the NTU core values and mission through teaching and service that promote optimum student learning and development; and
5. The Administration of the Navajo Technical University hereby recommends to the Board of Regents of Navajo Technical University to approve the Full-time and Adjunct Faculty Expectations and Evaluation Forms, to support attainment of student outcomes.

**NOW THEREFORE BE IT RESOLVED THAT:**

1. The Board of Regents of the Navajo Technical University hereby approves the Full-time and Adjunct Faculty Expectations and Evaluation Forms.
2. The President of Navajo Technical University is hereby authorized, directed and empowered to do all things necessary to effectuate the purpose of this resolution.

**CERTIFICATION**

I hereby confirm that this resolution was discussed and considered by the Board of Regents of the Navajo Technical University at a duly called meeting held at Crownpoint, New Mexico at which a quorum was present, and that this resolution was passed by a vote of **5** in favor, **0** opposed and **0** abstained on the 29<sup>th</sup> day of November 2021

  
\_\_\_\_\_  
Tom Platero, Chairperson  
NTU Board of Regents

## **ANNUAL FULL-TIME INSTRUCTOR EVALUATION**

### **Navajo Technical University**

The purpose of Annual Instructor Evaluation at Navajo Technical University is to support the University mission through teaching and service that promote optimum student learning and development. Annual Instructor Evaluation consists of two processes with corresponding forms. An outline of each form follows. Process steps are spelled out in the forms.

#### **Instructor Self-Evaluation and Professional Development Plan**

- I. Instruction
  - A. Credentials
  - B. Instructional design
  - C. Assessment
  - D. Professional development – teaching
  - E. Accomplishments
  - F. Student evaluations of instruction
  - G. Self-evaluation of expectations
- II. Service
  - A. Committees
  - B. School, university, and community service
  - C. Research (if applicable)
  - D. Grant funding (if applicable)
- III. Goals
  - A. Review and assess your goals for the current year
  - B. Indicate goals for next year
- IV. Professional Development Plan
  - A. Professional development activities
  - B. What is one thing you learned from your students about teaching this year and why is it important?
  - C. In which areas would you like additional training or support?
  - D. Attach a copy of your Professional Development Plan

#### **Instructor Evaluation by Department Chairperson**

- I. Instruction
  - A. Classroom observation
  - B. Supervisor's evaluation of expectations
  - C. Instruction rubric
- II. Service
  - A. Service rubric
- III. Values
  - A. Values rubric
- IV. Summaries and signatures
  - A. Supervisor's summary comments
  - B. Instructor's summary comments
  - C. Meeting date
  - D. Signatures

**Navajo Technical University**  
**Instructor Self-Evaluation and Professional Development Plan**

Instructor:  
Title:  
Chairperson/Supervisor:

Department:  
Date:

**Directions to the Instructor:** Complete all sections of this form and turn it into your Department Chairperson one week prior to the scheduled evaluation meeting with her or him. Note that some of the following items require documentation to be attached to this form.

**I. Instruction**

**A. Credentials.** Provide a copy of current license(s)/certification(s), if applicable.

**B. Instructional design:**

1. Attach a copy of instructional material or an instructional tool that exemplifies what you do best as an Instructor to help NTU students learn. Comment below on why you have chosen it and how it exemplifies your best.

Click here to enter text.

2. Give an example of how you used formal or informal assessment results to modify your teaching to promote student learning.

Click here to enter text.

**C. Assessment.** Provide a copy of a formative or summative assessment tool, other than an exam or quiz, that you use to measure student learning outcomes. Be sure to provide the rubric or grading criteria that you use to communicate to your students the results of the assessment.

Click here to enter text.

**D. Professional development – teaching.** Describe at least one change you've made in teaching that was inspired by a professional development activity and how it impacted student learning.

Click here to enter text.

**E. Accomplishments.** What is one (or more) of your accomplishments this semester that you find most rewarding?

Click here to enter text.

**F. Student evaluations of instruction.** Review any student evaluations of instruction that you have for the review period. Explain how those evaluations give you an opportunity to grow.

