

UMHB FACULTY EVALUATION INSTRUMENT 2014

Calendar year being evaluated: 2014

Faculty Name: Aaron R. Baggett

Current Rank: Instructor

Department: Psychology

College: Sciences

Evaluator: Use the “Criteria for Evaluating Faculty Performance” to assess the level of performance in each of the categories below. Level 1 ratings should be noted in the section below.

Faculty: Use the “Criteria for Evaluating Faculty Performance” to assess your level of performance in the categories below. Please rate yourself in each category and provide support for any rating at Level 3 or 4. See the Criteria for additional explanation.

CATEGORIES*	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Multiplier	Weighted Score
Teaching Effectiveness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Level 3 * 20	160
University Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Level 4 * 20	80
Professional Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Level 4 * 20	80
						SCORE = 320

Evaluator's Explanation of any Level 1 Ratings:

*See “Criteria for Evaluating Faculty Performance”

Assessment Of Goals For The Previous 12 Months:

Teaching Effectiveness Goal:

1. Create and implement strategies for fostering more student-to-student interaction and content discussion during class time as suggested by Dr. Lynn Eaton (see appendix).
2. Design and implement flipped classroom model for PSYC 2305: Statistics for the Social and Behavioral Sciences suitable for web course delivery.

Assessment of This Goal:

1. Evidence of the effectiveness of implementing more student-to-student interaction related to content will be demonstrated in end-of-semester student evaluations.
2. All materials, lecture slides, data files, and video tutorials will be uploaded and processed for web course delivery by May 2014.

University Service Goal:

1. Lead a departmental workshop or seminar on either integrating the flipped classroom model or on mastering SPSS (or similar) for data analysis.

Assessment of This Goal:

1. Handouts, presentation slides, and other similar materials will be provided.

Professional Attainment Goal:

1. Complete remaining two chapters of doctoral dissertation.
2. Publish article in peer-reviewed journal derived from doctoral dissertation.

Assessment of This Goal:

1. Transcripts will be provided indicated completion of doctoral work.
2. Copy of published article or in-press version will be provided.

GOALS for the Next 12 Months (Develop at Least One Goal for Each Category):

Teaching Effectiveness Goal:

1. In conjunction with UMHB Office of Instructional Design, develop PSYC 2305 and PSYC 2323 for online delivery.
2. Develop series of 10 micro-lectures on relevant statistical concepts to be implemented in PSYC 2305.
3. Develop series of 10 micro-tutorial videos on statistical computing procedures using **R** to be implemented in PSYC 2305.

Assessment of This Goal:

1. At least one online section each of PSYC 2305 and PSYC 2323 will be delivered in 2015 – 2016 academic year.
2. Micro-lectures will be made available to students via *myCourses* LMS.
3. Micro-tutorial videos will be made available to students via *myCourses* LMS.

University Service Goal:

1. Coordinate and manage UMHB Curriculum Committee transition from paper-based curriculum change proposal routing system to electronic-based curriculum change proposal routing system.
2. Serve as College of Sciences representative on UMHB Undergraduate Research Council.

Assessment of This Goal:

1. Beginning fall 2015, all university curriculum change proposals will be solicited and submitted through newly established electronic-based course change proposal routing system.
2. All meetings will be attended and assigned tasks completed.

Professional Attainment Goal:

1. Publish modified version of dissertation manuscript in peer-reviewed journal.
2. Submit abstract for Topic-Contributed Paper for acceptance at 2015 American Statistical Association Joint Statistical Meeting, Seattle WA, August 03 – 08, 2015.

Assessment of This Goal:

1. Copy of published article manuscript will be provided.
2. Copy of abstract submission will be provided as well as letter of acceptance (if applicable).

Signatures:

Dean: _____

Date: _____

Comments:

Provost: _____

Date: _____

Comments:

I have received and read this evaluation. I may attach comments for inclusion in my personal file.

Faculty Member: _____

Date: _____

Routing:

Original to Provost's Office

Signed copy to faculty member

ANNUAL FACULTY EVALUATION GENERAL GUIDELINES

In addition to other university documents the evaluator may consider appropriate, the evaluator will consider the following when completing the annual evaluation:

1. Faculty self-evaluation including supporting documentation
2. Student evaluations of courses for the previous 12 months
3. Classroom observations (if any) by peers or chair/dean
4. Review of syllabi/course materials by chair/dean

Procedure: Dates below may fluctuate from year to year. The provost's office will publish specific deadlines each year.

- By January 31, the faculty member will submit to his or her dean a self-evaluation consisting of the Faculty Evaluation Instrument, self-evaluation of the attainment of goals for the previous 12 months, suggested goals for the next 12 months, and any other supporting documents. Specific examples of achievement must be included in any area where self-evaluation is level 3 or 4. This self-evaluation does not become a part of the faculty member's permanent personnel file but is used by the evaluator in formulating the final performance evaluation. See "Self-evaluation" below.
- By February 14, the dean will submit the evaluation to the provost for approval.
- By February 28, the provost will return the evaluations to the dean.
- By March 21, the dean will complete annual evaluation meetings with faculty.

Self-Evaluation: Since Level 2 reflects minimum expectations for faculty, a self-rating at Level 2 does not need to cite specific criteria nor does it need additional justification. The evaluator may ask for additional justification for a Level 2 self-rating if there is reason to believe some criterion has not been met. Self-ratings at Level 3 or Level 4 require specific identification of criteria achieved and support for achievement. For example, if you rate yourself in Level 3 or 4 in any category, support your self-rating by citing specific criteria achieved and by providing appropriate support. One way of doing this is to download these guidelines and **highlight** specific criteria achieved. Add supporting comments and additional documentation. Use the "Other" category to cite accomplishments that you think are worthy of inclusion in the given Level but which are not already included among the criteria. Support the inclusion of these items with appropriate justification.

Merit: Merit raises are strictly contingent upon the availability of funds in any given year and the approval of the Board of Trustees. If merit is awarded in any given year, the following will serve as guidelines. Cost of living adjustments, if any, are unaffected by merit considerations.

No Merit Consideration:	<200 points or Level 1 in any category
Moderate Consideration:	200-240 points
High Consideration:	260-320 points
Highest Consideration:	340 points and above

CRITERIA FOR EVALUATING FACULTY PERFORMANCE

GENERAL DESCRIPTION OF LEVELS OF PERFORMANCE

LEVEL 1

Performance was below expectations. Corrective measures are indicated.

LEVEL 2

Consistently meeting acceptable levels of performance
Continued performance at this level is acceptable

All faculty should be able to attain this level of performance in each category

LEVEL 3

Performance is clearly and consistently above an acceptable level

Performance was worthy of commendation in the category

LEVEL 4

Far exceeds normal requirements for the position

Superior nature of performance is evident to anyone in a position to observe and evaluate it
Performance approaches the maximum possible for the position

Indicates unusual competence and excellence

TEACHING EFFECTIVENESS (60%)

LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for teaching effectiveness as identified in Level 2.

Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for teaching effectiveness. A faculty member at Level 2 should be encouraged to strive for Level 3. Level 2 performance is characterized by achieving all of the following:

Content Expertise

1. Delivering up-to-date material on the subject taught
2. Receiving adequate student evaluations overall in all courses taught without consistent, serious problems. Overall average scores on student evaluations are at or very near the peer group average.

Course Management

1. Receiving acceptable levels of DFW rates and grade distributions in all courses taught.
2. Preparing an appropriate syllabus that is posted on the LMS before the first meeting of the class.
3. Clearly explaining requirements for courses and carefully following them. Follows the policies and calendar as set forth in the syllabus.
4. Making effective use of class time. Regularly meeting with the class during the entire scheduled time unless there are extenuating circumstances
5. Submitting course grades and other course information in a timely manner
6. Returning examinations and assignments with comments (if appropriate) in a timely manner

Instructional Delivery/Design

1. Being consistently prepared for classroom instruction (speaking to the topic area, demonstrating preparation through logical and informative lectures, class exercises, or use of other pedagogical tools/methods that engage students)
2. Incorporating library and technological resources into courses as appropriate
3. Communicating material effectively
4. Graded work reflects student performance. Aligning course content with testing and assessment (e.g., preparing quality exams that test students over what has been taught).
5. Achieving the outcomes of courses taught.
6. Overall, courses are conducive to student learning.

Student-Focus

1. Being available in his/her office during posted office hours
2. Consistently treating students with fairness and equity
3. Creating a classroom atmosphere of respect and civility.
4. Demonstrating an interest in student progress
5. Responding to inquiries within two business days.
6. Stimulating student thinking. Incorporating pedagogical practices that engage students in their learning (stimulating students to ask questions, use of case studies, debates, class presentations, strategic use of groups work, other participatory learning activities, other practices that promote active learning).
7. Timely response to GradesFirst requests. Regularly contacting students who are struggling with attendance or class performance.

Quality Improvement

1. Using assessment results (i.e., results of student course evaluations, assessment of learning outcomes, etc.) to modify courses, curriculum, or teaching methods.
2. Making an objective effort to improve teaching as evidenced by attendance of CELT meetings on teaching, reading a recent book on pedagogy, or other clear, documented efforts to improve teaching.

LEVEL 3

The level of performance consistently elevates this faculty member above faculty whose performance is considered acceptable. Level 3 performance is marked by clear teaching effectiveness and demonstrated improvement in teaching. In addition to Level 2 attainment, the faculty member noticeably exceeds expectations for teaching effectiveness.

Element required to achieve Level 3 or above in teaching effectiveness:

1. Using the GradeBook feature on the LMS to track student progress in all courses

In addition to the required element for Level 3, seven of the elements below must be attained to achieve Level 3 teaching effectiveness:

Instructional Delivery/Design

1. Receiving student evaluations where the overall composite average is in the Higher category or above in the IDEA instrument. No individual course (or courses) give evidence of serious problems.
2. Demonstrating significant incorporation of pedagogical practices that engage students in their own learning in all courses taught.
3. Supporting University mission emphasis with explicit mission-emphasis course content (i.e., some course content directly and explicitly tied to leadership, service, faith-informed discernment, global engagement) or other clear, explicit efforts at faith-discipline integration.

Student-Focus

1. Being readily available to students at times other than posted office hours
2. Holding study sessions for students outside of normal class time
3. Taking students to conferences
4. Engaging in research with students
5. Publishing with students
6. Sponsoring a student honors project
7. Sponsoring a student for Scholars' Day

Quality Improvement

1. Showing evidence of continuous improvement of existing course content and delivery for all courses taught
2. Participating in faculty development initiatives focused on teaching improvement that require moderate levels of time and effort beyond mere active attendance (i.e., Academic Leadership Seminar, iPad project, Voluntary Peer Review, CELT or College initiatives).
3. Participating in regional or national conferences directly related to pedagogy or student learning in general.
4. Presenting a talk or workshop on pedagogy at a formal venue within one's department.

LEVEL 4:

A faculty member who is clearly, consistently exemplary in teaching effectiveness. Teaching effectiveness far exceeds expectations and is truly exceptional and clearly apparent. Level 4 attainment is for faculty who not only are exemplary in the classroom, but they are active models of teaching excellence for other faculty and they share their teaching expertise with them in formal settings. In addition to Level 3 attainment, Level 4 performance is achieved by accomplishing the following:

Required

1. Receiving student evaluations where the overall composite average is in the Higher category or above in the IDEA instrument. No individual course (or courses) give evidence of serious problems.

In addition to the required element above, three of the elements below must be attained to achieve Level 4 teaching effectiveness:

1. Receiving student evaluations where the overall composite average is in the Much Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.
2. Doing a presentation on improving pedagogy at a formal venue that is open to your whole college or the whole university (i.e., CELT presentation or other appropriate venues)
3. Recipient of the Trustee Award for Excellence in Teaching
4. Presenting at a regional or national conference on teaching (or at a pedagogy session of a discipline-specific conference).
5. Co-presenting with students at a regional or national conference.
6. Demonstrating truly exceptional incorporation of pedagogical practices that engage students in their own learning in all courses taught.
7. Other: _____

UNIVERSITY SERVICE (20%)

University service incorporates any work, monetarily compensated or not, that is conducted for the sake of the University apart from normal teaching or scholarly expectations.

LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for university service as identified in Level 2.

Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for university service. A faculty member at Level 2 should be encouraged to strive for Level 3. Level 2 performance is characterized by achieving all of the following:

1. Regular attendance at meetings of the Faculty Assembly unless absence is unavoidable
2. Consistent attendance and thoughtful contribution to committee assignments
3. Regular attendance and thoughtful contribution to department/college meetings
4. Regular attendance at commencement, convocation, and other significant academic events
5. Occasional attendance at non-academic activities at the University
6. Regularly treating students, faculty, staff, administration, and UMHB guests with courtesy and respect
7. Meaningful contribution to program reviews
8. Contributing to department-led curriculum revisions
9. Providing administrative information in a timely manner
10. Providing assigned advisees effective, accurate, and timely advising
11. Participating in department and college assessment initiatives
12. Collegiality (positively cooperating with university personnel in the work of the university)
13. Active participation in a local church
14. Compliance with all University policies and procedures

LEVEL 3

The level of performance elevates this faculty member above faculty whose performance is considered acceptable. In addition to Level 2 attainment, the faculty member noticeably exceeds expectations for university service as typically characterized by achieving six of the following:

1. Chairing a committee (e.g., includes Faculty Assembly and University committees, official ad hoc committees or Task Forces, or search committees)
2. Serving as sponsor for a student organization
3. Regular attendance at academic or non-academic activities of the University, not

- included in Level 2.**
- 4. Leading assessment efforts in one's department
 - 5. Leading departmental efforts in program review or curriculum revision
 - 6. Engaging in specific and explicit mission-emphasis activities with students outside the classroom (leadership, service, faith-informed discernment, global engagement).
 - 7. Having more than fifteen active advisees on average over the course of the year.
 - 8. Leading a significant, special departmental project
 - 9. Participation on a department or university committee that requires a significant amount of time and effort, including search committees.
 - 10. Participating in at least two non-required admissions/recruiting/orientation functions over the course of the academic year that are outside of normal class times.
 - 11. Presenting a faculty lecture or seminar in a formal setting at UMHB (does not include presentations credited in Teaching Effectiveness)
 - 12. Notable community service
 - 13. Other: UMHB First Faculty

LEVEL 4

A faculty member who is clearly, consistently exemplary in university service. University service far exceeds expectations and is truly exceptional and clearly apparent. Level 4 performance is achieved by accomplishing Level 3 University Service and one of the following:

- 1. Serving as a Faculty Assembly officer
- 2. Presenting a faculty lecture or seminar in a formal setting at an institution other than UMHB (does not include presentations credited in Professional Attainment)
- 3. Chairing a labor-intensive committee (Promotion & Tenure, Curriculum, Professional Affairs)
- 4. In cooperation with the Development Division, facilitating a significant university gift
- 5. Having more than forty active advisees on average over the course of the academic year (e.g., Fall and Spring Semester averaged together).
- 6. Other: _____

PROFESSIONAL ATTAINMENT (20%)

LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for professional attainment as identified in Level 2.

Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for professional attainment. A faculty member at Level 2 should be encouraged to strive for Level 3. Level 2 performance is characterized by achieving all of the following:

1. Attending a professional conference or workshop
2. Maintaining required licenses or certifications, if applicable
3. Maintaining membership in appropriate organizations or associations

LEVEL 3

The level of performance elevates this faculty member above faculty whose performance is considered acceptable. In addition to Level 2 attainment, the faculty member noticeably exceeds expectations for professional attainment by achieving three of the following:

1. Attaining professional certification in a related field beyond what is required to teach at UMHB
2. Chairing or organizing a session at a regional or national conference
3. Submission of a proposal for a presentation at a regional or national conference
(Each submission of a different paper will count as a separate item)
 - Available upon request
4. Submission of a composition, manuscript, or paper to a peer-reviewed publication:
 - Morgan, G. B., Hodge, K. J., & **Baggett, A. R.** (Submitted). Latent profile analysis with nonnormal mixtures: A Monte Carlo examination of model selection using fit indices. *Journal of Computational Statistics and Data Analysis*.
5. Publication of a non peer-reviewed article or manuscript
6. Submission of an external grant proposal
7. Service as an officer in one's state or regional organization
8. Presenting conference poster or talk; leading round tables at a conference
 - Available upon request
9. Publication of textbook review or chapter reviews; journal reviews
10. Contributing questions for state tests
11. Local or regional exhibitions/performances/compositions
12. Other: _____

LEVEL 4

A faculty member who is clearly, consistently exemplary in professional attainment. Professional attainment far exceeds expectations and is truly exceptional and clearly apparent. Level 4 performance is achieved by accomplishing two of the following: (Attainment of Level 3 Professional Attainment is not necessary for achievement of Level 4):

1. Presentation of a peer-reviewed paper, workshop, symposium, at a national academic, professional, or pedagogical conference (Each presentation of a different paper will count as a separate item)
 - Bagby, J. H., Brak, L. B., **Baggett, A. R.**, & Sulak, T. N. (2014). Student veteran transitions from combat to college: A nationwide analysis. Southwestern Educational Research Association, New Orleans, LA.
2. Publication of a peer-reviewed article or manuscript
 - Morgan, G. B., Hodge, K. J., & **Baggett, A. R.** (In-Press). Latent profile analysis with nonnormal mixtures: A Monte Carlo examination of model selection using fit indices. *Journal of Computational Statistics and Data Analysis*. [MANUSCRIPT AVAILABLE UPON REQUEST].
 - Bagby, J. H., Brak, L. B., **Baggett, A. R.**, & Sulak, T. N. (2014). Student veteran transitions from combat to college: A nationwide analysis. *Journal of College Orientation and Transition*, 22(1). [MANUSCRIPT AVAILABLE UPON REQUEST].
3. Award of an external grant
4. Award of a Summer Research Grant
5. Award of a Faculty Development Grant
6. Recipient of the Trustee Award for Scholarship and Professionalism
7. Publication of a book (multi-year credit is possible)
8. Serving as an officer in one's national organization
9. Exhibitions/performances/compositions that are considered national in scope and notoriety
10. Other: _____

UMHB FACULTY EVALUATION INSTRUMENT 2015

Calendar year being evaluated: 2015

Faculty Name: Aaron R. Baggett, Ph.D.

Current Rank: Assistant Professor

Department: Psychology

College: Humanities and Sciences

Evaluator: Use the "Criteria for Evaluating Faculty Performance" to assess the level of performance in each of the categories below. Level 1 ratings should be noted in the section below.

Faculty: Use the "Criteria for Evaluating Faculty Performance" to assess your level of performance in the categories below. Please rate yourself in each category and provide support for any rating at Level 3 or 4. See the Criteria for additional explanation.

CATEGORIES*	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Multiplier	Weighted Score
Teaching Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Level 3 * 60	180
University Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Level 4 * 20	80
Professional Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Level 4 * 20	80
SCORE =						340

Evaluator's Explanation of any Level 1 ratings:

* See "Criteria for Evaluating Faculty Performance".

Assessment of goals for the previous 12 months.

Teaching Effectiveness Goal:

1. In conjunction with UMHB Office of Instructional Design, develop PSYC 2305 and PSYC 2323 for online delivery.
2. Develop series of 10 micro-lectures on relevant statistical concepts to be implemented in PSYC 2305.
3. Develop series of 10 micro-tutorial videos on statistical computing procedures using **R** to be implemented in PSYC 2305.

Assessment of This Goal:

1. At least one online section each of PSYC 2305 and PSYC 2323 will be delivered in 2015 – 2016 academic year.

Result: Ultimately declined to participate in online course development.

2. Micro-lectures will be made available to students via myCourses LMS.

Result: These have been recorded and are available to students in PSYC 2305-01/02.

3. Micro-tutorial videos will be made available to students via myCourses LMS.

Result: These have been recorded and are available to students in PSYC 2305-01/02.

University Service Goal:

1. Coordinate and manage UMHB Curriculum Committee transition from paper-based curriculum change proposal routing system to electronic-based curriculum change proposal routing system.
2. Serve as College of Sciences representative on UMHB Undergraduate Research Council.

Assessment of This Goal:

1. Beginning fall 2015, all university curriculum change proposals will be solicited and submitted through newly established electronic-based course change proposal routing system.

Result: Working in conjunction with UMHB Registrar's office to finalize installation of the electronic-based course change proposal routing system.

2. All meetings will be attended and assigned tasks completed.

Result: Still serving on Research Committee and have attended all meeting and completed all assigned tasks.

Professional Attainment Goal:

1. Publish modified version of dissertation manuscript in peer-reviewed journal.

2. Submit abstract for Topic-Contributed Paper for acceptance at 2015 American Statistical Association Joint Statistical Meeting, Seattle WA, August 03 – 08, 2015.

Assessment of This Goal:

1. Copy of published article manuscript will be provided.

Result: Manuscript currently being revised for submission to Journal of Sports Analytics per journal editor's request.

2. Copy of abstract submission will be provided as well as letter of acceptance (if applicable).

Result: Abstract was submitted and accepted for presentation at the 2015 American Statistical Association Joint Statistical Meeting, Seattle WA, August 03 – 08, 2015

GOALS for the next 12 months (Develop at least one goal for each category)

Teaching Effectiveness Goal:

1. Create comprehensive R statistics software tutorial library.
2. Incorporate team-based learning strategies in all courses.

Assessment of This Goal:

1. Tutorial videos will be published to PSYC 2305-01/02 course websites.
2. Student feedback/IDEA composite score rating in the Higher category will indicate success.

University Service Goal:

1. Continue to coordinate and manage UMHB Curriculum Committee transition from paper-based curriculum change proposal routing system to electronic-based curriculum change proposal routing system.
2. Coordinate submission and planning of graduate program in psychology.

Assessment of This Goal:

1. Beginning fall 2016, all university curriculum change proposals will be solicited and submitted through newly established electronic-based course change proposal routing system.
2. Curriculum will be developed and all requisite documentation will be provided to Graduate School.

Professional Attainment Goal:

3. Complete Graduate Faculty Research Grant project.
4. Co-deliver presentation on incorporating team-based learning strategies in the undergraduate psychology classroom at the 30th Annual Farmingdale State College Conference on the Teaching of Psychology in Farmingdale, NY, April 2016.

Assessment of This Goal:

1. Final data analysis and report will be provided.
2. Conference program and/or presentation slides will be provided.

Signatures:

Dean:

Faculty Name: Aaron R. Baggett, 4

Date: 3/2/16

Comments:

Provost:

Date: 2-25-16

I have received and read this evaluation. I may attach comments for inclusion in my personnel file.

Faculty member:

Date: 03/02/16

Routing:

Original to Provost's office

Signed copy to faculty member

UMHB MODIFIED FACULTY EVALUATION INSTRUMENT

Explanation and Eligibility

The purpose of the modified form is to reward eligible faculty by allowing a briefer evaluation process for the year under review. The form is not meant to remove the need for a formative and summative evaluation of annual performance, nor does use of the form eliminate the need for an evaluation meeting between the faculty member and his or her supervisor. On the contrary, the evaluation meeting will still occur with evaluation of performance, encouragement toward greater accomplishment, and praise for performance and service, as appropriate.

If the modified form is used, faculty will attest that their performance in the year under review has been at least at Level 2 in all areas for the year. Use of the form signifies that neither the faculty member nor the supervisor are making any judgments about performance beyond the judgment that the faculty member has performed at least at Level 2 in the year under review. In all cases, faculty must meet the eligibility requirements listed below.

Faculty are not obligated to use the modified form and are encouraged to use the full form if they feel that their performance merits it. If the full form is used, merit (in years in which the university rewards merit) will be based on their score that year.

Tenured faculty:

- A tenured faculty member may use the modified form for up to three consecutive years, as long as they meet the eligibility requirements listed below. If tenured faculty choose to use the form, any merit awarded (in years in which the university awards merit) will be as follows: the first year will be the higher of 300 points or the score they received the immediately preceding year (in which they used the full form); any merit awarded in the second and third year of using the modified form will be based on an assumed score of 300 points on the evaluation.

Non-Tenured faculty:

- If eligible non-tenured faculty choose to use the modified form, any merit awarded (in years in which the university awards merit) will be based on the level of merit the faculty member would have received had he or she received the same score on this year's evaluation as they received on previous year's evaluation. For example:

In year 1, the faculty member scores at Level 3 in all categories, for a total score of 300. In that year, this point total equated to a 3.25% merit increase. Since the faculty member scored Level 3 in all areas in year one and because he or she performs at least at Level 2 in year 2, and the faculty member meets all eligibility criteria, the faculty member chooses to use the modified form in year 2. No score is received in year 2. Merit is awarded by the university in year 2 and anyone that year who scored 300 on the regular form receives a 3.0% merit increase.

Therefore, the faculty member who used the modified form in year 2 will receive a 3.0% merit increase in year 2. (The amount of merit any faculty member receives in a given year is

dependent on 1) the amount of merit approved by the Board of Trustees, 2) the faculty member's performance, and 3) the distribution of faculty performance across campus. This is why a 300 score in one year could equate to a 3.25% increase, but in another year that score could mean a 3.0% raise. In yet another year, that score could mean a 3.5% raise).

Eligible faculty, both tenured and non-tenured, must choose either the modified form or the full evaluation form. Choosing both is not an option.

Tenured faculty eligibility. In order to use the form, all of the following must apply:

1. The faculty member must be employed under the terms of a tenured contract at the time of the evaluation.
2. In the previous evaluation cycle the faculty member either used the full form and 1) was rated at or above Level 3 in Teaching Effectiveness; 2) had no Level 1 ratings; and 3) scored at least Level 3 on either University Service or Professional Attainment OR the faculty member used the modified form.
3. Use of the form does not constitute the faculty member's fourth consecutive use of the modified form.
4. The faculty member is not currently under any performance improvement plan or disciplinary sanction of any kind.
5. The calendar year under review is not the year immediately preceding the year of application for promotion.
6. The faculty member's supervisor affirms that he or she has achieved at least Level 2 in each of the three evaluation categories during the year under review: Teaching Effectiveness, University Service, and Professional Attainment.

Non-tenured faculty eligibility: In order to use the form, all of the following must apply to the faculty member:

1. In the previous evaluation cycle the faculty member 1) was rated at or above Level 3 in Teaching Effectiveness; 2) had no Level 1 ratings; and 3) scored at least Level 3 on either University Service or Professional Attainment.
2. The faculty member is not currently under any performance improvement plan or disciplinary sanction of any kind.
3. The calendar year under review is not the year immediately preceding the year of application for promotion or tenure.
4. The faculty member's supervisor affirms that he or she has achieved at least Level 2 in each of the three evaluation categories during the year under review: Teaching Effectiveness, University Service, and Professional Attainment.

