



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

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Provost: _____ Date: _____

Comments

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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 <input type="checkbox"/>	Faculty	
	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. 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 <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. 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	Presented <i>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 <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:	
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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 Research Committee; Director of Undergraduate Research
	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 checked="" type="checkbox"/>	Faculty	52 (as of January 30, 2019).
	Reviewer	

8. Leading a significant, special departmental project		
Attained <input type="checkbox"/>	Faculty	
	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 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 <input checked="" type="checkbox"/>	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 <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 & Sciences School of Social Sciences Unit Representative
	Reviewer	

15. Notable community service		
Attained <input type="checkbox"/>	Faculty	
	Reviewer	

16. Other		
Attained <input type="checkbox"/>	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		
<input type="checkbox"/>	Faculty	
	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)		
<input type="checkbox"/>	Faculty	
	Reviewer	
3. Chairing a labor-intensive committee (Promotion & Tenure, Curriculum, Professional Affairs, IRB)		
<input checked="" type="checkbox"/>	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		
<input type="checkbox"/>	Faculty	
	Reviewer	
5. Having more than forty active advisees on average for the academic year (e.g. Fall and Spring Semester averaged together).		
<input checked="" type="checkbox"/>	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	
<input type="checkbox"/>	Reviewer	

4. Submission of a composition, manuscript, or paper to a peer-reviewed publication		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

5. Publication of a non peer-reviewed article or manuscript		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

6. Submission of an external grant proposal		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

7. Service as an officer in one's state or regional organization		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

8. Presenting conference poster or talk; leading round tables at a conference		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

9. Publication of textbook review or chapter reviews; journal reviews		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

10. Contributing questions for state tests		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

11. Local or regional exhibitions/performances/compositions		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

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

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

Number of elements attained:	
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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	
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.