Click here to enter text.
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**G. Self-evaluation of expectations:**

Do you...?	Yes	No
1. Organize classes, curriculum, and related labs that align to program and course outcomes.		
2. Integrate indigenous philosophies of education into all aspects of teaching and learning (Diné and/or A:shiwí).		
3. Select and order instructional and related support materials.		
4. Develop and maintain classroom environments that support student diversity and special learning needs.		
5. Participate in the development, review, and improvement of course and program outcomes.		
6. Incorporate current technologies in classroom, distance learning, and laboratory environments.		
7. Provide opportunities for student learning in co-curricular initiatives and projects.		
8. Convene classes as scheduled.		
9. Respond to student inquiries within 48 hours.		
10. Take all necessary and reasonable safety precautions to protect students, physically and also their FERPA sensitive data.		
11. Take all necessary and reasonable safety precautions to protect materials, equipment, and facilities.		
12. Assist students with registration, course advising, and graduation.		

## II. Service

**A. Committees.** Examples include 1) standing academic committees, 2) standing administrative committees, and 3) ad hoc committees. Add more rows as necessary.

Sem	Activity	Role	Accomplishments
Click here to enter text.			
Click here to enter text.			

**B. School, university, and community service.** Examples include 1) collaboration with faculty and staff to promote University development and student success, 2) collaboration with high schools, other institutions of higher education, businesses and industries, agencies, and program advisory committees, 3) participation in School or University activities including the development of new programs or curriculums, and/or 4) service to local communities, and the larger Navajo Nation and/or Zuni Pueblo. Add more rows as necessary.

Sem	Activity	Role	Accomplishments
Click here to enter text.			
Click here to enter text.			

- C. Research (if applicable).** Provide complete bibliographic details for each publication (using APA or MLA citation formatting). Indicate whether or not the publication was peer reviewed.

Click here to enter text.

- D. Grant funding (if applicable).** Provide complete details about the grant funding.

Click here to enter text.

### III. Goals

- A. Review and assess your goals for the current year (add more rows for additional goals):**

Goals from previous year	Accomplishments	Work needed to complete goal
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

- B. Indicate goals for next year (add more rows for additional goals).** Item one is required of all faculty. Develop one or two more goals of your own.

Goals for next year	Steps to complete goals	Achievement measures
Teaching effectiveness	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

### IV. Professional Development Plan

- A. Professional development activities.** List professional development activities in the box below (examples include workshops, conferences, and professionally related training or courses).

Click here to enter text.

- B. In which areas would you like additional training or support?**

Click here to enter text.

- C. Attach a copy of your Professional Development Plan.** (See Appendix I).

**Navajo Technical University  
Instructor Evaluation by Department Chairperson**

Instructor:  
Job Title:  
Chairperson:

Department:  
Date:

**Directions for the Department Chairperson:** Complete this form and meet with the Instructor to review the evaluation. Note that some of the following items require documentation to be attached to this form. Once finalized, make copies for the Instructor and for the Department, and submit the original with signatures to Human Resources.

**I. Instruction**

**A. Classroom observation.** By Chairperson or designee. Please attach the observation. Add rows as necessary for additional classroom observations. (See Appendices II and III).

Class Observed: Click here to enter text.	Date: Click here to enter a date.	Chairperson/designee: Click here to enter text.
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**B. Supervisor's evaluation of expectations:**

Does the instructor...?	Yes	No
1. Prepare, distribute, and utilize course syllabi and related instructional materials.		
2. Submit copies of course syllabi.		
3. Hold regular office hours to assist students.		
4. Participate in and develop efforts to recruit and retain students.		
5. Maintain student records (e.g., grades, advisement records, attendance, and documentation for incompletes).		
6. Attend University and departmental meetings, convocations, graduations, and in-service sessions.		
7. Participate in professional development to maintain currency in appropriate field as well as to advance teaching strategies.		
8. Provide accurate and timely reports as requested.		
9. Abide by all University policies and regulations.		

**C. Instruction rubric.** Check all applicable items in all columns to indicate trends in the Instructor's service.

Category	Expectations Not Met	Expectations Met	Expectations Exceeded
Teaching Practices	// Some (or none) of the Essential Elements of Instruction (EEI's) are demonstrated in teaching practices. (See Appendices 2, 3, and 4).	// Most/all of the EEI's are competently demonstrated in teaching practices.	// All EEI's are expertly demonstrated in teaching practices as evidenced by class observation(s) and student evaluations.
Assessment	// Assessment documents and/or procedures align with student learning outcomes and course objectives by implication (i.e. the correlation is not specified but can be inferred).	// Assessment documents and/or procedures are directly mapped onto student learning outcomes and course objectives. -and-	// Assessment documents and/or procedures are directly mapped onto student learning outcomes and course objectives. -and-