NOTES: Faculty who were on sabbatical, London Studies, or other similar situations for at least one semester during the year being evaluated will use the modified form.

Calendar year being evaluated: 2015-2016

Faculty Name: Aaron R. Baggett, Ph.D. Current Rank: Assistant Professor

Department: Psychology College: Humanities and Sciences

Instructions

1. Step One:

- a. No later than January 10, faculty who believe they are qualified to use the modified form for the year ended the immediately preceding December 31 request approval to do so from their evaluator.

2. Step Two:

- a. Evaluator:
 - 1) Ensures that the faculty member has met eligibility requirements above.
 - 2) Reviews the faculty member's performance for the year under review using the standard metrics used to evaluate faculty performance (e.g. student course evaluations, grade distributions, class observations, etc.), comparing that performance to Level 2 criteria in all areas.
- b. By January 15, the evaluator notifies faculty of the decision regarding the request to use the modified form.

3. Step Three: If the evaluator approves use of the form, faculty will complete the form as follows:

- a. In the space provided below, copy your goals from the previous evaluation. Write a brief reflection giving a self-assessment of your achievement of these goals.
- b. Review "Developing Annual Goals" contained in the addendum of the standard Faculty Evaluation Instrument. In the space provided below, propose your goals for the next evaluation period and the means you plan to use to assess those goals.
- c. In the space provided below, sign this form indicating that it is your judgment that you have met at least Level 2 achievement in each category and give it to your evaluator by February 1.

4. Step Four:

- a. Evaluator will review the faculty member's self-assessment of goals and achievement for the evaluation period under review, and the proposed goals for the next evaluation period. Make any adjustments deemed appropriate.
- b. If it is the evaluator's judgment that the faculty member has met at least Level 2 achievement in each category, and there is no evidence to the contrary, evaluator will sign in the space provided below and send the form to the Provost by February 15 for approval.
- c. Evaluator will meet with the faculty member during the normal annual evaluation cycle to provide feedback on performance.

Assessment of Goals for the Previous 12 Months

Teaching Effectiveness Goal
<p>Goal:</p> <ol style="list-style-type: none">1. Create comprehensive R statistics software tutorial library.2. Incorporate team-based learning strategies in all courses.
<p>Assessment of this Goal:</p> <ol style="list-style-type: none">1. Tutorial videos will be published to PSYC 2305-01/02 course websites. <i>RESULT: Tutorial videos for each of the 7 statistics lab topics were recorded and published to the MyCourses pages of PSYC 2305-01 and -02, respectively.</i>2. Student feedback/IDEA composite score rating in the Higher category will indicate success. <i>RESULT: Team-based learning strategies were incorporated in all courses during the spring 2016 and fall 2016 semesters. Apart from PSYC 4311: Theories of Learning, all IDEA composite scores were in the Higher category. To support the department's need to offer an upper-level course, I volunteered to teach PSYC 4311 which was a new prep—not to mention, an area of specialization outside of my own.</i>

University Service Goal
<p>Goal:</p> <ol style="list-style-type: none">1. Continue to coordinate and manage UMHB Curriculum Committee transition from paper-based curriculum change proposal routing system to electronic-based curriculum change proposal routing system.2. Coordinate submission and planning of graduate program in psychology.
<p>Assessment of this Goal:</p> <ol style="list-style-type: none">1. Beginning fall 2016, all university curriculum change proposals will be solicited and submitted through newly established electronic-based course change proposal routing system. <i>RESULT: Spring 2017 is the new date of completion.</i>2. Curriculum will be developed and all requisite documentation will be provided to Graduate School. <i>RESULT: As of September 2016, all curriculum and additional documentation has been provided to the Graduate School.</i>

Professional Attainment Goal
<p>Goal:</p> <ol style="list-style-type: none">1. Complete Graduate Faculty Research Grant project.2. Co-deliver presentation on incorporating team-based learning strategies in the undergraduate psychology classroom at the 30th Annual Farmingdale State College Conference on the Teaching of Psychology in Farmingdale, NY, April 2016.
<p>Assessment of this Goal:</p> <ol style="list-style-type: none">1. Final data analysis and report will be provided.

RESULT: Grant was funded and research is still ongoing.

2. Conference program and/or presentation slides will be provided.

RESULT: Program is published here: <https://goo.gl/81mDZ1>

GOALS for the Next 12 Months
(Develop at least one goal for each category)

Teaching Effectiveness Goal
Goal: Offer 7 out-of-class statistics lab sessions in either the late afternoons or early evenings during the spring and fall 2017 semesters each.
Method used to evaluate the achievement of this goal: Attendance records or lab notes may be provided.
University Service Goal
Goal: Continue organizing and implementing online curriculum change submission infrastructure.
Method used to evaluate the achievement of this goal: Submission system will be fully operational and faculty training will be offered in the fall of 2017.
Professional Attainment Goal
Goal: Present poster/paper at Association for Psychological Science.
Method used to evaluate the achievement of this goal: Notification of acceptance will be provided.

Signatures:

Dean _____ Date: _____

Comments

Provost _____ Date: _____

Comments

I have met at least Level 2 achievement in each category of annual faculty evaluation: Teaching Effectiveness, University Service, and Professional Attainment.

I may attach comments for inclusion in my personnel file.

Faculty member _____ Date: _____

Routing:

Original to provost's office

Signed copy to faculty member



UMHB FACULTY EVALUATION INSTRUMENT

2017

Faculty Name: Aaron R. Baggett, Ph.D. Current Rank: Assistant Professor

Department: Psychology College: Humanities and Sciences

Evaluator: Use the “Criteria for Evaluating Faculty Performance” to assess the level of performance in each of the categories below. Level 1 ratings should be noted in the section below.

Faculty: Use the “Criteria for Evaluating Faculty Performance” to assess your level of performance in the categories below. Please rate yourself in each category and provide support for any rating at Level 3 or 4. See the Criteria for additional explanation.

CATEGORIES*	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Multiplier	Weighted Score
Teaching Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Level x 60	180
University Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Level x 20	80
Professional Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Level x 20	80
						SCORE = 340

Evaluator's Explanation of any Level 1 ratings:

* See “Criteria for Evaluating Faculty Performance”.

GOAL ASSESSMENT for the previous 12 months (2017)

2017 Teaching Effectiveness Goal	Offer 7 out-of-class statistics lab sessions in either the late afternoons or early evenings during the spring and fall 2017 semesters each.
Assessment	Offered 2.

2017 University Service Goal	Continue organizing and implementing online curriculum change submission infrastructure.
Assessment	I believe Amy McGillivray and Elizabeth Webb are working with the current committee members on implementing an online curriculum change submissions system.

2017 Professional Attainment Goal	Present poster/paper at Association for Psychological Science.
Assessment	Baggett, A. R. (2017). <i>Effects of pitch location and count on professional baseball umpires' ball/strike decisions</i> . Association for Psychological Science, May 2017.

GOALS for the next 12 months (Develop at least one goal for each category)

2018 Teaching Effectiveness Goal	Continue creating comprehensive R statistics software tutorial library.
Intended Assessment Method	Video library will be uploaded to website for student use.

2018 University Service Goal	Combine UMHB Honors and Scholars' Day events into one.
Intended Assessment Method	Follow-up surveys and discussions with key stakeholders.

2018 Professional Attainment Goal	Present poster/paper at Association for Psychological Science.
Intended Assessment Method	Notification of acceptance will be provided.

Signatures:

Dean: _____ Date: _____

Comments

Provost: _____ Date: _____

Comments

I have received and read this evaluation. I may attach comments for inclusion in my personnel file.

Faculty Member _____ Date: _____

Routing:

Original to Provost's office
Signed copy to faculty member



UMHB FACULTY EVALUATION INSTRUMENT

2017

GENERAL DESCRIPTION OF LEVELS OF PERFORMANCE

Level 1

- Performance was below expectations. Corrective measures are indicated.

Level 2

- Consistently meeting satisfactory levels of performance
- Continued performance at this level is acceptable for a favorable annual evaluation; however, promotion and tenure require levels of performance beyond Level 2. See University policies ACA 7.3.2 ("Tenure") and ACA 7.3.3 ("Promotion in Rank") for more information.
- All faculty should be able to attain this level of performance in each category

Level 3

- Performance is clearly and consistently above an acceptable level
- Performance was worthy of commendation in the category

Level 4

- Far exceeds normal requirements for the position
- Superior nature of performance is evident to anyone in a position to observe and evaluate it
- Performance approaches the maximum possible for the position
- Indicates unusual competence and excellence

TEACHING EFFECTIVENESS (60%)

TEACHING EFFECTIVENESS: LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for teaching effectiveness as identified in Level 2.

Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

TEACHING EFFECTIVENESS: LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for teaching effectiveness. A faculty member at Level 2 should be encouraged to strive for Level 3. Level 2 performance is characterized by achieving all of the following:

Content Expertise (must check all to achieve level 2)

<input type="checkbox"/>	1. Delivering up-to-date material on the subject taught.
<input type="checkbox"/>	2. Receiving student evaluations where the overall composite average is in the Similar category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.
Optional comments:	

Course Management (must check all to achieve level 2)

<input type="checkbox"/>	1. Receiving acceptable levels of DFW rates and grade distributions in all courses taught.
<input type="checkbox"/>	2. Preparing an appropriate syllabus that is posted on the LMS before the first meeting of the class.
<input type="checkbox"/>	3. Clearly explaining requirements for courses and carefully following them. Follows the policies and calendar as set forth in the syllabus.
<input type="checkbox"/>	4. Making effective use of class time. Regularly meeting with the class during the entire scheduled time unless there are extenuating circumstances
<input type="checkbox"/>	5. Submitting course grades and other course information in a timely manner
<input type="checkbox"/>	6. Returning examinations and assignments with comments (if appropriate) in a timely manner
Optional comments:	

Instruction Delivery/Design (must check all to achieve level 2)

<input type="checkbox"/>	1. Being consistently prepared for classroom instruction (speaking to the topic area, demonstrating preparation through logical and informative lectures, class exercises, or use of other pedagogical tools/methods that engage students)
<input type="checkbox"/>	2. Incorporating library and technological resources into courses as appropriate
<input type="checkbox"/>	3. Communicating material effectively
<input type="checkbox"/>	4. Graded work reflects student performance. Aligning course content with testing and assessment (e.g., preparing quality exams that test students over what has been taught).
<input type="checkbox"/>	5. Achieving the outcomes of courses taught.
<input type="checkbox"/>	6. Overall, courses are conducive to student learning.

Optional comments:

Student-Focus (must check all to achieve level 2)

<input type="checkbox"/>	1. Being available in his/her office during posted office hours
<input type="checkbox"/>	2. Consistently treating students with fairness and equity
<input type="checkbox"/>	3. Creating a classroom atmosphere of respect and civility.
<input type="checkbox"/>	4. Demonstrating an interest in student progress
<input type="checkbox"/>	5. Responding to inquiries within two business days.
<input type="checkbox"/>	6. Stimulating student thinking. Incorporating pedagogical practices that engage students in their learning (stimulating students to ask questions, use of case studies, debates, class presentations, strategic use of groups work, other participatory learning activities, other practices that promote active learning).
<input type="checkbox"/>	7. Timely response to GradesFirst requests. Regularly contacting students who are struggling with attendance or class performance.

Optional comments:

Quality Improvement (must check all to achieve level 2)

<input type="checkbox"/>	1. Using assessment results (i.e., results of student course evaluations, assessment of learning outcomes, etc.) to modify courses, curriculum, or teaching methods.
<input type="checkbox"/>	2. Making an objective effort to improve teaching as evidenced by attendance of CELT meetings on teaching, reading a recent book on pedagogy, or other clear, documented efforts to improve teaching.

Optional comments:

TEACHING EFFECTIVENESS: LEVEL 3

The level of performance consistently elevates this faculty member above faculty whose performance is considered acceptable. Level 3 performance is marked by clear teaching effectiveness and demonstrated improvement in teaching.

Elements required to achieve Level 3 or above in teaching effectiveness (must be checked to continue):

<input checked="" type="checkbox"/>	Meets all Level 2 teaching effectiveness requirements
<input checked="" type="checkbox"/>	Using the GradeBook feature on the LMS to track student progress in all courses
Comments	

In addition to the required elements above for Level 3, *seven* of the elements below must be attained to achieve Level 3 teaching effectiveness:

Instructional Delivery/Design (IDD)

IDD #1: Receiving student evaluations where the overall composite average is in the Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.

Attained	Faculty	56
<input checked="" type="checkbox"/>	Reviewer	

IDD #2: Demonstrating significant incorporation of pedagogical practices that engage students in their own learning in all courses taught.

Attained <input checked="" type="checkbox"/>	Faculty	Deep integration of team-based learning methods in all classes. Use of individual readiness assessment tests, team readiness assessment tests, graded end-of-module application team exercises, team statistics labs, and team-led lectures (see Appendix A, p. 21).
	Reviewer	

IDD #3: Supporting University mission emphasis with explicit mission-emphasis course content (i.e., some course content directly and explicitly tied to leadership, service, faith- informed discernment, global engagement) or other clear, explicit efforts at faith- discipline integration.

