



# 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
					<b>SCORE =</b>	<b>340</b>

**Evaluator’s Explanation of any Level 1 ratings:**

\* See “Criteria for Evaluating Faculty Performance”.

GOAL ASSESSMENT for the previous 12 months (2017)

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

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

<b>2017 Professional Attainment Goal</b>	Present poster/paper at Association for Psychological Science.
<b>Assessment</b>	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)

<b>2018 Teaching Effectiveness Goal</b>	Continue creating comprehensive R statistics software tutorial library.
<b>Intended Assessment Method</b>	Video library will be uploaded to website for student use.
<b>2018 University Service Goal</b>	Combine UMHB Honors and Scholars' Day events into one.
<b>Intended Assessment Method</b>	Follow-up surveys and discussions with key stakeholders.
<b>2018 Professional Attainment Goal</b>	Present poster/paper at Association for Psychological Science.
<b>Intended Assessment Method</b>	Notification of acceptance 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

# 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	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).
<input checked="" type="checkbox"/>	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)

<b>SF #1:</b> 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	

<b>SF #2:</b> 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	

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

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

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

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

<b>SF #7:</b> 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)

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

<b>QI #2:</b> 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	

<b>QI #3:</b> 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	

<b>QI #4:</b> 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)

<b>Other:</b>		
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	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	<p>1. Delivered three part CELT series on analyzing and interpreting course grades and assessment data:</p> <ul style="list-style-type: none"> <li>1. Preparing Data for Analyses October 11, 2017</li> <li>2. Summarizing and Visualizing Data November 03, 2017</li> <li>3. Using Data to Make Decisions November 16, 2017</li> </ul> <p>2. College of Humanities and Sciences SSPS session:</p> <ul style="list-style-type: none"> <li>1. Gauging Students' Understanding Using In-Class Polls November 07, 2017</li> </ul>
	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 <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		
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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:	<b>7</b>
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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
<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	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.
	Reviewer	

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

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:	<b>3</b>
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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) <i>Baggett, A. R. (2017). Effects of pitch location and count on professional baseball umpires' ball/strike decisions. Association for Psychological Science, May 2017.</i>
<input checked="" type="checkbox"/>	2. Publication of a peer-reviewed article or manuscript <i>Terrell, J. T., Baggett, A. R., Dasse, M. N., &amp; Malavanti, K. F. (2017). A hybridization of simultaneous and sequential lineups reveals diagnostic features of both traditional procedures. Applied Psychology in Criminal Justice, 13(1).</i>
<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, \$2,341.75.</i>
<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.