	-and- // Limited (or no) evidence of participation on program assessment.	// Assessment scoring is clearly communicated to students on individual assignments as shown in assessment documents. -and- // Evidence of active involvement in program assessment.	// Assessment scoring is clearly communicated to the student on individual assignments as shown in assessment documents and as it relates to his/her overall grade in the course. -and- // Evidence of leadership stance in program assessment.
Professional Development	// Does not engage in professional development activities to maintain currency and/or credentials in the field. -and- // Does not engage in professional development activities to learn skills and strategies for effective teaching.	// Engages in professional development activities to maintain currency and/or credentials in the field. -and- // Demonstrates classroom applications of skill(s) and strategy(ies) learned through professional development activities which impact student learning in a positive manner.	// Engages in professional development activities to maintain currency and/or credentials in the field. -and- // Demonstrates leadership through collegial interactions, service activities, and co-curricular activities, in professional development, and/or transmits or mentors others in achieving their professional development goals.
Student Evaluations of Instruction	// Range of scores is 3.99 or less on some questions related to teaching. -and- // Some student comments express concerns.	// Range of scores is 4.01-4.5 on all questions related to teaching. -and- // Student comments are generally positive.	// Range of scores is 4.51-5.0 on all questions related to teaching. -and- // Student comments are generally positive.
Overall	// Expectations Not Met	// Teaching Expectations Met	// Teaching Expectations Exceeded

## II. Service

A. **Service rubric.** Check all applicable items in all columns to indicate trends in the Instructor's service.

Category	Expectations Not Met	Expectations Met	Expectations Exceeded
Level of Participation	// Service is unclear, ineffective, incomplete, non-functional, or non-existent. -and- Service is so limited that improvement is needed.	// Service supports activities beyond attendance and discussion by accepting or volunteering for delegated responsibilities, activities, events, etc.	// Activities demonstrate exceptional service to the ; University; provide essential support for University excellence and growth.
Collaboration & Collegiality	// Collaboration perceived to be disruptive, unsupportive, conditional, or absent.	// Takes an active role in making improvements to collaborative activities. // Collaborates within discipline and across disciplines within School.	// Collaborates across NTU Schools. // Collaborates with local high schools or other community entities. -and- // Collaborates with students in co-curricular or extra-curricular activities.

			-and- // Collaborates with program/discipline colleagues in a manner that leads to exceptional performance in service to the University.
Total Service	// Service Expectations Not Met	// Service Expectations Met	// Service Expectations Exceeded

### III. Values

A. **Values rubric.** Check all applicable items in all columns to indicate trends in the Instructor's values.

Category	Expectations Not Met	Expectations Met	Expectations Exceeded
<i>Ahi[ na'anish</i> Collaboration	// Works in isolation; reluctant to share; often absent where participation is required	// Participates actively in team efforts; listens actively; regularly shows up	// Willingly shares ideas and materials; listens actively; volunteers; regularly contributes
Alk'izhdiitj Communication	// Expresses ideas incoherently; unresponsive; untimely	// Coherent in oral and written communication; responsive; timely	// Highly articulate, expressive, responsive, timely; communicates effectively with all stakeholders
Éédééhtj Innovation	// Unwilling to take risks; stays within normative guidelines	// Considers new directions and approaches; adapts appropriately	// Takes risks; develops logical plans to solve problems; creates unique solutions
Adiljidlj Integrity	// Undependable; occasionally unprofessional; responds to policies unevenly	// Dependable; professional; maintains professional standards	// Maintains high ethical and professional standards; responds to policies appropriately
Íhoo'aah Learning	// Defensive; unreceptive to feedback or suggestions	// Receptive to best practices, ideas, and research; adjusts accordingly	// Seeks and uses best practices, ideas, and research; solicits suggestions from others
Alhidilzin Respect	// Thoughtless; insensitive; occasionally disrespectful to others	// Honest; self-controlled; maintains good relations with others	// Honest, dependable; tenacious; strong sense of right and wrong; loyal
Total values	// Values Expectations Not Met	// Values Expectations Met	// Values Expectations Exceeded

### IV. Summaries and signatures

A. **Supervisor's summary comments.**

Click here to enter text.
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B. **Instructor's summary comments.**

Click here to enter text.
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**C. Meeting date.**

Click here to enter text.

**D. Signatures:**

**1. Instructor**

Click here to enter text.