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

Student-Focus (SF)

SF #1: Being readily available to students at times other than posted office hours		
Attained <input checked="" type="checkbox"/>	Faculty	I explicitly state in all syllabi and in class my commitment and willingness to be widely available to students during and outside of office hours. I provide and encourage students to contact me on my office phone line and routinely meet with students outside normal office hours. See section 1.7 of all course syllabi (see Appendix B, p. 22).
	Reviewer	

SF #2: Provide academic support opportunities for students outside of normal class time (e.g. study sessions, test reviews, etc.).		
Attained <input checked="" type="checkbox"/>	Faculty	Held two open statistics lab sessions outside of normal class time. 1. 02/10/2017 2. 02/17/2017
	Reviewer	

SF #3: Taking students to conferences		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

SF #4: Engaging in research with students beyond typical course requirements		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

SF #5: Publishing with students		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

SF #6: Sponsoring a student honors project		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

SF #7: Sponsoring a student for Scholars' Day		
Attained <input checked="" type="checkbox"/>	Faculty	Sponsored Christopher Rogers' fall 2017 Scholars' Day submission, <i>Exploring University Students' Engagements with Digital Technologies</i> .
	Reviewer	

Quality Improvement (QI)

QI #1: Showing evidence of continuous improvement of existing course content and delivery for all courses taught		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

QI #2: Participating in faculty development initiatives focused on teaching improvement that require moderate levels of time and effort beyond mere active attendance (i.e., Academic Leadership Seminar, Voluntary Peer Review or College initiatives). (Participation in two or more initiatives may be submitted as separate items.)

Attained <input checked="" type="checkbox"/>	Faculty	Participated in voluntary peer review with Dr. Trent Terrell 1. 03/03/2017 (I observed Trent) 2. 09/20/2017 (Trent observed me)
	Reviewer	

QI #3: Participating in regional or national conferences directly related to pedagogy or student learning in general (Participation in two or more conferences may be submitted as separate items).

Attained <input checked="" type="checkbox"/>	Faculty	American Psychological Association Society for the Teaching of Psychology Annual Conference on Teaching, October 20-21, San Antonio, TX. 1. Baggett, A. R. and Terrell, J. T. (2017). <i>Developing a multiplatform statistical tutorial library.</i>
	Reviewer	

QI #4: Presenting a talk or workshop on pedagogy at a formal venue within one's department.

Attained <input checked="" type="checkbox"/>	Faculty	Presented <i>Incorporating Storytelling in Class Lectures</i> , Monday, December 04, 2017.
	Reviewer	

Other (use copy/paste to duplicate the table below for more than one “other” attainment)

Other:		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

Tally of Level 3 Attainment Elements

(must attain at least seven elements to achieve level 3 and advance to level 4)

Number of elements attained:	8
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TEACHING EFFECTIVENESS: LEVEL 4

A faculty member who is clearly, consistently exemplary in teaching effectiveness. Teaching effectiveness far exceeds expectations and is truly exceptional and clearly apparent. Level 4 attainment is for faculty who not only are exemplary in the classroom, but they are active models of teaching excellence for other faculty and they share their teaching expertise with them in formal settings. Level 4 performance is achieved by accomplishing the following:

Elements required to achieve Level 4 (must be checked to continue):

<input checked="" type="checkbox"/>	Meets Level 3 teaching effectiveness requirements
<input checked="" type="checkbox"/>	Receiving student evaluations where the overall composite average is in the Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.
Comments	

In addition to the required element above, three of the elements below must be attained to achieve Level 4 teaching effectiveness:

1. Receiving student evaluations where the overall composite average is in the Much Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.

Attained	<input checked="" type="checkbox"/> Faculty	
	<input type="checkbox"/> Reviewer	

2. Doing a presentation on improving pedagogy at a formal venue that is open to your whole college or the whole university (i.e., CELT presentation or other appropriate venues)

Attained <input checked="" type="checkbox"/>	Faculty	<ol style="list-style-type: none">1. Delivered three part CELT series on analyzing and interpreting course grades and assessment data:<ol style="list-style-type: none">1. Preparing Data for Analyses October 11, 20172. Summarizing and Visualizing Data November 03, 20173. Using Data to Make Decisions November 16, 2017
		<ol style="list-style-type: none">2. College of Humanities and Sciences SSPS session:<ol style="list-style-type: none">1. Gauging Students' Understanding Using In-Class Polls November 07, 2017
	Reviewer	

3. Recipient of the Trustee Award for Excellence in Teaching

Attained	<input checked="" type="checkbox"/> Faculty	
	<input type="checkbox"/> Reviewer	

4. Presenting at a regional or national conference on teaching (or at a pedagogy session of a discipline-specific conference).

Attained <input checked="" type="checkbox"/>	Faculty	American Psychological Association Society for the Teaching of Psychology Annual Conference on Teaching, October 20-21, San Antonio, TX. 1. Baggett, A. R. and Terrell, J. T. (2017). <i>Developing a multiplatform statistical tutorial library.</i>
	Reviewer	

5. Co-presenting with students at a regional or national conference.

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

6. Demonstrating truly exceptional incorporation of pedagogical practices that engage students in their own learning in all courses taught.

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

7. Other -

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

Tally of Level 4 Attainment Elements

(must attain at least three elements to achieve level 4)

Number of elements attained:	2
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UNIVERSITY SERVICE (20%)

University service incorporates any work, monetarily compensated or not, that is conducted for the sake of the University apart from normal teaching or scholarly expectations.

UNIVERSITY SERVICE: LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for university service as identified in Level 2.

Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

UNIVERSITY SERVICE: LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for university service. A faculty member at Level 2 should be encouraged to strive for Level 3.

University Service level 2 is characterized by achieving and checking all of the following:

<input type="checkbox"/>	Consistent attendance and thoughtful contribution to committee assignments
<input type="checkbox"/>	Regular attendance and thoughtful contribution to department/college meetings
<input type="checkbox"/>	Regular attendance at commencement, convocation, and other significant academic events
<input type="checkbox"/>	Occasional attendance at non-academic activities at the University
<input type="checkbox"/>	Regularly treating students, faculty, staff, administration, and UMHB guests with courtesy and respect
<input type="checkbox"/>	Meaningful contribution to program reviews
<input type="checkbox"/>	Contributing to department-led curriculum revisions
<input type="checkbox"/>	Providing administrative information in a timely manner
<input type="checkbox"/>	Providing assigned advisees effective, accurate, and timely advising
<input type="checkbox"/>	Participating in department and college assessment initiatives
<input type="checkbox"/>	Collegiality (positively cooperating with university personnel in the work of the university)
<input type="checkbox"/>	Active participation in a local church
<input type="checkbox"/>	Compliance with all University policies and procedures.
Optional comments:	

UNIVERSITY SERVICE: LEVEL 3

The level of performance elevates this faculty member above faculty whose performance is considered acceptable.

Required to achieve Level 3 or above in University Service (must be checked to continue):

<input checked="" type="checkbox"/>	Meets all Level 2 University Service requirements
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Additionally, to attain Level 3 university service is characterized by achieving six of the following:

1. Chairing a committee (e.g., includes Faculty Assembly and University committees, official ad hoc committees or Task Forces, or search committees)		
Attained <input checked="" type="checkbox"/>	Faculty	Chair, UMHB Curriculum Committee, spring 2017; Organized and coordinated Research Committee and fall 2017 Scholars' Day.
	Reviewer	
2. Serving as sponsor for a student organization		
Attained <input checked="" type="checkbox"/>	Faculty	Co-sponsor, Psychological Sciences Club
	Reviewer	
3. Regular attendance at academic or non-academic activities of the University, not included in Level 2.		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
4. Leading assessment efforts in one's department		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
5. Leading departmental efforts in program review or curriculum revision (Participation in more than one review or revision may be turned in as separate items.)		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
6. Engaging in specific and explicit mission-emphasis activities with students outside the classroom (leadership, service, faith-informed discernment, global engagement).		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
7. Having more than fifteen active advisees on average for the academic year (e.g. Fall and Spring Semester averaged together).		
Attained <input type="checkbox"/>	Faculty	45 (as of November 09, 2017)
	Reviewer	

8. Leading a significant, special departmental project

Attained <input checked="" type="checkbox"/>	Faculty	Coordination and organization of proposed departmental graduate program.
	Reviewer	

9. Participation on a department or university committee that requires a significant amount of time and effort, including search committees.

Attained <input checked="" type="checkbox"/>	Faculty	1. UMHB IRB 2. UMHB Research Committee
	Reviewer	

10. Participating in at least two non-required admissions/recruiting/orientation functions over the course of the academic year that are outside of normal class times.

Attained <input checked="" type="checkbox"/>	Faculty	1. Sader Day 1. January 27, 2017 2. February 10, 2017 3. March 06, 2017 2. Gave departmental presentation to 45 students part of Breakthrough Central Texas, a college access non-profit organization associated with AmeriCorps. 1. July 19, 2017
	Reviewer	

11. Presenting a faculty lecture or seminar in a formal setting at UMHB (does not include presentations credited in Teaching Effectiveness)

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

12. Serving as a Program Coordinator for a program which has demands beyond assessment and curricular maintenance and revision.

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

13. Volunteering for Freshman Move-In Day and participating in at least one shift.

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

14. Serving as a Faculty Council representative.

Attained <input checked="" type="checkbox"/>	Faculty	College of Humanities and Sciences, Sciences unit representative.
	Reviewer	

15. Notable community service

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

16. Other

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

Tally of Level 3 University Service Elements
(must attain at least six elements to achieve level 3 and advance to level 4)

Number of elements attained: 7

UNIVERSITY SERVICE: LEVEL 4

A faculty member who is clearly, consistently exemplary in university service. University service far exceeds expectations and is truly exceptional and clearly apparent.

Required to achieve Level 4 or above in University Service (must be checked to continue):

Attained	Element Description
<input checked="" type="checkbox"/>	Meets all Level 3 University Service requirements

Level 4 performance is achieved by additionally accomplishing one of the following:

Attained	Element Description
<input type="checkbox"/>	1. Serving as a Faculty Council officer
<input type="checkbox"/>	2. Presenting a faculty lecture or seminar in a formal setting at an institution other than UMHB (does not include presentations credited in Professional Attainment)
<input checked="" type="checkbox"/>	3. Chairing a labor-intensive committee (Promotion & Tenure, Curriculum, Professional Affairs, IRB)
<input type="checkbox"/>	4. In cooperation with the Development Division, facilitating a significant university gift
<input type="checkbox"/>	5. Having more than forty active advisees on average for the academic year (e.g. Fall and Spring Semester averaged together).
<input type="checkbox"/>	6. Other
Comments:	

PROFESSIONAL ATTAINMENT (20%)

PROFESSIONAL ATTAINMENT: LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for professional attainment as identified in Level 2. Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

PROFESSIONAL ATTAINMENT: LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for professional attainment. A faculty member at Level 2 should be encouraged to strive for Level 3.

Level 2 performance is characterized by achieving all of the following:

Attained	Element Description
<input type="checkbox"/>	1. Attending a professional conference or workshop
<input type="checkbox"/>	2. Maintaining required licenses or certifications, if applicable
<input type="checkbox"/>	3. Maintaining membership in appropriate organizations or associations
Comments:	

PROFESSIONAL ATTAINMENT: LEVEL 3

The level of performance elevates this faculty member above faculty whose performance is considered acceptable.

Required to achieve Level 3 or above in Professional Attainment (must be checked to continue):

Attained	Element Description
<input checked="" type="checkbox"/>	Meets Level 2 Professional Attainment requirements

In addition, the faculty member noticeably exceeds expectations for professional attainment by achieving three of the following (note, level 4 does not require level 3 for professional attainment):

1. Attaining professional certification in a related field beyond what is required to teach at UMHB	
Attained	Faculty
<input type="checkbox"/>	Reviewer

2. Chairing or organizing a session at a regional or national conference	
Attained	Faculty
<input type="checkbox"/>	Reviewer

3. Submission of a proposal for a presentation at a regional or national conference (Each submission of a different paper will count as a separate item)

Attained <input checked="" type="checkbox"/>	Faculty	<i>Baggett, A. R. (2017). Effects of pitch location and count on professional baseball umpires' ball/strike decisions.</i> Association for Psychological Science, May 2017.
	Reviewer	

4. Submission of a composition, manuscript, or paper to a peer-reviewed publication

Attained <input checked="" type="checkbox"/>	Faculty	<i>Terrell, J. T., Baggett, A. R., Dasse, M. N., & Malavanti, K. F. (2017). A hybridization of simultaneous and sequential lineups reveals diagnostic features of both traditional procedures.</i> <i>Applied Psychology in Criminal Justice</i> , 13(1).
	Reviewer	

5. Publication of a non peer-reviewed article or manuscript

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

6. Submission of an external grant proposal

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

7. Service as an officer in one's state or regional organization

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

8. Presenting conference poster or talk; leading round tables at a conference

Attained <input checked="" type="checkbox"/>	Faculty	<i>American Psychological Association Society for the Teaching of Psychology Annual Conference on Teaching, October 20-21, San Antonio, TX.</i> 1. <i>Baggett, A. R. and Terrell, J. T. (2017). Developing a multiplatform statistical tutorial library.</i>
	Reviewer	

2. Publication of textbook review or chapter reviews; journal reviews

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

3. Contributing questions for state tests

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

4. Local or regional exhibitions/performances/compositions

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

5. Other

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

Tally of Level 3 Attainment Elements
(must attain at least three elements to achieve level 3)

Number of elements attained:	3
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PROFESSIONAL ATTAINMENT: LEVEL 4

A faculty member who is clearly, consistently exemplary in professional attainment. Professional attainment far exceeds expectations and is truly exceptional and clearly apparent.

