



# UMHB FACULTY EVALUATION INSTRUMENT

# 2019

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

Current Rank: Assistant Professor

Department: Psychology

College: Humanities & Sciences

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

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

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

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

\* See “Criteria for Evaluating Faculty Performance”.

GOAL ASSESSMENT for the previous 12 months (2019)

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

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

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

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

<b>2020 Teaching Effectiveness Goal</b>	<b>Combine and revise PSYC 2314: Research Methods for the Social Sciences and PSYC 2316: Statistics for the Social Sciences into one course. Consideration will be given to offering the revised and combined course online and face-to-face.</b>
<b>Intended Assessment Method</b>	<b>Notification of completion will be provided.</b>
<b>2020 University Service Goal</b>	<b>Partner with UMHB Director of Research, Rochelle Cade, to coordinate and host a campus speaker related to research.</b>
<b>Intended Assessment Method</b>	<b>Notification of completion will be provided.</b>
<b>2020 Professional Attainment Goal</b>	<b>Present poster/paper at either the American Educational Research Association conference or Association for Psychological Science conference.</b>
<b>Intended Assessment Method</b>	<b>Notification of completion will be provided.</b>

Signatures:

1<sup>st</sup> Reader: \_\_\_\_\_ Date: \_\_\_\_\_

Comments

--

2<sup>nd</sup> Reader: \_\_\_\_\_ Date: \_\_\_\_\_

Comments

--

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

Faculty Member \_\_\_\_\_ Date: \_\_\_\_\_

Routing:

Original to Provost's office

Signed copy to faculty member



# UMHB FACULTY EVALUATION INSTRUMENT

# 2019

## GENERAL DESCRIPTION OF LEVELS OF PERFORMANCE

### Level 1

- Performance was below expectations. Corrective measures are indicated.

### Level 2

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

### Level 3

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

### Level 4

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

# TEACHING EFFECTIVENESS (60%)

## TEACHING EFFECTIVENESS: LEVEL 1

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

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

## TEACHING EFFECTIVENESS: LEVEL 2

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

### Content Expertise (must check all to achieve level 2)

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

### Course Management (must check all to achieve level 2)

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

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

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

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

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

**Quality Improvement (must check all to achieve level 2)**

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

## TEACHING EFFECTIVENESS: LEVEL 3

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

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

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

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

### Instructional Delivery/Design (IDD)

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

Attained	Faculty	<b>Received an IDEA composite score of 56</b>
<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	
<input 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	<b>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).</b>
	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	<b>Facilitated 6 in-person data analysis lab tutorial sessions outside of class time.</b> <b>1. Friday, February 22, 2019</b> <b>2. Friday, March 22, 2019</b> <b>3. Friday, April 19, 2019</b> <b>4. Friday, September 20, 2020</b> <b>5. Friday, October 18, 2020</b> <b>6. Friday, November 8, 2020,</b>
	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 checked="" type="checkbox"/>	Faculty	<b>Chaired Laura Kincheloe's dissertation committee (defended April 17, 2019).</b>
	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 checked="" type="checkbox"/>	Faculty	<b>Sponsored Deja Daniels' honors project, which ultimately was not completed due to graduating early. However, we worked on her project during Spring 2019.</b>
	Reviewer	

<b>SF #7:</b> Sponsoring a student for Scholars' Day		
Attained <input type="checkbox"/>	Faculty	
	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 checked="" type="checkbox"/>	Faculty	<b>Revised and reformatted 7 data analysis lab assignments in both PSYC 2316: Statistics for the Social Sciences and PSYC 4316: Experimental Psychology to accommodate upgraded R elements/tools. Also upgraded custom R package and lab assignment supplements.</b>
	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 type="checkbox"/>	Faculty	
	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	<b>Attended RStudio Conference two-day Train the Trainer pedagogy workshop in which best practices in teaching statistics and data science were discussed and implemented.</b>
	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	<b>Presented to and discussed with department advantages and challenges of combining PSYC 2314 and PSYC 2316, Monday, December 09, 2019.</b>
	Reviewer	