**2. Supervisor**

Click here to enter text.

**Appendix I**  
**Professional Development Plan**  
To be inserted here

**Appendix II**  
**Elements of Effective Face-to-Face**  
**(or Synchronous Online) Instruction (EEI's)**

- A. Gains students' attention**
  - 1. Offers an interesting fact
  - 2. Connects through humor
  - 3. Elicits students' curiosity
  
- B. Informs learners of learning objectives**
  - 1. Previews lesson's major objectives or topics
  - 2. Objectives are consistent with syllabus
  
- C. Stimulates recall of prior learning**
  - 1. Connects new material to previous instruction
  
- D. Presents the content**
  - 1. Uses a variety of teaching methods (e.g., direct instruction, problem-based instruction, small group learning, and/or cooperative learning)
  
- E. Provides learning guidance**
  - 1. Presents examples, analogies, real-life applications, etc.
  - 2. Encourages active learning and problem-solving skills
  
- F. Elicits performance**
  - 1. Allows time for students to actively practice
  - 2. Provides appropriate assignments
  
- G. Provides feedback**
  - 1. Feedback is supportive, not punitive
  - ii. Feedback promotes students' critical thought
  
- H. Assesses performance**
  - 1. Provides multiple measures (i.e., does not rely on only one type of measure)
  
- I. Enhances retention of content and transfer to next-level course, job, etc.**
  - 1. Relates material to future academic classes
  - 2. Relates material to the workplace
  - 3. Relates material to real-life situations

## **Appendix III**

### **Elements of Effective Online (Asynchronous) Instruction (EEI's)**

#### **A. Course overview and introduction**

1. Instructions show how to get started and where to find various course components.
2. Computer skills expected of the learner are clearly stated.
3. Expectations for prerequisite knowledge are clearly stated.
4. The self-introduction by the instructor is professional and is available online.
5. Learners are asked to introduce themselves to the class.

#### **B. Learning outcomes**

1. The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2. The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

#### **C. Assessment**

1. The course grading policy is stated clearly at the beginning of the course.
2. Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
3. The assessments used are sequenced, varied, and suited to the level of the course.

#### **D. Instructional materials**

1. The instructional materials represent up-to-date theory and practice in the discipline.
2. A variety of instructional materials is used in the course.

#### **E. Learning activities and learner interaction**

1. The learning activities promote the achievement of the stated learning objectives or competencies.
2. Learning activities provide opportunities for interaction that support active learning.

#### **F. Course technology**

1. The tools used in the course support the learning objectives or competencies.
2. Course tools promote learner engagement and active learning.
3. A variety of technology is used in the course.

#### **G. Learner support**

1. The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
2. Course instructions articulate or link to the institution's accessibility policies and services.
3. Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.

#### **H. Accessibility**

1. The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

**Appendix IV**  
**Instruction Observation Notes**

Instructor \_\_\_\_\_ Observer \_\_\_\_\_  
Date \_\_\_\_\_ Course \_\_\_\_\_

<b>Directions to observer.</b> <i>Choose from among relevant EEL criteria to identify aspects of instruction that are working, and one aspect that can be improved. Identify next steps in "Things to work on."</i>	
<i>Things that are working</i>	<i>Thing(s) to work on</i>

## **Full-Time Instructor Expectations Navajo Technical University**

### **INSTRUCTIONAL DUTIES**

1. Prepare for, teach, grade, assess, and strive to improve student learning in assigned courses and labs (if applicable).
2. Integrate indigenous philosophies of education into all aspects of teaching and learning (Diné and/or A:shiwí).
3. Prepare, distribute, and utilize course syllabi and related instructional materials.
4. Submit copies of course syllabi to the appropriate Department Chairperson.
5. Organize classes and curriculum that align to program and course outcomes.
6. Select and order instructional and related support materials.
7. Develop and maintain classroom environments that support student diversity and special learning needs.
8. Participate in the development, review, and improvement of course and program outcomes.
9. Incorporate current technologies in classroom, distance learning, and laboratory environments.
10. Provide opportunities for student learning in co-curricular initiatives and projects.
11. Convene classes as scheduled.
12. Respond to student inquiries within 48 hours.
13. Take all necessary and reasonable safety precautions to protect students, physically and also their FERPA sensitive data.
14. Take all necessary and reasonable safety precautions to protect materials, equipment, and facilities.
15. Assist students with registration, course advising, and graduation.
16. Hold regular office hours to assist students.
17. Participate in and develop efforts to recruit and retain students.
18. Maintain student records (e.g., grades, advisement records, attendance, and documentation for incompletes).
19. Attend University and departmental meetings, convocations, graduations, and in-service sessions.
20. Participate in professional development to maintain currency in appropriate field as well as to advance teaching strategies.
21. Provide accurate and timely reports as requested.
22. Abide by all University policies and regulations.