Level 4 performance is achieved by accomplishing two of the following. Attainment of Level 3 Professional Attainment is not necessary for achievement of Level 4:

Attained	Element Description
<input checked="" type="checkbox"/>	1. Presentation of a peer-reviewed paper, workshop, symposium, at a regional or national academic, professional, or pedagogical conference (Each presentation of a different paper will count as a separate item) Baggett, A. R. (2017). <i>Effects of pitch location and count on professional baseball umpires' ball/strike decisions</i> . Association for Psychological Science, May 2017.
<input checked="" type="checkbox"/>	2. Publication of a peer-reviewed article or manuscript Terrell, J. T., Baggett, A. R., Dasse, M. N., & Malavanti, K. F. (2017). A hybridization of simultaneous and sequential lineups reveals diagnostic features of both traditional procedures. <i>Applied Psychology in Criminal Justice</i> , 13(1).
<input type="checkbox"/>	3. Award of an external grant
Comments:	
<input type="checkbox"/>	4. Award of a Summer Research Grant
Comments:	
<input checked="" type="checkbox"/>	5. Award of a Faculty Development Grant <i>Introduction to R for Social Science Students</i> , \$2,341.75.
<input type="checkbox"/>	6. Recipient of the Trustee Award for Scholarship and Professionalism
Comments:	
<input type="checkbox"/>	7. Publication of a book (multi-year credit is possible)
Comments:	
<input type="checkbox"/>	8. Serving as an officer in one's national organization
Comments:	
<input type="checkbox"/>	9. Exhibitions/performances/compositions that are considered national in scope and notoriety
Comments:	
<input type="checkbox"/>	10. Other:
Comments:	

APPENDIX A

Justification for IDD #2, p. 8:

1.5 Class Structure

1.5.1 Team Based Learning

This course is delivered using a team based learning (TBL) format. Accordingly, you will be assigned to a team with approximately 4-5 members. Teams are created in class during the first week and remain permanent for the duration of the course. Teams will be formed using a team-formation software application. You will receive more information about completing the team-formation requirements during the first week of class. Teams will be guided through the following course learning modules.

Modules have a sequence of 3 discrete learning phases:

1. Outside Reading and Preparation:

In this phase, you complete all specified readings outlined in the [Tentative Course Calendar](#) by the date due. The purpose of this phase is to prepare you for individual and team quizzes. I recommend you do the following when preparing for quizzes: (a) read the chapter(s), (b) outline the chapter(s) using the notes/prompts provided in the text; (c) define the terms and answer the review questions at the end of each chapter; (d) make the review questions into multiple choice questions; (e) think about how you can apply the information to yourself.

2. Readiness Assessment:

At the conclusion of each module you will complete an individual readiness quiz (IRQ) and a team readiness quiz (TRQ). These quizzes measure your comprehension of the assigned readings and lecture content. After completing the IRQ, you join your team and, together, retake the quiz. Once the individual and team testing periods have concluded, the instructor may give a mini-lecture to clarify concepts that are not well understood as evidenced by the individual quiz scores. The purpose of this phase is to ensure that you and your teammates have sufficient foundational knowledge to progress through the course material.

A. Readiness Assessment Described:

- **Individual Readiness Quizzes (IRQs):**

This assessment process requires that you complete a 20 question, multiple choice quiz taken individually. Questions from each IRQ are based on the reading for each module, outlined in the [Tentative Course Calendar](#).

- **Team Readiness Quizzes (TRQs):**

Following the IRQ, the same multiple choice quiz is re-taken with your team. Your team will be provided with a scratch-off-like answer card. Your team will receive 1 point if you uncover the correct answer on the first scratch, 0.5 point for a second scratch, and 0.25 point for a third scratch. Correct answers are indicated by a small star (★).

3. In-Class Applications:

In this phase, teams will *apply* foundational knowledge, acquired in the first two phases, by completing a variety of in-class team activities. Team application exercises will pose a question/scenario using research articles, case studies, et al. and ask you, as a team, to arrive at a consensus by selecting a “best” solution out of options provided. Your Team will need to poll each member, listen to each member’s ideas and their explanation of why their idea would work, and then reach a team consensus. At the end of your deliberation, all of the teams will share their findings, followed by a class discussion.

At the conclusion of each module each team will complete a graded team application exercise (GTAE) that synthesizes the concepts to date. GTAEs are worth 20 points and will be based on dimensions of knowledge demonstration and application, communication, and team functioning. Six (6) team exercises will be graded. You will have the opportunity to complete one (1) ungraded TAE at the start of the semester for the purpose of practice and familiarizing yourself with the process. The scoring rubric will be posted online and will be discussed in detail during the practice module.

APPENDIX B

Justification for SF #1, p. 9:

1.7 Course Communication

1.7.1 Email

Most all course communication outside of class will take place via email. I will routinely email you course updates and announcements to your UMHB-assigned email address. Thus, you should check your email frequently. Likewise, due to the nature of this class and the corresponding assignments, you will likely need to contact me with questions. I am committed to responding as quickly as possible to your questions via email. As a result, you can expect me to respond, on average, within several hours of your email—often sooner. However, in some circumstances, a personal visit during office hours or other scheduled appointment may be more efficient than email. You are welcome to call me on my office line: (254) 295-4553. This can be an even more efficient method for quick troubleshooting inquiries.



UMHB FACULTY EVALUATION INSTRUMENT

2018

Faculty Name: Aaron R. Baggett

Current Rank: Assistant Professor

Department: Psychology

College: Humanities and Sciences

Evaluator: Use the “Criteria for Evaluating Faculty Performance” to assess the level of performance in each of the categories below. Level 1 ratings should be noted in the section below.

Faculty: Use the “Criteria for Evaluating Faculty Performance” to assess your level of performance in the categories below. Please rate yourself in each category and provide support for any rating at Level 3 or 4. See the Criteria for additional explanation.

CATEGORIES*	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Multiplier	Weighted Score
Teaching Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Level x 60	180
University Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Level x 20	80
Professional Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Level x 20	80
						SCORE = 340

Evaluator's Explanation of any Level 1 ratings:

* See “Criteria for Evaluating Faculty Performance”.

GOAL ASSESSMENT for the previous 12 months (2018)

2018 Teaching Effectiveness Goal	Continue creating comprehensive R statistics software tutorial library.
Assessment	Ongoing. Additional software added to the tutorial library throughout the year.

2018 University Service Goal	Combine UMHB Honors and Scholars' Day events into one.
Assessment	Completed. A combined Honors and Scholars' Day was conducted on April 9, 2018.

2018 Professional Attainment Goal	Present poster/paper at Association for Psychological Science.
Assessment	Completed. A poster titled, <i>Modeling Ability and Decision Difficulty Among Expert Baseball Umpires</i> was presented at the Association for Psychological Science, May 2018.

GOALS for the next 12 months (Develop at least one goal for each category)

2019 Teaching Effectiveness Goal	Revise all lab assignments in PSYC 2316: Statistics for the Social Sciences.
Intended Assessment Method	All lab assignments will be bundled in the Github repo of the oilabs R package.

2019 University Service Goal	Partner with UMHB Director of Research, Rochelle Cade, to coordinate and host a campus speaker related to research.
Intended Assessment Method	Notification of completion will be provided.

2019 Professional Attainment Goal	Obtain additional R statistics pedagogy/training certification.
Intended Assessment Method	Notification of completion will be provided.

Signatures:

Dean: _____ Date: _____

Comments

Provost: _____ Date: _____

Comments

I have received and read this evaluation. I may attach comments for inclusion in my personnel file.

Faculty Member _____ Date: _____

Routing:

Original to Provost's office
Signed copy to faculty member



UMHB FACULTY EVALUATION INSTRUMENT

2018

GENERAL DESCRIPTION OF LEVELS OF PERFORMANCE

Level 1

- Performance was below expectations. Corrective measures are indicated.

Level 2

- Consistently meeting satisfactory levels of performance
- Continued performance at this level is acceptable for a favorable annual evaluation; however, promotion and tenure require levels of performance beyond Level 2. See University policies ACA 7.3.2 ("Tenure") and ACA 7.3.3 ("Promotion in Rank") for more information.
- All faculty should be able to attain this level of performance in each category

Level 3

- Performance is clearly and consistently above an acceptable level
- Performance was worthy of commendation in the category

Level 4

- Far exceeds normal requirements for the position
- Superior nature of performance is evident to anyone in a position to observe and evaluate it
- Performance approaches the maximum possible for the position
- Indicates unusual competence and excellence

TEACHING EFFECTIVENESS (60%)

TEACHING EFFECTIVENESS: LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for teaching effectiveness as identified in Level 2.

Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

TEACHING EFFECTIVENESS: LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for teaching effectiveness. A faculty member at Level 2 should be encouraged to strive for Level 3. Level 2 performance is characterized by achieving all of the following:

Content Expertise (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Delivering up-to-date material on the subject taught.
<input checked="" type="checkbox"/>	2. Receiving student evaluations where the overall composite average is in the Similar category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.
Optional comments:	

Course Management (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Receiving acceptable levels of DFW rates and grade distributions in all courses taught.
<input checked="" type="checkbox"/>	2. Preparing an appropriate syllabus that is posted on the LMS before the first meeting of the class.
<input checked="" type="checkbox"/>	3. Clearly explaining requirements for courses and carefully following them. Follows the policies and calendar as set forth in the syllabus.
<input checked="" type="checkbox"/>	4. Making effective use of class time. Regularly meeting with the class during the entire scheduled time unless there are extenuating circumstances
<input checked="" type="checkbox"/>	5. Submitting course grades and other course information in a timely manner
<input checked="" type="checkbox"/>	6. Returning examinations and assignments with comments (if appropriate) in a timely manner
Optional comments:	

Instruction Delivery/Design (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Being consistently prepared for classroom instruction (speaking to the topic area, demonstrating preparation through logical and informative lectures, class exercises, or use of other pedagogical tools/methods that engage students)
<input checked="" type="checkbox"/>	2. Incorporating library and technological resources into courses as appropriate
<input checked="" type="checkbox"/>	3. Communicating material effectively
<input checked="" type="checkbox"/>	4. Graded work reflects student performance. Aligning course content with testing and assessment (e.g., preparing quality exams that test students over what has been taught).
<input checked="" type="checkbox"/>	5. Achieving the outcomes of courses taught.
<input checked="" type="checkbox"/>	6. Overall, courses are conducive to student learning.
Optional comments:	

Student-Focus (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Being available in his/her office during posted office hours
<input checked="" type="checkbox"/>	2. Consistently treating students with fairness and equity
<input checked="" type="checkbox"/>	3. Creating a classroom atmosphere of respect and civility.
<input checked="" type="checkbox"/>	4. Demonstrating an interest in student progress
<input checked="" type="checkbox"/>	5. Responding to inquiries within two business days.
<input checked="" type="checkbox"/>	6. Stimulating student thinking. Incorporating pedagogical practices that engage students in their learning (stimulating students to ask questions, use of case studies, debates, class presentations, strategic use of groups work, other participatory learning activities, other practices that promote active learning).
<input checked="" type="checkbox"/>	7. Timely response to GradesFirst requests. Regularly contacting students who are struggling with attendance or class performance.
Optional comments:	

Quality Improvement (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Using assessment results (i.e., results of student course evaluations, assessment of learning outcomes, etc.) to modify courses, curriculum, or teaching methods.
<input checked="" type="checkbox"/>	2. Making an objective effort to improve teaching as evidenced by attendance of CELT meetings on teaching, reading a recent book on pedagogy, or other clear, documented efforts to improve teaching.
Optional comments:	

TEACHING EFFECTIVENESS: LEVEL 3

The level of performance consistently elevates this faculty member above faculty whose performance is considered acceptable. Level 3 performance is marked by clear teaching effectiveness and demonstrated improvement in teaching.

Elements required to achieve Level 3 or above in teaching effectiveness (must be checked to continue):

<input checked="" type="checkbox"/>	Meets all Level 2 teaching effectiveness requirements
<input checked="" type="checkbox"/>	Using the GradeBook feature on the LMS to track student progress in all courses
Comments	

In addition to the required elements above for Level 3, *seven* of the elements below must be attained to achieve Level 3 teaching effectiveness:

Instructional Delivery/Design (IDD)

IDD #1: Receiving student evaluations where the overall composite average is in the Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

IDD #2: Demonstrating significant incorporation of pedagogical practices that engage students in their own learning in all courses taught.

Attained	Faculty	Deep integration of team-based learning methods in all classes. Use of individual readiness assessment tests, team readiness assessment tests, graded end-of-module application team exercises, team statistics labs, and team-led lectures (see Appendix A, p. 22).
	Reviewer	

IDD #3: Supporting University mission emphasis with explicit mission-emphasis course content (i.e., some course content directly and explicitly tied to leadership, service, faith- informed discernment, global engagement) or other clear, explicit efforts at faith- discipline integration.

