COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
ANNUAL FACULTY EVALUATION SUMMARY
August 15, 2022 to August 14, 2023
Department of Psychology

Name: Steven R. Wininger   **Rank** Full Professor   **Date of Evaluation:** 10/11/2023

Date of Appointment: August, 2001   **Date of Last Promotion:** August, 2009

Years of service at WKU through evaluation year: 22   **Years college experience prior to WKU:** 3

Teaching: Teaching is evaluated on three performance dimensions by the Department of Psychology performance appraisal instrument (Planning, Delivery, and Assessment). The overall evaluation of teaching effectiveness is a composite of these three dimensions.
1. Planning: *Proficient*
2. Delivery: *Proficient*
3. Assessment: *Proficient*
CEBS Composite Teaching Effectiveness Rating: *Proficient*

Research/Creative Activity: This category of performance is evaluated on three performance dimensions by the Department of Psychology performance appraisal instrument (Publications, Presentations, and Research Activity). The overall evaluation of research/scholarly activity is a composite of these three dimensions.
4. Publications: *Proficient*
5. Presentations: *Proficient*
6. Research Activity: *Proficient*
CEBS Composite Research/Creative Activity Rating: *Proficient*

Service Activity:
7. Service: *Proficient*

Organizational Citizenship and Professional Conduct:
8. Organizational Citizenship: *Proficient*

V. Signatures:

This evaluation was discussed on October 11, 2023 by:

Pitt Derryberry   and   *Steven R. Wininger*
_____   _____
Co-Department Chair   Faculty Member
                                                   (*Signature indicates only that faculty member has
                                                   reviewed and discussed the evaluation with the
                                                   department head. It does not necessarily indicate
                                                   agreement with the evaluation.*)

_____
Dean

Department Chair's comments:

Dean's comments:

Materials to support ratings for each dimension are attached.

GOALS AND PLANS FOR IMPROVEMENT FROM 2022-2023:
Goal #1 (Teaching): a) add more theories of stress & performance to PSY340 course content, b) add a mini section on the value of failure to PSY340 course content, c) add a new section on formative feedback into my syllabus to better articulate the purpose of my many formative assessment activities and techniques (Socratic method, small group, practice quiz, extra handouts, section feedback, item analyses of assessments, end of course feedback).

1a. MET
1b. MET
1c. NOT MET

Goal #2 (Research): Create a stress and performance diagnostic instrument and pilot within multiple contexts.

2. MET

Goal #3 (Service): Create a new course on "Goal Setting" for the sport psychology concentration.

3. MET (created & piloted, but decided not to move forward in curriculum process)

GOALS AND PLANS FOR IMPROVEMENT FOR 2023-2024:

1. Be more intentional about building relationships with faculty (e.g., office check-ins, individual meals, department gatherings). Related book reading goal: *How to win friends & influence people*, by Carnegie.

2. Create draft materials for a new Stress and Performance course.

3. Submit content analysis of Anxiety and Performance Theories for publication.

TEACHING

1. Teaching: Planning

    a. Self-rating: ***Proficient***

    b. Relevant S.I.T.E Item #2
    My average rating for this item was above the department means across both classes.

    #2: *My instructor is organized and well-prepared for class.*

Item #2	Dept Mean Fall = 4.53 Dept Mean Spr = 4.54		**Note.** *Ns reported for 1st item only.*
Semester	Course	Mean	N
Fall	340	5.00$^+$	14/25
Spr	412	4.95$^+$	20/31

    Note. + = above department mean

    c. URLs for online syllabi *[Note: attach a hard copy of syllabi distributed to students if different from what is on the web]*

    http://people.wku.edu/steven.wininger/courses/syllabus_340.doc
    http://people.wku.edu/steven.wininger/courses/syllabus_412.pdf
    https://intranet.wku.edu/syllabus/201820_prod_PSY617A01_201820_39784.pdf

    d. Exemplars:

- Has specific learning objectives for each section/unit/chapter and plans course content on said learning objectives
    o These are posted both at the end of the syllabus and on the course Blackboard sites. They direct my planning of activities, assignments, and assessment. I carefully review them each semester and look for ways to increase the rigor by rising to the next level on Bloom's taxonomy.
    o These are also used for regular formative assessment in class.

