

# UMHB MODIFIED FACULTY EVALUATION INSTRUMENT

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## Explanation and Eligibility

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

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

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

### Tenured faculty:

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

### Non-Tenured faculty:

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

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

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

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

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

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

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

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

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

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

Calendar year being evaluated: 2015-2016

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

Department: Psychology      College: Humanities and Sciences

### Instructions

**1. Step One:**

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

**2. Step Two:**

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

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

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

**4. Step Four:**

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

## Assessment of Goals for the Previous 12 Months

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

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

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

RESULT: Grant was funded and research is still ongoing.

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

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

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

| <b>Teaching Effectiveness Goal</b>   |
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| Goal: Offer 7 out-of-class statistics lab sessions in either the late afternoons or early evenings during the spring and fall 2017 semesters each. |
| Method used to evaluate the achievement of this goal: Attendance records or lab notes may be provided.   |

| <b>University Service Goal</b>  |
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| Goal: Continue organizing and implementing online curriculum change submission infrastructure.  |
| Method used to evaluate the achievement of this goal: Submission system will be fully operational and faculty training will be offered in the fall of 2017. |

| <b>Professional Attainment Goal</b>  |
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| Goal: Present poster/paper at Association for Psychological Science.                               |
| Method used to evaluate the achievement of this goal: Notification of acceptance will be provided. |

Signatures:

Dean \_\_\_\_\_ Date: \_\_\_\_\_

Comments

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Provost \_\_\_\_\_ Date: \_\_\_\_\_

Comments

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

I may attach comments for inclusion in my personnel file.

Faculty member \_\_\_\_\_ Date: \_\_\_\_\_

Routing:

Original to provost's office

Signed copy to faculty member