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

Student-Focus (SF)

SF #1: Being readily available to students at times other than posted office hours		
Attained <input checked="" type="checkbox"/>	Faculty	I explicitly state in all syllabi and in class my commitment and willingness to be widely available to students during and outside of office hours. I provide and encourage students to contact me on my office phone line and routinely meet with students outside normal office hours. See section 1.7 of all course syllabi (see Appendix B, p. 23).
	Reviewer	

SF #2: Provide academic support opportunities for students outside of normal class time (e.g. study sessions, test reviews, etc.).		
Attained <input checked="" type="checkbox"/>	Faculty	Held two open statistics lab sessions outside of normal class time. 1. September 28, 2018 2. October 26, 2018
	Reviewer	

SF #3: Taking students to conferences		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

SF #4: Engaging in research with students beyond typical course requirements		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

SF #5: Publishing with students		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

SF #6: Sponsoring a student honors project		
Attained <input checked="" type="checkbox"/>	Faculty	Sponsoring Deja Daniels' Honors Project
	Reviewer	

SF #7: Sponsoring a student for Scholars' Day		
Attained <input checked="" type="checkbox"/>	Faculty	1. Sponsored Brett Cutts' spring 2018 Scholars' Day submission, <i>An Application of Mixed Effects Modeling to eSports Data</i> 2. Sponsored PSYC 4316: Experimental Psychology's fall 2018 Scholars' Day submission, <i>The Spotlight Effect in Social Judgment: A Multigroup Replication of Gilovich, et al. (2000)</i> .
	Reviewer	

Quality Improvement (QI)

QI #1: Showing evidence of continuous improvement of existing course content and delivery for all courses taught		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

QI #2: Participating in faculty development initiatives focused on teaching improvement that require moderate levels of time and effort beyond mere active attendance (i.e., Academic Leadership Seminar, Voluntary Peer Review or College initiatives). (Participation in two or more initiatives may be submitted as separate items.)

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

QI #3: Participating in regional or national conferences directly related to pedagogy or student learning in general (Participation in two or more conferences may be submitted as separate items).

Attained <input checked="" type="checkbox"/>	Faculty	Attended and earned training certification at two-day pedagogy workshop related to teaching R, <i>Tidyverse Train-the-Trainer Certification Workshop</i> , RStudio Conference, Austin, TX, January 15-16, 2019.
	Reviewer	

QI #4: Presenting a talk or workshop on pedagogy at a formal venue within one's department.

Attained <input checked="" type="checkbox"/>	Faculty	<i>Presented Advantages and Disadvantages of Replicating Psychology Experiments with Undergraduate Students</i> , Monday, December 05, 2018.
	Reviewer	

Other (use copy/paste to duplicate the table below for more than one “other” attainment)

Other:		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

Tally of Level 3 Attainment Elements

(must attain at least seven elements to achieve level 3 and advance to level 4)

Number of elements attained:	7
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TEACHING EFFECTIVENESS: LEVEL 4

A faculty member who is clearly, consistently exemplary in teaching effectiveness. Teaching effectiveness far exceeds expectations and is truly exceptional and clearly apparent. Level 4 attainment is for faculty who not only are exemplary in the classroom, but they are active models of teaching excellence for other faculty and they share their teaching expertise with them in formal settings. Level 4 performance is achieved by accomplishing the following:

Elements required to achieve Level 4 (must be checked to continue):

<input type="checkbox"/>	Meets Level 3 teaching effectiveness requirements
<input type="checkbox"/>	Receiving student evaluations where the overall composite average is in the Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.
Comments	

In addition to the required element above, three of the elements below must be attained to achieve Level 4 teaching effectiveness:

1. Receiving student evaluations where the overall composite average is in the Much Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

2. Doing a presentation on improving pedagogy at a formal venue that is open to your whole college or the whole university (i.e., CELT presentation or other appropriate venues)

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

3. Recipient of the Trustee Award for Excellence in Teaching

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

4. Presenting at a regional or national conference on teaching (or at a pedagogy session of a discipline-specific conference).

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

5. Co-presenting with students at a regional or national conference.

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

6. Demonstrating truly exceptional incorporation of pedagogical practices that engage students in their own learning in all courses taught.

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

7. Other -		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

**Tally of Level 4 Attainment Elements
(must attain at least three elements to achieve level 4)**

Number of elements attained:

UNIVERSITY SERVICE (20%)

University service incorporates any work, monetarily compensated or not, that is conducted for the sake of the University apart from normal teaching or scholarly expectations.

UNIVERSITY SERVICE: LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for university service as identified in Level 2.

Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

UNIVERSITY SERVICE: LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for university service. A faculty member at Level 2 should be encouraged to strive for Level 3.

University Service level 2 is characterized by achieving and checking all of the following:

<input type="checkbox"/>	Consistent attendance and thoughtful contribution to committee assignments
<input type="checkbox"/>	Regular attendance and thoughtful contribution to department/college meetings
<input type="checkbox"/>	Regular attendance at commencement, convocation, and other significant academic events
<input type="checkbox"/>	Occasional attendance at non-academic activities at the University
<input type="checkbox"/>	Regularly treating students, faculty, staff, administration, and UMHB guests with courtesy and respect
<input type="checkbox"/>	Meaningful contribution to program reviews
<input type="checkbox"/>	Contributing to department-led curriculum revisions
<input type="checkbox"/>	Providing administrative information in a timely manner
<input type="checkbox"/>	Providing assigned advisees effective, accurate, and timely advising
<input type="checkbox"/>	Participating in department and college assessment initiatives
<input type="checkbox"/>	Collegiality (positively cooperating with university personnel in the work of the university)
<input type="checkbox"/>	Active participation in a local church
<input type="checkbox"/>	Compliance with all University policies and procedures.
Optional comments:	

UNIVERSITY SERVICE: LEVEL 3

The level of performance elevates this faculty member above faculty whose performance is considered acceptable.

Required to achieve Level 3 or above in University Service (must be checked to continue):

<input checked="" type="checkbox"/>	Meets all Level 2 University Service requirements
-------------------------------------	---

Additionally, to attain Level 3 university service is characterized by achieving six of the following:

1.	Chairing a committee (e.g., includes Faculty Assembly and University committees, official ad hoc committees or Task Forces, or search committees)
Attained	Faculty
<input checked="" type="checkbox"/>	Chair, UMHB Research Committee; Director of Undergraduate Research
Reviewer	
2.	Serving as sponsor for a student organization
Attained	Faculty
<input checked="" type="checkbox"/>	Co-sponsor, Psychological Sciences Club
Reviewer	
3.	Regular attendance at academic or non-academic activities of the University, not included in Level 2.
Attained	Faculty
<input type="checkbox"/>	Reviewer
4.	Leading assessment efforts in one's department
Attained	Faculty
<input type="checkbox"/>	Reviewer
5.	Leading departmental efforts in program review or curriculum revision (Participation in more than one review or revision may be turned in as separate items.)
Attained	Faculty
<input type="checkbox"/>	Reviewer
6.	Engaging in specific and explicit mission-emphasis activities with students outside the classroom (leadership, service, faith-informed discernment, global engagement).
Attained	Faculty
<input type="checkbox"/>	Reviewer
7.	Having more than fifteen active advisees on average for the academic year (e.g. Fall and Spring Semester averaged together).
Attained	Faculty
<input checked="" type="checkbox"/>	52 (as of January 30, 2019).
Reviewer	

8. Leading a significant, special departmental project

Attained	Faculty	
	Reviewer	

9. Participation on a department or university committee that requires a significant amount of time and effort, including search committees.

Attained	Faculty	1. UMHB IRB 2. UMHB Research Committee
	Reviewer	

10. Participating in at least two non-required admissions/recruiting/orientation functions over the course of the academic year that are outside of normal class times.

Attained	Faculty	1. Sader Day a. February 19, 2018 b. April 13, 2018
	Reviewer	

11. Presenting a faculty lecture or seminar in a formal setting at UMHB (does not include presentations credited in Teaching Effectiveness)

Attained	Faculty	Lunch and Learn: Introduction to R: Basics of Data Manipulation, Visualization, and Analysis
	Reviewer	

12. Serving as a Program Coordinator for a program which has demands beyond assessment and curricular maintenance and revision.

Attained	Faculty	
	Reviewer	

13. Volunteering for Freshman Move-In Day and participating in at least one shift.

Attained	Faculty	
	Reviewer	

14. Serving as a Faculty Council representative.

Attained	Faculty	College of Humanities & Sciences School of Social Sciences Unit Representative
	Reviewer	

15. Notable community service

Attained	Faculty	
	Reviewer	

16. Other

Attained	Faculty	
	Reviewer	

Tally of Level 3 University Service Elements
(must attain at least six elements to achieve level 3 and advance to level 4)

Number of elements attained:	7
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UNIVERSITY SERVICE: LEVEL 4

A faculty member who is clearly, consistently exemplary in university service. University service far exceeds expectations and is truly exceptional and clearly apparent.

Required to achieve Level 4 or above in University Service (must be checked to continue):

Attained	Element Description
<input checked="" type="checkbox"/>	Meets all Level 3 University Service requirements

Level 4 performance is achieved by additionally accomplishing one of the following:

Attained	Element Description
1. Serving as a Faculty Council officer	
Attained	Faculty
<input type="checkbox"/>	Reviewer
2. Presenting a faculty lecture or seminar in a formal setting at an institution other than UMHB (does not include presentations credited in Professional Attainment)	
Attained	Faculty
<input type="checkbox"/>	Reviewer
3. Chairing a labor-intensive committee (Promotion & Tenure, Curriculum, Professional Affairs, IRB)	
Attained	Faculty
	1. Chair, UMHB Research Committee 2. UMHB Director of Undergraduate Research
	Reviewer
4. In cooperation with the Development Division, facilitating a significant university gift	
Attained	Faculty
<input type="checkbox"/>	Reviewer
5. Having more than forty active advisees on average for the academic year (e.g. Fall and Spring Semester averaged together).	
Attained	Faculty
	Fall 2018: 60; Spring 2018: 52
	Reviewer
6. Other	
Comments:	

PROFESSIONAL ATTAINMENT (20%)

PROFESSIONAL ATTAINMENT: LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for professional attainment as identified in Level 2. Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

PROFESSIONAL ATTAINMENT: LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for professional attainment. A faculty member at Level 2 should be encouraged to strive for Level 3.

Level 2 performance is characterized by achieving all of the following:

Attained	Element Description
<input type="checkbox"/>	1. Attending a professional conference or workshop
<input type="checkbox"/>	2. Maintaining required licenses or certifications, if applicable
<input type="checkbox"/>	3. Maintaining membership in appropriate organizations or associations

Comments:

PROFESSIONAL ATTAINMENT: LEVEL 3

The level of performance elevates this faculty member above faculty whose performance is considered acceptable.

Required to achieve Level 3 or above in Professional Attainment (must be checked to continue):

Attained	Element Description
<input type="checkbox"/>	Meets Level 2 Professional Attainment requirements

In addition, the faculty member noticeably exceeds expectations for professional attainment by achieving three of the following (note, level 4 does not require level 3 for professional attainment):

1.	Attaining professional certification in a related field beyond what is required to teach at UMHB
Attained	Faculty <input type="checkbox"/> Reviewer

2.	Chairing or organizing a session at a regional or national conference
Attained	Faculty <input type="checkbox"/> Reviewer

3. Submission of a proposal for a presentation at a regional or national conference (Each submission of a different paper will count as a separate item)

Attained	Faculty	
	Reviewer	

4. Submission of a composition, manuscript, or paper to a peer-reviewed publication

Attained	Faculty	
	Reviewer	

5. Publication of a non peer-reviewed article or manuscript

Attained	Faculty	
	Reviewer	

6. Submission of an external grant proposal

Attained	Faculty	
	Reviewer	

7. Service as an officer in one's state or regional organization

Attained	Faculty	
	Reviewer	

8. Presenting conference poster or talk; leading round tables at a conference

Attained	Faculty	
	Reviewer	

9. Publication of textbook review or chapter reviews; journal reviews

Attained	Faculty	
	Reviewer	

10. Contributing questions for state tests

Attained	Faculty	
	Reviewer	

11. Local or regional exhibitions/performances/compositions

Attained	Faculty	
	Reviewer	

12. Other

Attained	Faculty	
	Reviewer	

Tally of Level 3 Attainment Elements

(must attain at least three elements to achieve level 3)

Number of elements attained:

PROFESSIONAL ATTAINMENT: LEVEL 4

A faculty member who is clearly, consistently exemplary in professional attainment. Professional attainment far exceeds expectations and is truly exceptional and clearly apparent.

Level 4 performance is achieved by accomplishing two of the following. Attainment of Level 3 Professional Attainment is not necessary for achievement of Level 4:

Attained	Element Description	
1. Presentation of a peer-reviewed paper, workshop, symposium, at a regional or national academic, professional, or pedagogical conference (Each presentation of a different paper will count as a separate item)		
Attained <input checked="" type="checkbox"/>	Faculty	1. Baggett, A. R. (2018). <i>Modeling Ability and Decision Difficulty Among Expert Baseball Umpires</i> . Association for Psychological Science, May 2018. 2. Baggett, A. R., Bias, J. P., Terrell, J. T. (2018). <i>Deploying and facilitating an online undergraduate psychology course in Canvas</i> , CanvasCon Texas 2018
	Reviewer	
2. Publication of a peer-reviewed article or manuscript		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
3. Award of an external grant		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
4. Award of a Summer Research Grant		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
5. Award of a Faculty Development Grant		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
6. Recipient of the Trustee Award for Scholarship and Professionalism		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
7. Publication of a book (multi-year credit is possible)		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	
8. Serving as an officer in one's national organization		

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

9. Exhibitions/performances/compositions that are considered national in scope and notoriety		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

10. Other:		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

APPENDIX A

Justification for IDD #2, p. 8:

1.5 Class Structure

1.5.1 Team Based Learning

This course is delivered using a team based learning (TBL) format. Accordingly, you will be assigned to a team with approximately 4-5 members. Teams are created in class during the first week and remain permanent for the duration of the course. Teams will be formed using a team-formation software application. You will receive more information about completing the team-formation requirements during the first week of class. Teams will be guided through the following course learning modules.