    PSY 412 Student Comment
    *Dr.Wininger brings a different teaching style to the classroom which I have learned to respect and learn a lot more because of it. He teaches in **learning objectives that are very clear** and have allowed me to excel in learning the material.*

- Clearly defines anticipated outcomes for students and selects course activities that reflect the desired outcomes
    o My course activities and assessment are based on my learning objectives.

- Seeks out formative feedback about teaching (peer review, video analysis, student feedback, etc) and subsequently uses acquired knowledge to improve course(s)
    o I conduct my own formative evaluations (after each section/unit) via written feedback from 7 questions. The results of these are used to modify my instruction:

e.g., more versus less group work, new handouts, etc. I keep records of the feedback and changes made in an Excel document. I also share a summary of the feedback and remedial actions with students via a Blackboard announcement.

The 7 questions…

1) Which concept(s) are you most likely to use in your life or future career?

2) Were there any concepts that should not have been covered (i.e., useless)?

3) Which concepts were the most challenging or difficult to learn or understand?

4) Which concept(s) were the most interesting or surprising?

5) What suggestion(s) do you have for improving the approach/methods used to teach this section?

6) Do you have a question over this section that was never addressed? If yes, what?

7) What could you do better to improve how much you learn?

- o I also solicit course feedback at the end of the semester on key assignments, learning objectives, and instructional methods.
- Considers a variety of texts and ancillary materials during text adoption process and upon request can document rationale for adopted texts and materials
  - o I review new textbooks for all of my courses at least once per year.
  - o I examine texts for key content and for accuracy of presentation.
  - o I consider formats available for those who prefer hard copies vs electronic.
  - o I consider costs of the texts.
- Teaches 3 to 5 different courses (i.e., multiple preps)
  - o I taught 3 courses last year (340, 412, & 617).
- Regularly revises syllabi
  - o I revise my syllabi every semester.
- Regularly revises lectures based on student feedback, research, and trends in the field
  - o I revise my lectures every semester primarily based on student feedback from section feedback, but also from new research I learn about via books, journals, and conferences.
- Regularly revises course Blackboard pages including posting of syllabus, handouts, outlines, learning objectives, and related websites
  - o I revise my Blackboard sites for all of my classes each semester. I also went through the transition to BB Ultra over the summer for my PSY340 course.
- Reviews PP slides, activities, and audio-visual materials prior to each lecture
  - o I review them prior to class and again after to make modifications.
- Offered sick or quarantined students a Zoom alternative for each class period.
- I created a new Professionalism element for my courses and integrating that into all of my classes for 22-23.
- Psychology Department Peer Mentoring Program, Participant, Spring 2023
- Psychology Department Peer Mentoring Program, Developer and Pilot-er, Fall 2022
- CITL workshop
  -Developing Professionalism in Students. WKU CITL, 11/3/22
- Check and read more than a dozen journals related to my courses every month and integrate new research findings into my courses.
- Subscribe to APA alerts for journal articles AND to Frontiers Article Alerts.
- Read several books related to teaching content.

2. Teaching: Delivery

   a. Self-rating: ***Proficient***

   b. Relevant S.I.T.E. Items #5, 7, & 8: My average rating for all three of these items was above the department means across all of my classes.

   #5: *This course has effectively challenged me to think.*

Item #5	Dept Mean Fall = 4.46 Dept Mean Spr = 4.43	
Semester	Course	Mean
Fall	340	4.79^+
Spr	412	4.85^+

   #7: *Overall, my instructor is effective.*

Item #7	Dept Mean Fall = 4.41 Dept Mean Spr = 4.42	
Semester	Course	Mean
Fall	340	4.93^+
Spr	412	4.60^+

   #8: *I have learned a lot in this course.*

Item #8	Dept Mean Fall = 4.44 Dept Mean Spr = 4.38	
Semester	Course	Mean
Fall	340	4.86^+
Spr	412	4.55^+

340 Student Comments
Most engaging professor I have had in my educational career.

This is possibly one of the best classes I've took at WKU. The information learned is very interesting. But the **delivery of the information is even better**. Having this course has not only allowed **a challenge**, but also allowed for students ideas to be expressed.