### **UNIVERSITY SERVICE**

1. Serve on School or University teams and committees.
2. Participate in and assist with student activities and clubs.
3. Collaborate with faculty and staff to promote University development and student success.
4. Collaborate with high schools, other institutions of higher education, businesses and industries, agencies, and program advisory committees.
5. Provide service to local communities, the larger Navajo Nation, and/or Zuni Pueblo.
6. Participate in School or University activities including the development of new programs or curriculums.
7. Identify grant opportunities, and prepare and submit proposals.
8. Conduct research in an appropriate field of study (optional).
9. Perform other duties as assigned by the appropriate Chairperson or Dean.

**ADJUNCT INSTRUCTOR EVALUATION**  
**Navajo Technical University**

The purpose of Adjunct Instructor Evaluation at Navajo Technical University is to support the University mission through teaching and service that promote optimum student learning and development. Adjunct Instructor Evaluation consists of two processes with corresponding forms. An outline of each form follows. Process steps are spelled out in the forms.

**Instructor Self-Evaluation**

- I. Instruction
  - A. Credentials
  - B. Instructional design
  - C. Assessment
  - D. Accomplishments
  - E. Student evaluations of instruction
  - F. Self-evaluation of expectations

**Instructor Evaluation by Department Chairperson**

- I. Instruction
  - A. Classroom observation
  - B. Supervisor's evaluation of expectations
  - C. Instruction rubric
- II. Values
  - A. Values rubric
- III. Summaries and signatures
  - A. Supervisor's summary comments
  - B. Instructor's summary comments
  - C. Meeting date
  - D. Signatures

**Navajo Technical University  
Instructor Self-Evaluation**

Instructor:  
Title:  
Chairperson/Supervisor:

Department:  
Date:

**Directions to the Instructor:** Complete all sections of this form and turn it into your Department Chairperson prior to the scheduled evaluation meeting with her or him. Note that some of the following items require documentation to be attached to this form.

**I. Instruction**

**A. Credentials.** Provide a copy of current license(s)/certification(s), if applicable.

**B. Instructional design:**

1. Attach a copy of instructional material or an instructional tool that exemplifies what you do best as an Instructor to help NTU students learn. Comment below on why you have chosen it and how it exemplifies your best.

Click here to enter text.

2. Give an example of how you used formal or informal assessment results to modify your teaching to promote student learning.

Click here to enter text.

**C. Assessment.** Provide a copy of a formative or summative assessment tool, other than an exam or quiz, that you use to measure student learning outcomes. Be sure to provide the rubric or grading criteria that you use to communicate to your students the results of the assessment.

Click here to enter text.

**D. Accomplishments.** What is one (or more) of your accomplishments this semester that you find most rewarding?

Click here to enter text.

**E. Student evaluations of instruction.** Review any student evaluations of instruction that you have for the review period. Explain how those evaluations give you an opportunity to grow.

Click here to enter text.

**F. Self-evaluation of expectations:**

Do you...?	Yes	No
1. Organize classes, curriculum, and related labs that align to program and course outcomes.		
2. Integrate indigenous philosophies of education into all aspects of teaching and learning (Diné and/or A:shiwí).		
3. Select and order instructional and related support materials.		
4. Develop and maintain classroom environments that support student diversity and special learning needs.		
5. Incorporate current technologies in classroom, distance learning, and laboratory environments.		
6. Provide opportunities for student learning in co-curricular initiatives and projects.		
7. Convene classes as scheduled.		
8. Respond to student inquiries within 48 hours.		
9. Take all necessary and reasonable safety precautions to protect students, physically and also their FERPA sensitive data.		
10. Take all necessary and reasonable safety precautions to protect materials, equipment, and facilities.		

**Navajo Technical University  
Instructor Evaluation by Department Chairperson**

Instructor:  
Job Title:  
Chairperson:

Department:  
Date:

**Directions for the Department Chairperson:** Complete this form and meet with the Instructor to review the evaluation. Note that some of the following items require documentation to be attached to this form. Once finalized, make a copy for the Instructor, and submit the original with signatures to Human Resources.