Modules have a sequence of 3 discrete learning phases:

1. Outside Reading and Preparation:

In this phase, you complete all specified readings outlined in the [Tentative Course Calendar](#) by the date due. The purpose of this phase is to prepare you for individual and team quizzes. I recommend you do the following when preparing for quizzes: (a) read the chapter(s), (b) outline the chapter(s) using the notes/prompts provided in the text; (c) define the terms and answer the review questions at the end of each chapter; (d) make the review questions into multiple choice questions; (e) think about how you can apply the information to yourself.

2. Readiness Assessment:

At the conclusion of each module you will complete an individual readiness quiz (IRQ) and a team readiness quiz (TRQ). These quizzes measure your comprehension of the assigned readings and lecture content. After completing the IRQ, you join your team and, together, retake the quiz. Once the individual and team testing periods have concluded, the instructor may give a mini-lecture to clarify concepts that are not well understood as evidenced by the individual quiz scores. The purpose of this phase is to ensure that you and your teammates have sufficient foundational knowledge to progress through the course material.

A. Readiness Assessment Described:

- **Individual Readiness Quizzes (IRQs):**

This assessment process requires that you complete a 20 question, multiple choice quiz taken individually. Questions from each IRQ are based on the reading for each module, outlined in the [Tentative Course Calendar](#).

- **Team Readiness Quizzes (TRQs):**

Following the IRQ, the same multiple choice quiz is re-taken with your team. Your team will be provided with a scratch-off-like answer card. Your team will receive 1 point if you uncover the correct answer on the first scratch, 0.5 point for a second scratch, and 0.25 point for a third scratch. Correct answers are indicated by a small star (★).

3. In-Class Applications:

In this phase, teams will *apply* foundational knowledge, acquired in the first two phases, by completing a variety of in-class team activities. Team application exercises will pose a question/scenario using research articles, case studies, et al. and ask you, as a team, to arrive at a consensus by selecting a “best” solution out of options provided. Your Team will need to poll each member, listen to each member’s ideas and their explanation of why their idea would work, and then reach a team consensus. At the end of your deliberation, all of the teams will share their findings, followed by a class discussion.

At the conclusion of each module each team will complete a graded team application exercise (GTAE) that synthesizes the concepts to date. GTAEs are worth 20 points and will be based on dimensions of knowledge demonstration and application, communication, and team functioning. Six (6) team exercises will be graded. You will have the opportunity to complete one (1) ungraded TAE at the start of the semester for the purpose of practice and familiarizing yourself with the process. The scoring rubric will be posted online and will be discussed in detail during the practice module.

APPENDIX B

Justification for SF #1, p. 9:

1.7 Course Communication

1.7.1 Email

Most all course communication outside of class will take place via email. I will routinely email you course updates and announcements to your UMHB-assigned email address. Thus, you should check your email frequently. Likewise, due to the nature of this class and the corresponding assignments, you will likely need to contact me with questions. I am committed to responding as quickly as possible to your questions via email. As a result, you can expect me to respond, on average, within several hours of your email—often sooner. However, in some circumstances, a personal visit during office hours or other scheduled appointment may be more efficient than email. You are welcome to call me on my office line: (254) 295-4553. This can be an even more efficient method for quick troubleshooting inquiries.



UMHB FACULTY EVALUATION INSTRUMENT

2019

Faculty Name: **Aaron R. Baggett, Ph.D.** Current Rank: **Assistant Professor**
Department: **Psychology** College: **Humanities & Sciences**

Evaluator: Use the “Criteria for Evaluating Faculty Performance” to assess the level of performance in each of the categories below. Level 1 ratings should be noted in the section below.

Faculty: Use the “Criteria for Evaluating Faculty Performance” to assess your level of performance in the categories below. Please rate yourself in each category and provide support for any rating at Level 3 or 4. See the Criteria for additional explanation.

CATEGORIES*	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Multiplier	Weighted Score
Teaching Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Level x 60	180
University Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Level x 20	80
Professional Attainment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Level x 20	40
						SCORE = 300

Evaluator's Explanation of any Level 1 ratings:

* See “Criteria for Evaluating Faculty Performance”.

GOAL ASSESSMENT for the previous 12 months (2019)

2019 Teaching Effectiveness Goal	Revise all lab assignments in PSYC 2316: Statistics for the Social Sciences.
Assessment	Completed revision of all lab assignments in both PSYC 2316: Statistics for the Social Sciences and PSYC 4316: Experimental Psychology.

2019 University Service Goal	Partner with UMHB Director of Research, Rochelle Cade, to coordinate and host a campus speaker related to research.
Assessment	Ongoing.

2019 Professional Attainment Goal	Obtain additional R statistics pedagogy/training certification.
Assessment	Completed.

GOALS for the next 12 months (Develop at least one goal for each category)

2020 Teaching Effectiveness Goal	Combine and revise PSYC 2314: Research Methods for the Social Sciences and PSYC 2316: Statistics for the Social Sciences into one course. Consideration will be given to offering the revised and combined course online and face-to-face.
Intended Assessment Method	Notification of completion will be provided.

2020 University Service Goal	Partner with UMHB Director of Research, Rochelle Cade, to coordinate and host a campus speaker related to research.
Intended Assessment Method	Notification of completion will be provided.

2020 Professional Attainment Goal	Present poster/paper at either the American Educational Research Association conference or Association for Psychological Science conference.
Intended Assessment Method	Notification of completion will be provided.

Signatures:

1st Reader: _____ Date: _____

Comments

2nd Reader: _____ Date: _____

Comments

I have received and read this evaluation. I may attach comments for inclusion in my personnel file.

Faculty Member _____ Date: _____

Routing:

Original to Provost's office

Signed copy to faculty member



UMHB FACULTY EVALUATION INSTRUMENT

2019

GENERAL DESCRIPTION OF LEVELS OF PERFORMANCE

Level 1

- Performance was below expectations. Corrective measures are indicated.

Level 2

- Consistently meeting satisfactory levels of performance
- Continued performance at this level is acceptable for a favorable annual evaluation; however, promotion and tenure require levels of performance beyond Level 2. See University policies ACA 7.3.2 ("Tenure") and ACA 7.3.3 ("Promotion in Rank") for more information.
- All faculty should be able to attain this level of performance in each category

Level 3

- Performance is clearly and consistently above an acceptable level
- Performance was worthy of commendation in the category

Level 4

- Far exceeds normal requirements for the position
- Superior nature of performance is evident to anyone in a position to observe and evaluate it
- Performance approaches the maximum possible for the position
- Indicates unusual competence and excellence

TEACHING EFFECTIVENESS (60%)

TEACHING EFFECTIVENESS: LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for teaching effectiveness as identified in Level 2.

Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

TEACHING EFFECTIVENESS: LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for teaching effectiveness. A faculty member at Level 2 should be encouraged to strive for Level 3. Level 2 performance is characterized by achieving all of the following:

Content Expertise (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Delivering up-to-date material on the subject taught.
<input checked="" type="checkbox"/>	2. Receiving student evaluations where the overall composite average is in the Similar category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.
Optional comments: Received an IDEA composite score of 56. DFW rate = 8.04%.	

Course Management (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Receiving acceptable levels of DFW rates and grade distributions in all courses taught.
<input checked="" type="checkbox"/>	2. Preparing an appropriate syllabus that is posted on the LMS before the first meeting of the class.
<input checked="" type="checkbox"/>	3. Clearly explaining requirements for courses and carefully following them. Follows the policies and calendar as set forth in the syllabus.
<input checked="" type="checkbox"/>	4. Making effective use of class time. Regularly meeting with the class during the entire scheduled time unless there are extenuating circumstances
<input checked="" type="checkbox"/>	5. Submitting course grades and other course information in a timely manner
<input checked="" type="checkbox"/>	6. Returning examinations and assignments with comments (if appropriate) in a timely manner
Optional comments:	

Instruction Delivery/Design (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Being consistently prepared for classroom instruction (speaking to the topic area, demonstrating preparation through logical and informative lectures, class exercises, or use of other pedagogical tools/methods that engage students)
<input checked="" type="checkbox"/>	2. Incorporating library and technological resources into courses as appropriate
<input checked="" type="checkbox"/>	3. Communicating material effectively
<input checked="" type="checkbox"/>	4. Graded work reflects student performance. Aligning course content with testing and assessment (e.g., preparing quality exams that test students over what has been taught).
<input checked="" type="checkbox"/>	5. Achieving the outcomes of courses taught.
<input checked="" type="checkbox"/>	6. Overall, courses are conducive to student learning.
Optional comments:	

Student-Focus (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Being available in his/her office during posted office hours
<input checked="" type="checkbox"/>	2. Consistently treating students with fairness and equity
<input checked="" type="checkbox"/>	3. Creating a classroom atmosphere of respect and civility.
<input checked="" type="checkbox"/>	4. Demonstrating an interest in student progress
<input checked="" type="checkbox"/>	5. Responding to inquiries within two business days.
<input checked="" type="checkbox"/>	6. Stimulating student thinking. Incorporating pedagogical practices that engage students in their learning (stimulating students to ask questions, use of case studies, debates, class presentations, strategic use of groups work, other participatory learning activities, other practices that promote active learning).
<input checked="" type="checkbox"/>	7. Timely response to GradesFirst requests. Regularly contacting students who are struggling with attendance or class performance.
Optional comments:	

Quality Improvement (must check all to achieve level 2)

<input checked="" type="checkbox"/>	1. Using assessment results (i.e., results of student course evaluations, assessment of learning outcomes, etc.) to modify courses, curriculum, or teaching methods.
<input checked="" type="checkbox"/>	2. Making an objective effort to improve teaching as evidenced by attendance of CELT meetings on teaching, reading a recent book on pedagogy, or other clear, documented efforts to improve teaching.
Optional comments:	

TEACHING EFFECTIVENESS: LEVEL 3

The level of performance consistently elevates this faculty member above faculty whose performance is considered acceptable. Level 3 performance is marked by clear teaching effectiveness and demonstrated improvement in teaching.

Elements required to achieve Level 3 or above in teaching effectiveness (must be checked to continue):

<input checked="" type="checkbox"/>	Meets all Level 2 teaching effectiveness requirements
<input checked="" type="checkbox"/>	Using the GradeBook feature on the LMS to track student progress in all courses
Comments	

In addition to the required elements above for Level 3, *seven* of the elements below must be attained to achieve Level 3 teaching effectiveness:

Instructional Delivery/Design (IDD)

IDD #1: Receiving student evaluations where the overall composite average is in the Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.

Attained	Faculty	Received an IDEA composite score of 56
	Reviewer	

IDD #2: Demonstrating significant incorporation of pedagogical practices that engage students in their own learning in all courses taught.

Attained	Faculty	
	Reviewer	

IDD #3: Supporting University mission emphasis with explicit mission-emphasis course content (i.e., some course content directly and explicitly tied to leadership, service, faith- informed discernment, global engagement) or other clear, explicit efforts at faith- discipline integration.

Attained	Faculty	
	Reviewer	

Student-Focus (SF)

SF #1: Being readily available to students at times other than posted office hours		
Attained <input checked="" type="checkbox"/>	Faculty	I explicitly state in all syllabi and in class my commitment and willingness to be widely available to students during and outside of office hours. I provide and encourage students to contact me on my office phone line and routinely meet with students outside normal office hours. See section 1.7 of all course syllabi (see Appendix B, p. 23).
	Reviewer	

SF #2: Provide academic support opportunities for students outside of normal class time (e.g. study sessions, test reviews, etc.).		
Attained <input checked="" type="checkbox"/>	Faculty	Facilitated 6 in-person data analysis lab tutorial sessions outside of class time. 1. Friday, February 22, 2019 2. Friday, March 22, 2019 3. Friday, April 19, 2019 4. Friday, September 20, 2020 5. Friday, October 18, 2020 6. Friday, November 8, 2020,
	Reviewer	

SF #3: Taking students to conferences		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

SF #4: Engaging in research with students beyond typical course requirements		
Attained <input checked="" type="checkbox"/>	Faculty	Chaired Laura Kincheloe's dissertation committee (defended April 17, 2019).
	Reviewer	

SF #5: Publishing with students		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

SF #6: Sponsoring a student honors project		
Attained <input checked="" type="checkbox"/>	Faculty	Sponsored Deja Daniels' honors project, which ultimately was not completed due to graduating early. However, we worked on her project during Spring 2019.
	Reviewer	

SF #7: Sponsoring a student for Scholars' Day		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

Quality Improvement (QI)

QI #1: Showing evidence of continuous improvement of existing course content and delivery for all courses taught

Attained <input checked="" type="checkbox"/>	Faculty	Revised and reformatted 7 data analysis lab assignments in both PSYC 2316: Statistics for the Social Sciences and PSYC 4316: Experimental Psychology to accommodate upgraded R elements/tools. Also upgraded custom R package and lab assignment supplements.
	Reviewer	

QI #2: Participating in faculty development initiatives focused on teaching improvement that require moderate levels of time and effort beyond mere active attendance (i.e., Academic Leadership Seminar, Voluntary Peer Review or College initiatives). (Participation in two or more initiatives may be submitted as separate items.)