*Dr. Wininger somehow managed to make an 8am my favorite class to attend. I was unsure at first how I would respond to such an involved class especially so early in the morning, but it truly has been a **great learning experience**. So many aspects of this course will be very useful in my future. **Amazing course and professor**.*

412 Student Comments
*This is the first class I have taken where I have **learned a lot** in the classroom.*

*I have really enjoyed getting to take another class with you, I appreciate the style of teaching and the design of the class with **high expectations** including no distractions from technology. I think **I learn a lot** from your style of teaching and the content has kept my attention and interest*

throughout the semester. The projects and assignments for the most part were very beneficial and helpful for furthering the learning and understanding of the content. I enjoyed doing the data collection project because it made me aware of some of my tendencies and taught me how to pay attention to certain things and quantifying what I feel whether my heart rate, temperature, or levels of tiredness. I think **the class overall had been important and useful not only to my major but to myself and personal wellbeing** *because it has put things into perspective and reflection for me, making me consider more than I had before, so I appreciate that. Overall, I am grateful for what I have learned this semester and I hope to use this knowledge moving forward in my own life and in my future career to help others.*

    c.   Exemplars:

- Goes beyond material covered in text
    - My material comes from article, texts, conference presentations, books, and more. The text is a secondary reference for my courses.
- Uses real-world examples in conveying course material
    - I provide real-world examples for every concept I teach, demonstrating how they can be applied to students' lives.
    - Supporting student comments from Fall 19
- Provides outside-class support to students (e.g., tutoring, review sessions)
    - I provide additional handouts, worksheets, etc., for students to check their comprehension.
    - I am also very encouraging with regard to students emailing, zooming, or coming to my office for help.
    - I send check-up emails to students who miss class and to those who are struggling with assessments.
- Provides supervision of independent study, practicum, and internship experiences which enhances learning, prevents problems and/or effectively handles problems that may arise
    PSY290s
    Fall
    - 290 Reagan Phillips
    - 290 Lauren Heelan
    - 290 Ray Hamilton
    - 290 Noble Steenbergen
    Spring
    - 290 C.J. Weins
    - 290 Lauren Heelan
    - 290 Ray Hamilton
    Research Mentees (not for credit)
    -Reagan Phillips
- Uses active learning techniques
    - I use a variety of in-class discussion activities, small group activities, and whole class applied activities/demonstrations.
- Stimulates effective student participation (e.g., by inviting students to identify practical applications or examples of theoretical concepts, or therapy)

- My classes consistently (every day) have students engaging in dialogue with me and other students about examples and critical thinking questions.
        - Every class has at least one small group activity wherein students apply learned concepts to scenarios or case studies.
- Requires student participation in class beyond class discussion such as participating in class demonstrations or giving presentations
        - I utilize many small group activities most every day.
        - I require some form of individual presentation in all of my classes (340-problem questions, 412-physio questions, & 617-non-parametric presentation).
- Includes, updates, and maintains learning activities other than lectures
        - I regularly review the learning activities I utilize in my classes.
- Uses effective methods (e.g., technology, lecture, case studies, demonstrations, activities, debate, videos) to facilitate learning of course objectives
        - My classes employ all of the parenthetical examples.
        - My general approach is the Socratic method which consists of dialogue between me and my students with questions to stimulate critical thinking.
- Uses multiple formats to deliver course content
        - Lecture, discussion, small group activities, demonstrations, articles, data-driven projects.
- Student comments from my SITE evaluations are very positive!
        - My SITE evaluation comments are consistently positive and include statements about how much the students learned and how I was one of their best or favorite professors at WKU.
- Creates a comfortable environment that is often supplemented with humor.
        - This is a comment that routinely appears on my SITE evaluations.
- Strives to develop a strong rapport with each student and the class as a unit.
        - I am very intentional about learning every student's name, their career endeavors, hobbies, and interests. This information is interleaved into my discussion with the students to increase their perceived value, buy-in, and attention.