**I. Instruction**

**A. Classroom observation.** By Chairperson or designee. Please attach the observation. Add rows as necessary for additional classroom observations. (See Appendices II and III).

Class Observed: Click here to enter text.	Date: Click here to enter a date.	Chairperson/designee: Click here to enter text.
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**B. Supervisor's evaluation of expectations:**

Does the instructor...?	Yes	No
1. Prepare, distribute, and utilize course syllabi and related instructional materials.		
2. Submit copies of course syllabi.		
3. Hold regular office hours to assist students.		
4. Maintain student records (e.g., grades, attendance, and documentation for incompletes).		
5. Provide accurate and timely reports as requested.		
6. Abide by all University policies and regulations.		

**C. Instruction rubric.** Check all applicable items in all columns to indicate trends in the instructor's service.

Categories	Expectations Not Met	Expectations Met	Expectations Exceeded
Teaching Practices	// Some (or none) of the Essential Elements of Instruction (EEI's) are demonstrated in teaching practices. (See Appendices A, B, and C.)	// Most/all of the EEI's are competently demonstrated in teaching practices.	// All EEI's are expertly demonstrated in teaching practices as evidenced by class observation(s) and student evaluations.
Assessment	// Assessment documents and/or procedures align with student learning outcomes and course objectives by implication (i.e. the correlation is not specified but can be inferred).	// Assessment documents and/or procedures are directly mapped onto student learning outcomes and course objectives. -and- // Assessment scoring is clearly communicated to students on individual assignments as shown in assessment documents.	// Assessment documents and/or procedures are directly mapped onto student learning outcomes and course objectives. -and- // Assessment scoring is clearly communicated to the student on individual assignments as shown in assessment documents and as it relates to his/her overall grade in the course.

Student Evaluations of Instruction	// Range of scores is 3.99 or less on some questions related to teaching. -and- // Some student comments express concerns.	// Range of scores is 4.01-4.5 on all questions related to teaching. -and- // Student comments are generally positive.	// Range of scores is 4.51-5.0 on all questions related to teaching. -and- // Student comments are generally positive.
Overall	// Expectations Not Met	// Teaching Expectations Met	// Teaching Expectations Exceeded

## II. Values

A. **Values rubric.** Check all applicable items in all columns to indicate trends in the Instructor's values.

Category	Expectations Not Met	Expectations Met	Expectations Exceeded
Ahiłna'anish Collaboration	// Works in isolation; reluctant to share; often absent where participation is required	// Participates actively in team efforts; listens actively; regularly shows up	// Willingly shares ideas and materials; listens actively; volunteers; regularly contributes
Alk'izhdiitj Communication	// Expresses ideas incoherently; unresponsive; untimely	// Coherent in oral and written communication; responsive; timely	// Highly articulate, expressive, responsive, timely; communicates effectively with all stakeholders
Éédééhtj Innovation	// Unwilling to take risks; stays within normative guidelines	// Considers new directions and approaches; adapts appropriately	// Takes risks; develops logical plans to solve problems; creates unique solutions
'Adiłjidlj Integrity	// Undependable; occasionally unprofessional; responds to policies unevenly	// Dependable; professional; maintains professional standards	// Maintains high ethical and professional standards; responds to policies appropriately
Íhoo'aah Learning	// Defensive; unreceptive to feedback or suggestions	// Receptive to best practices, ideas, and research; adjusts accordingly	// Seeks and uses best practices, ideas, and research; solicits suggestions from others
Ałhidilzin Respect	// Thoughtless; insensitive; occasionally disrespectful to others	// Honest; self-controlled; maintains good relations with others	// Honest, dependable; tenacious; strong sense of right and wrong; loyal
Total values	// Values Expectations Not Met	// Values Expectations Met	// Values Expectations Exceeded

## III. Summaries and signatures

A. **Supervisor's summary comments.**

Click here to enter text.
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B. **Instructor's summary comments.**

Click here to enter text.
---------------------------

**C. Meeting date.**

Click here to enter text.

**D. Signatures:**

**1. Instructor**

Click here to enter text.

**2. Supervisor**

Click here to enter text.

Evaluation must be complete and signed by the  
Department Chair before final payment.