Attained <input type="checkbox"/>	Faculty	
	Reviewer	

QI #3: Participating in regional or national conferences directly related to pedagogy or student learning in general (Participation in two or more conferences may be submitted as separate items).

Attained <input checked="" type="checkbox"/>	Faculty	Attended RStudio Conference two-day Train the Trainer pedagogy workshop in which best practices in teaching statistics and data science were discussed and implemented.
	Reviewer	

QI #4: Presenting a talk or workshop on pedagogy at a formal venue within one's department.

Attained <input checked="" type="checkbox"/>	Faculty	Presented to and discussed with department advantages and challenges of combining PSYC 2314 and PSYC 2316, Monday, December 09, 2019.
	Reviewer	

Other (use copy/paste to duplicate the table below for more than one "other" attainment)

Other:		
Attained <input checked="" type="checkbox"/>	Faculty	Presented during the following invited guest lectures in the UMHB Department of Physical Therapy: <ul style="list-style-type: none"> 1. Foundations of Statistical Decision Making: Measuring Uncertainty 2. Foundations of Statistical Decision Making: Comparing Multiple Groups 3. Foundations of Statistical Decision Making: Relationships and Prediction All lectures spanned the 60 minute duration of the class meeting.
	Reviewer	

Tally of Level 3 Attainment Elements

(must attain at least seven elements to achieve level 3 and advance to level 4)

Number of elements attained:	9
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TEACHING EFFECTIVENESS: LEVEL 4

A faculty member who is clearly, consistently exemplary in teaching effectiveness. Teaching effectiveness far exceeds expectations and is truly exceptional and clearly apparent. Level 4 attainment is for faculty who not only are exemplary in the classroom, but they are active models of teaching excellence for other faculty and they share their teaching expertise with them in formal settings. Level 4 performance is achieved by accomplishing the following:

Elements required to achieve Level 4 (must be checked to continue):

<input type="checkbox"/>	Meets Level 3 teaching effectiveness requirements
<input type="checkbox"/>	Receiving student evaluations where the overall composite average is in the Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.
Comments	

In addition to the required element above, three of the elements below must be attained to achieve Level 4 teaching effectiveness:

1. Receiving student evaluations where the overall composite average is in the Much Higher category or above on the IDEA instrument. No individual course (or courses) give evidence of serious problems.

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

2. Doing a presentation on improving pedagogy at a formal venue that is open to your whole college or the whole university (i.e., CELT presentation or other appropriate venues)

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

3. Recipient of the Trustee Award for Excellence in Teaching

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

4. Presenting at a regional or national conference on teaching (or at a pedagogy session of a discipline-specific conference).

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

5. Co-presenting with students at a regional or national conference.

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

6. Demonstrating truly exceptional incorporation of pedagogical practices that engage students in their own learning in all courses taught.

Attained	Faculty	
<input type="checkbox"/>	Reviewer	

7. Other -		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

**Tally of Level 4 Attainment Elements
(must attain at least three elements to achieve level 4)**

Number of elements attained:

UNIVERSITY SERVICE (20%)

University service incorporates any work, monetarily compensated or not, that is conducted for the sake of the University apart from normal teaching or scholarly expectations.

UNIVERSITY SERVICE: LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for university service as identified in Level 2.

Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

UNIVERSITY SERVICE: LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for university service. A faculty member at Level 2 should be encouraged to strive for Level 3.

University Service level 2 is characterized by achieving and checking all of the following:

<input checked="" type="checkbox"/>	Consistent attendance and thoughtful contribution to committee assignments
<input checked="" type="checkbox"/>	Regular attendance and thoughtful contribution to department/college meetings
<input checked="" type="checkbox"/>	Regular attendance at commencement, convocation, and other significant academic events
<input checked="" type="checkbox"/>	Occasional attendance at non-academic activities at the University
<input checked="" type="checkbox"/>	Regularly treating students, faculty, staff, administration, and UMHB guests with courtesy and respect
<input checked="" type="checkbox"/>	Meaningful contribution to program reviews
<input checked="" type="checkbox"/>	Contributing to department-led curriculum revisions
<input checked="" type="checkbox"/>	Providing administrative information in a timely manner
<input checked="" type="checkbox"/>	Providing assigned advisees effective, accurate, and timely advising
<input checked="" type="checkbox"/>	Participating in department and college assessment initiatives
<input checked="" type="checkbox"/>	Collegiality (positively cooperating with university personnel in the work of the university)
<input checked="" type="checkbox"/>	Active participation in a local church
<input checked="" type="checkbox"/>	Compliance with all University policies and procedures.
Optional comments:	

UNIVERSITY SERVICE: LEVEL 3

The level of performance elevates this faculty member above faculty whose performance is considered acceptable.

Required to achieve Level 3 or above in University Service (must be checked to continue):

<input checked="" type="checkbox"/>	Meets all Level 2 University Service requirements
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Additionally, to attain Level 3 university service is characterized by achieving six of the following:

1.	Chairing a committee (e.g., includes Faculty Assembly and University committees, official ad hoc committees or Task Forces, or search committees)
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Attained	Faculty	Chair, UMHB Research Committee
<input checked="" type="checkbox"/>	Reviewer	

2.	Serving as sponsor for a student organization
Attained	Co-sponsor, Psychological Sciences Club

3.	Regular attendance at academic or non-academic activities of the University, not included in Level 2.
Attained	

4.	Leading assessment efforts in one's department
Attained	

5.	Leading departmental efforts in program review or curriculum revision (Participation in more than one review or revision may be turned in as separate items.)
Attained	

6.	Engaging in specific and explicit mission-emphasis activities with students outside the classroom (leadership, service, faith-informed discernment, global engagement).
Attained	

7.	Having more than fifteen active advisees on average for the academic year (e.g. Fall and Spring Semester averaged together).
Attained	43 (as of January 21, 2020). Note: Counting at Level 4.

8. Leading a significant, special departmental project

Attained	Faculty	
	Reviewer	

9. Participation on a department or university committee that requires a significant amount of time and effort, including search committees.

Attained	Faculty	Chair of UMHB Research Committee and Director of Undergraduate Research.
	Reviewer	

10. Participating in at least two non-required admissions/recruiting/orientation functions over the course of the academic year that are outside of normal class times.

Attained	Faculty	1. Sader Day a. January 22, 2019 b. February 18, 2019
	Reviewer	

11. Presenting a faculty lecture or seminar in a formal setting at UMHB (does not include presentations credited in Teaching Effectiveness)

Attained	Faculty	Lunch and Learn: Introduction to R: Basics of Data Manipulation, Visualization, and Analysis
	Reviewer	

12. Serving as a Program Coordinator for a program which has demands beyond assessment and curricular maintenance and revision.

Attained	Faculty	
	Reviewer	

13. Volunteering for Freshman Move-In Day and participating in at least one shift.

Attained	Faculty	
	Reviewer	

14. Serving as a Faculty Council representative.

Attained	Faculty	College of Humanities & Sciences School of Social Sciences Unit Representative
	Reviewer	

15. Notable community service

Attained	Faculty	
	Reviewer	

16. Other

Attained	Faculty	
	Reviewer	

Tally of Level 3 University Service Elements
(must attain at least six elements to achieve level 3 and advance to level 4)

Number of elements attained:	6
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UNIVERSITY SERVICE: LEVEL 4

A faculty member who is clearly, consistently exemplary in university service. University service far exceeds expectations and is truly exceptional and clearly apparent.

Required to achieve Level 4 or above in University Service (must be checked to continue):

Attained	Element Description
<input checked="" type="checkbox"/>	Meets all Level 3 University Service requirements

Level 4 performance is achieved by additionally accomplishing one of the following:

Attained	Element Description
1. Serving as a Faculty Council officer	
Attained	<input type="checkbox"/> Faculty
	<input type="checkbox"/> Reviewer
2. Presenting a faculty lecture or seminar in a formal setting at an institution other than UMHB (does not include presentations credited in Professional Attainment)	
Attained	<input type="checkbox"/> Faculty
	<input type="checkbox"/> Reviewer
3. Chairing a labor-intensive committee (Promotion & Tenure, Curriculum, Professional Affairs, IRB)	
Attained	<input type="checkbox"/> Faculty
	<input checked="" type="checkbox"/> Reviewer
	1. Chair, UMHB Research Committee
	2. UMHB Director of Undergraduate Research
	Note: Also shown at Level 3.
4. In cooperation with the Development Division, facilitating a significant university gift	
Attained	<input type="checkbox"/> Faculty
	<input type="checkbox"/> Reviewer
5. Having more than forty active advisees on average for the academic year (e.g. Fall and Spring Semester averaged together).	
Attained	<input type="checkbox"/> Faculty
	<input checked="" type="checkbox"/> Reviewer
	1. Fall 2019: 59
	2. Spring 2019: 46
6. Other	
Comments:	

PROFESSIONAL ATTAINMENT (20%)

PROFESSIONAL ATTAINMENT: LEVEL 1

A faculty member who is not consistently meeting the acceptable level of expectations for professional attainment as identified in Level 2. Areas of deficiency should be noted by the evaluator on the faculty evaluation form.

PROFESSIONAL ATTAINMENT: LEVEL 2

A faculty member who is consistently meeting the acceptable level of expectations for professional attainment. A faculty member at Level 2 should be encouraged to strive for Level 3.

Level 2 performance is characterized by achieving all of the following:

Attained	Element Description
<input checked="" type="checkbox"/>	1. Attending a professional conference or workshop
<input checked="" type="checkbox"/>	2. Maintaining required licenses or certifications, if applicable
<input checked="" type="checkbox"/>	3. Maintaining membership in appropriate organizations or associations

Comments:

PROFESSIONAL ATTAINMENT: LEVEL 3

The level of performance elevates this faculty member above faculty whose performance is considered acceptable.

Required to achieve Level 3 or above in Professional Attainment (must be checked to continue):

Attained	Element Description
<input type="checkbox"/>	Meets Level 2 Professional Attainment requirements

In addition, the faculty member noticeably exceeds expectations for professional attainment by achieving three of the following (note, level 4 does not require level 3 for professional attainment):

1.	Attaining professional certification in a related field beyond what is required to teach at UMHB
Attained	Faculty <input type="checkbox"/> Reviewer

2.	Chairing or organizing a session at a regional or national conference
Attained	Faculty <input type="checkbox"/> Reviewer

3. Submission of a proposal for a presentation at a regional or national conference (Each submission of a different paper will count as a separate item)

Attained	Faculty	
	Reviewer	

4. Submission of a composition, manuscript, or paper to a peer-reviewed publication

Attained	Faculty	
	Reviewer	

5. Publication of a non peer-reviewed article or manuscript

Attained	Faculty	
	Reviewer	

6. Submission of an external grant proposal

Attained	Faculty	
	Reviewer	

7. Service as an officer in one's state or regional organization

Attained	Faculty	
	Reviewer	

8. Presenting conference poster or talk; leading round tables at a conference

Attained	Faculty	
	Reviewer	

9. Publication of textbook review or chapter reviews; journal reviews

Attained	Faculty	
	Reviewer	

10. Contributing questions for state tests

Attained	Faculty	
	Reviewer	

11. Local or regional exhibitions/performances/compositions

Attained	Faculty	
	Reviewer	

12. Other

Attained	Faculty	
	Reviewer	

Tally of Level 3 Attainment Elements

(must attain at least three elements to achieve level 3)

Number of elements attained:

PROFESSIONAL ATTAINMENT: LEVEL 4

A faculty member who is clearly, consistently exemplary in professional attainment. Professional attainment far exceeds expectations and is truly exceptional and clearly apparent.

Level 4 performance is achieved by accomplishing two of the following. Attainment of Level 3 Professional Attainment is not necessary for achievement of Level 4:

Attained	Element Description	
1. Presentation of a peer-reviewed paper, workshop, symposium, at a regional or national academic, professional, or pedagogical conference (Each presentation of a different paper will count as a separate item)		
Attained	Faculty	
	<input type="checkbox"/>	Reviewer
2. Publication of a peer-reviewed article or manuscript		
Attained	Faculty	
	<input type="checkbox"/>	Reviewer
3. Award of an external grant		
Attained	Faculty	
	<input type="checkbox"/>	Reviewer
4. Award of a Summer Research Grant		
Attained	Faculty	
	<input type="checkbox"/>	Reviewer
5. Award of a Faculty Development Grant		
Attained	Faculty	
	<input type="checkbox"/>	Reviewer
6. Recipient of the Trustee Award for Scholarship and Professionalism		
Attained	Faculty	
	<input type="checkbox"/>	Reviewer
7. Publication of a book (multi-year credit is possible)		
Attained	Faculty	
	<input type="checkbox"/>	Reviewer
8. Serving as an officer in one's national organization		
Attained	Faculty	
	<input type="checkbox"/>	Reviewer

9. Exhibitions/performances/compositions that are considered national in scope and notoriety		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

10. Other:		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	