-PSY340 Student Comment

*At the beginning of this course, I was not sure how I would do with speaking aloud in class as my Professor used the socratic teaching method. However, after being in this class for a semester now, I feel as though I have gotten more confident all around with asking and answering questions in class. I also feel as though I pay a lot more attention in this class than any of my other classes because we will get points deducted off our grade if we are on our phones. Along with that, Professor Wininger is understanding with his students. He let me makeup up a quiz that I had missed because I was not mentally there that day. He **genuinely does care for his students' well beings** which is an important quality for a professor to have. Overall, this class not only educated me about sports psychology, but it also **helped prepare me for the world outside of college**.*

- Conscientious about monitoring my students' nonverbal behaviors in order to identify signs of confusion or problems with attention regulation.
- Student accommodations for illness: offered sick or quarantined students a Zoom alternative.

3. Teaching: Assessment of Student Performance

   a. Self-rating: ***Proficient***

   b. Relevant S.I.T.E Items #3, 4, & 6: My average rating for all of my classes for all three SITE items was above the department means.

   #3: *Expectations for course assignments are clear and specific*.

Item #3	Dept Mean Fall = 4.44 Dept Mean Spr = 4.48	
Semester	Course	Mean
Fall	340	4.86$^+$
Spr	412	4.75$^+$

   #4: *Assignments/exams are aligned with course learning objectives.*

Item #4	Dept Mean Fall = 4.54 Dept Mean Spr = 4.56	
Semester	Course	Mean
Fall	340	5.00$^+$
Spr	412	4.75$^+$

   #6: *My instructor provides constructive feedback.*

Item #6	Dept Mean Fall = 4.26 Dept Mean Spr = 4.34	
Semester	Course	Mean
Fall	340	4.57$^+$
Spr	412	4.50$^+$

   c. Exemplars:

- Routinely evaluates tests/assessments for item quality such as content validity, item difficulty, etc.
    - Every test I give is evaluated via item analyses (p and d values) and student feedback. AND I use this information to make revisions to both course content and assessments. My usual criteria is to examine p values of less than .33 and d values that are high (>.70) or negative.
- Creates and uses rubrics for all written assessments (i.e., essay tests, papers, etc.).
    - I do this for every open-ended exam item, paper, and project.
- Sets high but reasonable standards for student performance for the ability level of the students
    - I intentionally teach and test at higher levels of Bloom's taxonomy (http://people.wku.edu/steven.wininger/psy510/bloom.html).
    - My grade distributions routinely include A's, B's, C's, and a few D's/F's.
        - Spr honors 412: 4 A's, 6 B's, 1 C.
        - Spr 412: 6 A's, 5 B's, 5 C's, 3 D's.

- Fall honors 340: 3 A's, 1 B.
- Fall 340: 6 A's, 5 B's, 7 C's, 2 D's, 1 F.
  o Data-collection/analysis/reporting projects are required in both of the undergraduate classes I teach.
  o Student comments routinely reflect a high level of rigor but accompanied by a high level of learning.

Student comments 340
*Taught and thoroughly explained each topic in depth. Coming to class will make your life easier when it comes to quizzes. This class gives you an opportunity to learn more about yourself and as an athlete if you are one. In addition, **you are challenged to think about how to apply each concept** which is really great.*

Student comments *PSY412*
*This course is **very challenging**. Although you learn a lot.*

*Definitely a **harder class**, but great professor!*

*I actually really enjoyed this class. The methods used in the classroom really helped me learn more effectively than others. **It was challenging**, but it served me well.*

