

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:

3. Final data analysis and report will be provided.
4. Conference program and/or presentation slides 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

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 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.

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 on 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**
 - **I routinely respond to emails well into the evening, provide students with my direct office phone extension, and always return voice messages. I have also sometimes provided students my personal cell phone number in order to best**

accommodate their situation.

- Image below is from course introduction lecture slides. I go on to elaborate on how I am routinely up late and am notorious for emailing students back at 1:00 AM. Comments from IDEA feedback indicate this is a notable theme.

- Please feel free to email me with any questions or requests
- Check syllabus and/or consult your team members first
- You can expect a response in at least 24 hours (probably sooner)
- Include your first and last name, course and section number

2. Provide academic support opportunities for students outside of normal class time (e.g. study sessions, test reviews, etc.).

- I routinely provide statistics tutorials/software troubleshooting sessions outside of normal class time.
 - Spring 2015: PSYC 2305-01/02, PSYC 4316-01, TR, approximately 5-7 sessions.
 - Fall 2015: PSYC 2305-01/02, PSYC 4316-01, TR, approximately 5-7 sessions.

3. Taking students to conferences

- Took undergraduate student Spencer Sims to the 51st Annual Association for Computer Educators in Texas Conference, Belton, TX November 2015.

4. Engaging in research with students beyond typical course requirements

- Collaborated with undergraduate student Spencer Sims on statistical and data analysis elements for his senior honors thesis. Total time = 4-6 hours.
- Collaborated with undergraduate student Spencer Sims on content for a presentation related to using the R programming language in undergraduate statistics courses. Total time = 4-6 hours.

5. Publishing with students

6. Sponsoring a student honors project

7. Sponsoring a student for Scholars' Day

- *Effects of Religious Commitment on Perceptions of Alcohol Consumption Among College Students*; Celine Wise, Ke'Eria Watkins, Monique Reid.
- *Do Variably Timed Word-Recall Tasks Affect Memory?*; Jason Stack, Athina Katseyeanis, Dylan Mathis.
- *Effects of Timed Memory Tasks on Self-Reported Heart Rate*; Donovan Dozier, Mirella Torres, Shardae Johnson.
- *A Study of Qualities that Characterize Men Seeking Short-Term Versus Long-Term Relationships*; Spencer Sims, Kersten Gonce; Kayla Zimmerman.

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, Voluntary Peer Review or College initiatives). (Participation in two or more initiatives may be submitted as separate items.)
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).**
 - **Co-delivered presentation entitled, *Using the R Programming Language to Teach Undergraduate Statistics* at the 51st Annual Association for Computer Educators in Texas Conference in Belton, TX, October 2015 with undergraduate student Spencer Sims**
4. Presenting a talk or workshop on pedagogy at a formal venue within one's department.

Other: I have gone to great lengths to integrate the R programming and statistical language into PSYC 2305-01, PSYC 2305-02, and PSYC 4316-01. R is an object-oriented programming language with a focus on flexible and powerful statistical and graphical computing processes. One drawback with R, in its native form, is that it is primarily a command-line tool. This is a hurdle for students with little to no computer science background, as interacting with a machine's command-line tools is a daunting task. As a result, I have designed and tailored dozens of interactive homework assignments and tutorial videos that make learning statistics while using R more accessible. R is quickly becoming a popular and accessible tool among statisticians and social and behavioral scientists alike, which is the primary reason I have taken on this laborious task. I put forth beyond extra effort in developing learning materials and resources that are designed to help students in traditionally-difficult courses such as statistics. See Dr. Terrell for verification.

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

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 (Participation in more than one review or revision may be turned in as separate items.)
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 for the academic year (e.g. Fall and Spring Semester averaged together).**

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8. Leading a significant, special departmental project

- **Leading departmental proposal to begin graduate program in quantitative psychology.**

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

1. Department search committee
2. Member, UMHB IRB
3. College of Humanities and Sciences Representative to UMHB Research Committee
4. Chair, Curriculum Committee

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.

- **Co-represented Department of Psychology at UHMB Academic Mixer, Fall 2015**
- **Conducted transfer advising May 13, 2015**
- **Planned, coordinated, and hosted combined welcome week luncheon at personal residence, 106 Connor Dr., Belton TX.**

11. Presenting a faculty lecture or seminar in a formal setting at UMHB (does not include presentations credited in Teaching Effectiveness)
12. Serving as a Program Coordinator for a program which has demands beyond assessment and curricular maintenance and revision.
13. Volunteering for Freshman Move-In Day and participating in at least one shift.
14. Serving as a Faculty Council representative.
15. Notable community service
16. **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 Council 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, IRB)**
 - **Chair, UMHB Curriculum Committee**
4. In cooperation with the Development Division, facilitating a significant university gift
5. Having more than forty active advisees on average for 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)
 - **Submitted: *Effects of Base Runners' Stolen Base Attempts on Umpires' Ball/Strike Decisions*, American Statistical Association Joint Statistical Meeting, Seattle, WA, August 2015.**
 - **Co-Submitted: *Comparing the Effectiveness of a Hybrid "Slideshow" Lineup to a Traditional Simultaneous Lineup*, Annual Meeting, Psychonomic Society, Chicago, November 2015.**
 - **Submitted: *Using the R Programming Language to Teach Undergraduate Statistics*, 51st Annual Association for Computer Educators in Texas Conference in Belton, TX, October 2015**
4. Submission of a composition, manuscript, or paper to a peer-reviewed publication
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**
 - **Co-Presented: *Comparing the Effectiveness of a Hybrid "Slideshow" Lineup to a***

Traditional Simultaneous Lineup, Annual Meeting, Psychonomic Society, Chicago, November 2015.

- **Presented: *Using the R Programming Language to Teach Undergraduate Statistics*, 51st Annual Association for Computer Educators in Texas Conference in Belton, TX, October 2015**

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 regional or national academic, professional, or pedagogical conference (Each presentation of a different paper will count as a separate item)**

- ***Effects of Base Runners' Stolen Base Attempts on Umpires' Ball/Strike Decisions*, American Statistical Association Joint Statistical Meeting, Seattle, WA, August 2015.**
- **Co-delivered presentation entitled, *Using the R Programming Language to Teach Undergraduate Statistics* at the 51st Annual Association for Computer Educators in Texas Conference in Belton, TX, October 2015 with undergraduate student Spencer Sims**

- 2. Publication of a peer-reviewed article or manuscript**

- **Morgan, G. B., Hodge, K. J., & Baggett, A. R. (2015). 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].**

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: Award of a Graduate Research Grant (co-recipient)**

- **Cade, R., and Baggett, A. R. *Integration of Research and Institutional Mission at Christian Universities: The Role of the Institutional Review Board*.**