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

<b>Other:</b>		
Attained <input checked="" type="checkbox"/>	Faculty	<b>Presented during the following invited guest lectures in the UMHB Department of Physical Therapy:</b> <ol style="list-style-type: none"> <li><b>1. Foundations of Statistical Decision Making: Measuring Uncertainty</b></li> <li><b>2. Foundations of Statistical Decision Making: Comparing Multiple Groups</b></li> <li><b>3. Foundations of Statistical Decision Making: Relationships and Prediction</b></li> </ol> <b>All lectures spanned the 60 minute duration of the class meeting.</b>
	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:	<b>9</b>
------------------------------	----------

## 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:	
------------------------------	--

# UNIVERSITY SERVICE (20%)

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

## UNIVERSITY SERVICE: LEVEL 1

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

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

## UNIVERSITY SERVICE: LEVEL 2

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

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

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

## UNIVERSITY SERVICE: LEVEL 3

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

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

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

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

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

  

2. Serving as sponsor for a student organization		
Attained	Faculty	<b>Co-sponsor, Psychological Sciences Club</b>
<input checked="" type="checkbox"/>	Reviewer	

  

3. Regular attendance at academic or non-academic activities of the University, not included in Level 2.		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

  

4. Leading assessment efforts in one's department		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

  

5. Leading departmental efforts in program review or curriculum revision (Participation in more than one review or revision may be turned in as separate items.)		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

  

6. Engaging in specific and explicit mission-emphasis activities with students outside the classroom (leadership, service, faith-informed discernment, global engagement).		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

  

7. Having more than fifteen active advisees on average for the academic year (e.g. Fall and Spring Semester averaged together).		
Attained	Faculty	<b>43 (as of January 21, 2020). Note: Counting at Level 4.</b>
<input checked="" type="checkbox"/>	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	<b>Chair of UMHB Research Committee and Director of Undergraduate Research.</b>
	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	<b>1. Sader Day</b> <b>a. January 22, 2019</b> <b>b. February 18, 2019</b>
	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	<b>Lunch and Learn: Introduction to R: Basics of Data Manipulation, Visualization, and Analysis</b>
	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	<b>College of Humanities &amp; Sciences School of Social Sciences Unit Representative</b>
	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:	<b>6</b>
------------------------------	----------



## 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	<b>1. Chair, UMHB Research Committee</b> <b>2. UMHB Director of Undergraduate Research</b>  <b>Note: Also shown at Level 3.</b>
	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	<b>1. Fall 2019: 59</b> <b>2. Spring 2019: 46</b>
	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 checked="" type="checkbox"/>	1. Attending a professional conference or workshop
<input checked="" type="checkbox"/>	2. Maintaining required licenses or certifications, if applicable
<input checked="" type="checkbox"/>	3. Maintaining membership in appropriate organizations or associations
Comments:	

## PROFESSIONAL ATTAINMENT: LEVEL 3

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

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

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

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

1. Attaining professional certification in a related field beyond what is required to teach at UMHB		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	
2. Chairing or organizing a session at a regional or national conference		
Attained	Faculty	
<input type="checkbox"/>	Reviewer	

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

## 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)		
<input type="checkbox"/>	Faculty	
	Reviewer	
2. Publication of a peer-reviewed article or manuscript		
<input type="checkbox"/>	Faculty	
	Reviewer	
3. Award of an external grant		
<input type="checkbox"/>	Faculty	
	Reviewer	
4. Award of a Summer Research Grant		
<input type="checkbox"/>	Faculty	
	Reviewer	
5. Award of a Faculty Development Grant		
<input type="checkbox"/>	Faculty	
	Reviewer	
6. Recipient of the Trustee Award for Scholarship and Professionalism		
<input type="checkbox"/>	Faculty	
	Reviewer	
7. Publication of a book (multi-year credit is possible)		
<input type="checkbox"/>	Faculty	
	Reviewer	
8. Serving as an officer in one's national organization		
<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	