# ANNUAL ADJUNCT FACULTY EVALUATION

**Navajo Technical University**

The purpose of the Annual Faculty Evaluation at Navajo Technical University (NTU) is to support the University mission through teaching and service that promote optimum student learning and development and capacity-building. The Annual Faculty Evaluation consists of two processes with corresponding forms.

**Adjunct Faculty Self-Evaluation and Professional Development Plan**

**Instructor: Chairperson/Supervisor:**

**Title: Date:**

Faculty Status:

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructional Workload

|  |  |  |
| --- | --- | --- |
| ***Semester*** | ***Classes taught***  ***(Please include designator, number, and title)*** | ***Credit Hours*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | (Add rows as needed) |  |
| ***Total Credit Hours*** | |  |

**Navajo Technical University**

**Instructor Self-Evaluation**

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

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

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

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

**D. 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.

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

**E. Self-evaluation of Expectations based on the items A through E above.** (Please score using a scale of 1-5, with 5 being the high number. Additional comments may be added as needed)

|  |  |
| --- | --- |
| **Did you accomplish the following:** | **1-5** |
| 1. Organize classes, curriculum, and related labs that align to the program and course outcomes? |  |
| 2. Integrate indigenous philosophies of education into all aspects of teaching and learning (Diné and/or A:shiwi)? |  |
| 3. Select and order instructional and related supporting 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? |  |
| Total |  |

**Additional Comments:**

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**II. Achievements and Challenges**

1. **Achievements during the previous year:**

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1. **Challenges during the previous year:**

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1. **Goals for the next year:**

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**Navajo Technical University**

**Instructor Evaluation by Department Chairperson**

Instructor: Department:

Job Title: Date:

Chairperson:

**Directions for the Department Chairperson:** Complete this form and meet with the instructor to review. Note that some of the following items may 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**

**B. Supervisor's evaluation of instructional expectations**:

(Please score using a scale of 1-5, with 5 being the high number. Additional comments may be added as needed)

| **Does the instructor:** | **1-5** |
| --- | --- |
| 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 their 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? |  |
| Total |  |

**Additional Comments:**

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| --- |
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**II. Summaries and signatures**

**A. Instructor's summary comments:**

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**B. Chairperson/Supervisor's summary comments:**

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**C. Meeting date:**

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**D. Signatures:**

**1. Instructor**

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1. **Supervisor**

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1. **Dean**

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1. **HR**

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**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

2. 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

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<https://www.cnm.edu/depts/academic-affairs/key-processes/faculty-processes>

**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 and program competencies describe measurable outcomes.

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 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 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.

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<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>