

## **Daybreak University Faculty Evaluation**

Daybreak University evaluates faculty members' performance each year. The evaluations span the areas of teaching, scholarly activity/professional performance, and community service and administration. Through the evaluation process, each faculty receives constructive comments and suggestions helpful to the enhancement of their instructional effectiveness. The evaluation results influence faculty enhancement and promotion. The details of the evaluation procedure are as follows.

### **Evaluation of Full-time Faculty**

- 1) Teaching
  - a. Student evaluation of course and instructor through questionnaires
  - b. Program Director or Peer Full-time Faculty evaluations
- 2) Scholarly Activity  
Publications such as books, paper presentations, articles, book chapters and book reviews  
(Point scale: book 5, paper presentation, article or book chapter 1, book review 0.5)
- 3) Professional Development  
Maintaining a clinical membership and supervisor status with professional societies such as AAMFT, IITI, AASECT, or APA etc.
- 4) Community Service/Administration  
Administrative work for the department or program  
(Point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

### **Evaluation of Part-time and Adjunct Faculty**

- 1) Teaching  
Student evaluation
- 2) Administrative cooperation  
(Point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

### **Evaluation of Clinical Supervisor**

- 1) Clinical Supervision  
Supervisor term evaluation
- 2) Administrative cooperation  
(Point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

## Daybreak University Full-time Faculty Annual Evaluation Form

Evaluation Completion Date: \_\_\_\_\_

Evaluated Faculty Name: \_\_\_\_\_

Evaluator's Position, Name, and Signature: \_\_\_\_\_

### Rubric of Full-time Faculty Evaluation

(Point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

<b>Areas Being Evaluated</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teaching					
Research- Scholarly Activity/ Professional Performance					
Community Service/ Administration					
<b>Total/ Average Score</b>					

**Comments (Strengths/Weaknesses) and Suggestions:**

**Evaluated Faculty's Comments:**

## Faculty Teaching Evaluation Form

- Faculty Name:
- Evaluator's Name and Position:
- Evaluation Date:
- Course Code and Title:
- Program Name:
- Number of Students:

### **Rubric of Faculty Teaching Evaluation**

(Point scale: 1 very unsatisfactory, 2 unsatisfactory, 3 acceptable, 4 strong, 5 very strong)

Areas Being Evaluated	1	2	3	4	5
Course Relevance to the Institutional Mission					
Student Learning Outcomes					
Organization of the Lesson Plan					
Use of Textbooks and Materials					
Use of Class Time					
Classroom Management					
Subject Matter Experience					
Contents					
Teaching Methodologies					
Presentation and Delivery					
Application					
Rapport					
Student Interaction					

Evaluator Comments	1. Comments (Strengths and Weaknesses):  2. Recommendations:
Instructor Comments	Comments:

**Endorsement**

Evaluator's Name and Signature and Date:

Instructor's Name and Signature and Date:

**Supervisor Term Evaluation**

*Completed by the Student at the End of Each Term*

Student/Supervisee Name: \_\_\_\_\_ Site: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_ Date/Term: \_\_\_\_\_

<b>AREA OF EVALUATION</b>	<b>1</b> <b>Low</b>	<b>2</b>	<b>3</b> <b>Adequate</b>	<b>4</b>	<b>5</b> <b>Excellent</b>	<b>N/A</b>
<b>SUPERVISION/SUPERVISEE RELATIONSHIP</b>						
Effectively builds a positive relationship with the supervisee.						
Functions as a professional role model to the student.						
Provides structure in training and supervision						
<b>FEEDBACK PROCESS</b>						

Expresses ideas and concerns clearly and directly to the student.						
Shows willingness to accept and use feedback in regard to supervision.						
Provides ongoing feedback about student's progress and development as a therapist.						
Provides feedbacks on evidence-based applications in clinical works.						
<b>PROFESSIONALISM AND ETHICAL CONDUCT</b>						
Effectively discusses legal and professional standards.						
Encourages the development of ethical decision-making skills.						
Encourages collaboration with other professionals.						
<b>THEORETICAL FOUNDATIONS</b>						
Helps the student apply systemic concepts to client conceptualization.						
Provides feedback regarding social context and diversity of the client.						
Supports the student's development of their theory of change.						
<b>SOCIAL CONTEXT AND DIVERSITY</b>						
Supports a practice framework that includes self-awareness and the role of diversity.						
Encourages dialogue about the role of social context (including clients, self, and student).						
Provides feedback with assessments, interventions, and practice evaluation in relation to social context and diversity.						

Comments:

- I did a review with my supervisor.
- I did not review with my supervisor.