- Provides opportunities for students to receive comprehensive feedback via formative assessment of learning (small group discussion, question-answer sessions, quizzing, section reviews, close attention to non-verbals, etc.)
  o Every single class period has formative assessment activities built in usually in the form of small group discussions of a case study or application exercise.
- Uses multiple methods of assessment appropriate to course content and purpose (MC, T/F, matching, short answer, essay, projects, critiques, and presentations)
  o Yes, all of the parentheticals.
- Create all of my test items rather than relying on the often error-ridden test bank questions.
  o These items are based on the learning objectives.
  o These items adhere closely to good test item guidelines found in classroom assessment textbooks. Specifically, I use Oosterhof's guidelines.
- Review exams with students to clarify misknowledge or to learn from the test.
  o Discuss any items that more than half of the class missed to ascertain the cause.
- My evaluations of academic achievement are based on clearly outlined course objectives presented to the students via my webpage
  o Every quiz and exam has been subjected to a content validity evaluation, i.e., making sure every learning objective has an assessment item and that every assessment item is assessing a stated learning objective.
- Provide students with practice quizzes at the beginning of the semester in so that they can familiarize themselves with the testing format and nature of the questions (PSY340).
- Transitioned to 8 quizzes and a final exam instead of 4 exams in PSY340 to reduce stress for students.
  Student comment

*• I have really enjoyed this course. **I loved the way the class was set up with regard to the quizzes instead to exams. I feel as if that really helped me to be less stressed out and really focus on learning the material in class.** I liked the Socratic method as well as the class project. Overall one of my favorite classes I've taken here at western. I also liked the strict no technology policy.*

- Intentionally make the first assessment worth less points so that so that students have a chance to better understand the testing format and nature of the questions without major harm to their grade (PSY412).
- Send praise emails to students who have made at least a 10% improvement from exam 1 to 2 or exam 2 to 3; the focus is on praising their increased efforts, new strategies, or help seeking.

RESEARCH/CREATIVE ACTIVITY

4. Publications

    a. Self-rating: ***Proficient***

    b. List of publications "out" or "in press" (complete reference):

Wheeler, L. N., & Wininger, S. R. (2023). The effects of outdoor therapy on depression and anxiety: A quantitative review. *Modern Psychological Studies, 28 (2),* Article 4.

    c. List of manuscripts accepted for review to a refereed journal or text.

Wininger, S. R., Lancaster, D.E., Redifer, J.L., & Derryberry, W.P. (under review July 2023). *Impact of Students' Off-Task Technology Use on K-12 Teachers.*

Wininger, S. R. (submitted for review July 2023). *Math and Multitasking: Comparing and Combining Anxiety Induing Tasks.*

5. Presentations

    a. Self-rating: ***Proficient***

    b. List of presentations made (complete reference)

National

Redifer, J. & Wininger, S. R. (2023, August) Preparing Graduate Students for Faculty Position Negotiations. Oral presentation delivered for the 2023 APA convention, Washington, D.C.

Wininger, S. R., Carpenter, G., Carter, O., & Roepke, E. (2023, August). Math & Multitasking: Comparing and Combining Anxiety Inducing Tasks. Poster presented at the 2023 APA Convention, Washington, D.C.

Zhao, Q., Redifer, J., Wininger, S., & Gross, T. (2022, December). Online and face-to-face: Teaching students to adapt research proposal presentations across mediums. Roud table at PsychTERMS Conference (Teaching to Enhance Research Methods and Statistics in Psychology), a virtual conference.

Regional
N/A

Local
N/A

6. Research Activity

   a. Self-rating: ***Proficient***

   b. Exemplars

   • Actively directs data collection in a research program on a continual basis (e.g., planning studies, running studies, and analyzing data)

-Director, Motivation Lab, (01- present)

   Last year's studies
   Fall 2022
   -Goals, attention, stress, & performance [Data collection phase]
   -Impact of Student's Technology Use on Teachers in K-12 Schools [Data collection phase]
   -Anxiety Diagnostic for COMM 145 [Planning and Data collection phase]
   -Impact of a multitasking demo on student's beliefs about multitasking [Planning and Data collection phase]

   Spr 2023
   -Goals, attention, stress, & performance [Data collection phase]
   -Impact of Student's Technology Use on Teachers in K-12 Schools [Data analysis phase]
   -Anxiety Diagnostic for COMM 145 [Data analysis phase]
   -Anxiety Diagnostic for WKU athletes [Planning and Data collection phase]
   -Anxiety Diagnostic for Math classes [Planning phase]
   -Impact of a multitasking demo on student's beliefs about multitasking [Data collection phase]

