

# UMHB FACULTY EVALUATION INSTRUMENT 2014

Calendar year being evaluated: 2014

Faculty Name: Aaron R. Baggett

Current Rank: Instructor

Department: Psychology

College: 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Level 3 * 20	160
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 =	320

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. Create and implement strategies for fostering more student-to-student interaction and content discussion during class time as suggested by Dr. Lynn Eaton (see appendix).
2. Design and implement flipped classroom model for PSYC 2305: Statistics for the Social and Behavioral Sciences suitable for web course delivery.

**Assessment of This Goal:**

1. Evidence of the effectiveness of implementing more student-to-student interaction related to content will be demonstrated in end-of-semester student evaluations.
2. All materials, lecture slides, data files, and video tutorials will be uploaded and processed for web course delivery by May 2014.

**University Service Goal:**

1. Lead a departmental workshop or seminar on either integrating the flipped classroom model or on mastering SPSS (or similar) for data analysis.

**Assessment of This Goal:**

1. Handouts, presentation slides, and other similar materials will be provided.

**Professional Attainment Goal:**

1. Complete remaining two chapters of doctoral dissertation.
2. Publish article in peer-reviewed journal derived from doctoral dissertation.

**Assessment of This Goal:**

1. Transcripts will be provided indicated completion of doctoral work.
2. Copy of published article or in-press version will be provided.

**GOALS for the Next 12 Months (Develop at Least One Goal for Each Category):**

**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.
2. Micro-lectures will be made available to students via *myCourses* LMS.
3. Micro-tutorial videos will be made available to students via *myCourses* LMS.

**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.
2. All meetings will be attended and assigned tasks completed.

**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.
2. Copy of abstract submission will be provided as well as letter of acceptance (if applicable).

**Signatures:**

**Dean:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:**

**Provost:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:**

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

**Faculty Member:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Routing:**

Original to Provost's Office

Signed copy to faculty member

# ANNUAL FACULTY EVALUATION GENERAL GUIDELINES

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In addition to other university documents the evaluator may consider appropriate, the evaluator will consider the following when completing the annual evaluation:

1. Faculty self-evaluation including supporting documentation
2. Student evaluations of courses for the previous 12 months
3. Classroom observations (if any) by peers or chair/dean
4. Review of syllabi/course materials by chair/dean

**Procedure:** Dates below may fluctuate from year to year. The provost's office will publish specific deadlines each year.

- By January 31, the faculty member will submit to his or her dean a self-evaluation consisting of the Faculty Evaluation Instrument, self-evaluation of the attainment of goals for the previous 12 months, suggested goals for the next 12 months, and any other supporting documents. Specific examples of achievement must be included in any area where self-evaluation is level 3 or 4. This self-evaluation does not become a part of the faculty member's permanent personnel file but is used by the evaluator in formulating the final performance evaluation. See "Self-evaluation" below.
- By February 14, the dean will submit the evaluation to the provost for approval.
- By February 28, the provost will return the evaluations to the dean.
- By March 21, the dean will complete annual evaluation meetings with faculty.

**Self-Evaluation:** Since Level 2 reflects minimum expectations for faculty, a self-rating at Level 2 does not need to cite specific criteria nor does it need additional justification. The evaluator may ask for additional justification for a Level 2 self-rating if there is reason to believe some criterion has not been met. Self-ratings at Level 3 or Level 4 require specific identification of criteria achieved and support for achievement. For example, if you rate yourself in Level 3 or 4 in any category, support your self-rating by citing specific criteria achieved and by providing appropriate support. One way of doing this is to download these guidelines and highlight specific criteria achieved. Add supporting comments and additional documentation. Use the "Other" category to cite accomplishments that you think are worthy of inclusion in the given Level but which are not already included among the criteria. Support the inclusion of these items with appropriate justification.

**Merit:** Merit raises are strictly contingent upon the availability of funds in any given year and the approval of the Board of Trustees. If merit is awarded in any given year, the following will serve as guidelines. Cost of living adjustments, if any, are unaffected by merit considerations.

No Merit Consideration:	<200 points or Level 1 in any category
Moderate Consideration:	200-240 points
High Consideration:	260-320 points
Highest Consideration:	340 points and above

# CRITERIA FOR EVALUATING FACULTY PERFORMANCE

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## GENERAL DESCRIPTION OF LEVELS OF PERFORMANCE

### LEVEL 1

Performance was below expectations. Corrective measures are indicated.

### LEVEL 2

Consistently meeting acceptable levels of performance Continued performance at this level is acceptable

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%)

### 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 adequate student evaluations overall in all courses taught without consistent, serious problems. Overall average scores on student evaluations are at or very near the peer group average.

### 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 in 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
2. Holding study sessions for students outside of normal class time
3. Taking students to conferences
4. Engaging in research with students
5. Publishing with students
6. Sponsoring a student honors project
7. Sponsoring a student for Scholars' Day

#### 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, iPad project, Voluntary Peer Review, CELT or College initiatives).
3. Participating in regional or national conferences directly related to pedagogy or student learning in general.
4. Presenting a talk or workshop on pedagogy at a formal venue within one's department.



**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 in 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. Regular attendance at meetings of the Faculty Assembly unless absence is unavoidable
2. Consistent attendance and thoughtful contribution to committee assignments
3. Regular attendance and thoughtful contribution to department/college meetings
4. Regular attendance at commencement, convocation, and other significant academic events
5. Occasional attendance at non-academic activities at the University
6. Regularly treating students, faculty, staff, administration, and UMHB guests with courtesy and respect
7. Meaningful contribution to program reviews
8. Contributing to department-led curriculum revisions
9. Providing administrative information in a timely manner
10. Providing assigned advisees effective, accurate, and timely advising
11. Participating in department and college assessment initiatives
12. Collegiality (positively cooperating with university personnel in the work of the university)
13. Active participation in a local church
14. 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)
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
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 over the course of the year.
8. Leading a significant, special departmental project
9. Participation on a department or university committee that requires a significant amount of time and effort, including search committees.
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.
11. Presenting a faculty lecture or seminar in a formal setting at UMHB (does not include presentations credited in Teaching Effectiveness)
12. Notable community service
13. 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 Assembly 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)
4. In cooperation with the Development Division, facilitating a significant university gift
5. Having more than forty active advisees on average over the course of 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)
  - Available upon request
4. Submission of a composition, manuscript, or paper to a peer-reviewed publication:
  - Morgan, G. B., Hodge, K. J., & Baggett, A. R. (Submitted). Latent profile analysis with nonnormal mixtures: A Monte Carlo examination of model selection using fit indices. *Journal of Computational Statistics and Data Analysis*.
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
  - Available upon request
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 national academic, professional, or pedagogical conference (Each presentation of a different paper will count as a separate item)
  - Bagby, J. H., Brak, L. B., **Baggett, A. R.**, & Sulak, T. N. (2014). Student veteran transitions from combat to college: A nationwide analysis. Southwestern Educational Research Association, New Orleans, LA.
2. Publication of a peer-reviewed article or manuscript
  - Morgan, G. B., Hodge, K. J., & **Baggett, A. R.** (In-Press). 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].
  - Bagby, J. H., Brak, L. B., **Baggett, A. R.**, & Sulak, T. N. (2014). Student veteran transitions from combat to college: A nationwide analysis. *Journal of College Orientation and Transition*, 22(1). [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: \_\_\_\_\_