**Appendix I**  
**Elements of Effective Face-to-Face**  
**(or Synchronous Online) Instruction (EEI's)**

- A. Gains students' attention**
  - 1. Offers an interesting fact
  - 2. Connects through humor
  - 3. Elicits students' curiosity
  
- B. Informs learners of learning objectives**
  - 1. Previews lesson's major objectives or topics
  - 2. Objectives are consistent with syllabus
  
- C. Stimulates recall of prior learning**
  - 1. Connects new material to previous instruction
  
- D. Presents the content**
  - 1. Uses a variety of teaching methods (e.g., direct instruction, problem-based instruction, small group learning, and/or cooperative learning)
  
- E. Provides learning guidance**
  - 1. Presents examples, analogies, real-life applications, etc.
  - 2. Encourages active learning and problem-solving skills
  
- F. Elicits performance**
  - 1. Allows time for students to actively practice
  - 2. Provides appropriate assignments
  
- G. Provides feedback**
  - 1. Feedback is supportive, not punitive
  - ii. Feedback promotes students' critical thought
  
- H. Assesses performance**
  - 1. Provides multiple measures (i.e., does not rely on only one type of measure)
  
- I. Enhances retention of content and transfer to next-level course, job, etc.**
  - 1. Relates material to future academic classes
  - 2. Relates material to the workplace
  - 3. Relates material to real-life situations

## **Appendix II**

### **Elements of Effective Online (Asynchronous) Instruction (EEI's)**

#### **A. Course overview and introduction**

1. Instructions show how to get started and where to find various course components.
2. Computer skills expected of the learner are clearly stated.
3. Expectations for prerequisite knowledge are clearly stated.
4. The self-introduction by the instructor is professional and is available online.
5. Learners are asked to introduce themselves to the class.

#### **B. Learning outcomes**

1. The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2. The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

#### **C. Assessment**

1. The course grading policy is stated clearly at the beginning of the course.
2. Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
3. The assessments used are sequenced, varied, and suited to the level of the course.

#### **D. Instructional materials**

1. The instructional materials represent up-to-date theory and practice in the discipline.
2. A variety of instructional materials is used in the course.

#### **E. Learning activities and learner interaction**

1. The learning activities promote the achievement of the stated learning objectives or competencies.
2. Learning activities provide opportunities for interaction that support active learning.

#### **F. Course technology**

1. The tools used in the course support the learning objectives or competencies.
2. Course tools promote learner engagement and active learning.
3. A variety of technology is used in the course.

#### **G. Learner support**

1. The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
2. Course instructions articulate or link to the institution's accessibility policies and services.
3. Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.

#### **H. Accessibility**

1. The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

**Appendix III**  
**Instruction Observation Notes**

Instructor \_\_\_\_\_ Observer \_\_\_\_\_  
Date \_\_\_\_\_ Course \_\_\_\_\_

<b>Directions to observer.</b> <i>Choose from among relevant EEL criteria to identify aspects of instruction that are working, and one aspect that can be improved. Identify next steps in "Things to work on."</i>	
<i>Things that are working</i>	<i>Thing(s) to work on</i>

## **Adjunct Instructor Expectations Navajo Technical University**

### **INSTRUCTIONAL DUTIES**

1. Prepare for, teach, grade, assess, and strive to improve student learning in assigned courses and labs (if applicable).
2. Integrate indigenous philosophies of education into all aspects of teaching and learning (Diné and/or A:shiwí).
3. Prepare, distribute, and utilize course syllabi and related instructional materials.
4. Submit copies of course syllabi to the appropriate Department Chairperson.
5. Organize classes and curriculum that align to program and course outcomes.
6. Select and order instructional and related support materials.
7. Develop and maintain classroom environments that support student diversity and special learning needs.
8. Incorporate current technologies in classroom, distance learning, and laboratory environments.
9. Provide opportunities for student learning in co-curricular initiatives and projects.
10. Convene classes as scheduled.
11. Respond to student inquiries within 48 hours.
12. Take all necessary and reasonable safety precautions to protect students, physically and also their FERPA sensitive data.
13. Take all necessary and reasonable safety precautions to protect materials, equipment, and facilities.
14. Hold regular office hours to assist students.
15. Maintain student records (e.g., grades, attendance, and documentation for incompletes).
16. Provide accurate and timely reports as requested.
17. Abide by all University policies and regulations.
18. Perform other duties as assigned by the appropriate Chairperson or Dean.