   • Directs 3 or more independent studies, master's theses, specialist projects, or dissertations

Student	Course/Project	Semester
Reagan Phillips	Gatton-PSY290	Fall 2022
Lauren Heelan	PSY290	Fall 2022
Ray Hamilton	PSY290	Fall 2022
Noble Steenbergen	PSY290	Fall 2022
C.J. Weins	PSY290	Spr 2023
Lauren Heelan	PSY290	Spr 2023
Ray Hamilton	PSY290	Spr 2023
Reagan Phillips	Gatton-*not for credit*	Spr 2023
David Lancaster	Specialist project	Fall 2022 & Spr 2023 [Planning/Running/Analyzing]
Lindsey Wheeler	Specialist project	Spr 2023 [Planning]

Funding (5)
-Assisted Lauren Heelan with FUSE Grant Funding, Spring 2023. **Funded**
-Assisted Lindsey Wheeler with Graduate Studies Grant, Fall 2022. **Funded:** $1500

-Wininger, S. R. WKU Micro Grant, Spring 2023. **Funded:** $485
-Wininger, S. R., WKU Quick Turn Around Grant (QTAG), Spring 2023. **Funded:** $2750.
-Wininger, S.R. WKU Dean's Special Request Fund, Spring 2023, **Funded:** $5,345

SERVICE ACTIVITY

7. Service

   a. Self-rating: **Proficient**

   b. Committees

University
   Long-term
-Member & Chair, Academic Fee Committee, (Fall 2022-)
-Member, Colonnade Fixer Committee, (Fall 2022)
-Member, Advisory Board for Center for Innovative Teaching and Learning (CITL), (19-)
-Taught HEC for both PSY340 and PSY412

   One-time
Faculty-Undergraduate Student Engagement (FUSE) grant reviewer, (Fall 22 & Spring 23)

College
   Long-term
-Member, Wedge Committee, (Spring 23-)
-Member, Associate Dean search committee, (Spring 23)
-Member, CEBS Leadership Council, (14-)
-Member, CEBS Curriculum Committee, (13-)

Department
   Long-term
-Co-Department Chair for Psychology Department, (14-present)
      Undergraduate curriculum
      Scheduling
      Adjunct hiring and communication
      Department meetings
      Human resources (includes hiring)
      APRs
      Fire-fighting
-Sport Psychology Concentration Coordinator, (15-present)
      Student inquiries and recruiting visits
      Curriculum
      Advising
-Chair, Psychology Undergraduate Program Committee, (09- present)
      Member, Psychology Department Undergraduate Program Committee, (01- present)
-Advisor to all Sport Psychology Concentration majors
-Faculty Liaison for Psychology Dual Credit (14-)

   Short-term
-Committee member, Adkins, Dane (2021), Dissertation [No activity this year]

Professional

       Long term

Member, APA Cornerstone committee (2023-)

Reviewer, APA Division 2 Teaching Resources Reviewer (2020-present)

       Short term

Reviewer, AASP Conference Submissions (2022 & 2023, Spring)

Reviewer, APA Division 15 Conference Submissions (2023, Spring)

       One time

<u>Ad Hoc Reviewer</u> for *Gifted Child Quarterly*, Summer 2023

<u>Ad Hoc Reviewer</u> for *Journal of Sport and Exercise Psychology*, Spring 2023

Presents a workshop, colloquia, or program based on expertise:

-Wininger, S. R. (April 14, 2023). Psychology's APR System: Dimension and Process. Presentation for WKU Department Chairs.

-Wininger, S. R. (February 27, 2023). Attention Domains, Working Memory, Procedural Memory, and Multitasking. Guest lecture for PSY100.

-Wininger, S. R. (January 31, 2023). Attention, Working Memory, and Multitasking. ROTC instructor training program, Bowling Green, KY.

-Wininger, S. R. (January 10, 2023). WKU New Faculty Orientation: Interpreting and Responding to SITES.

Professional Development Activities related to professional service

-Attended APA conference, August 2023

-Attended Teaching to Enhance Research Methods and Statistics in Psychology Virtual Conference, December 2023

-CITL session on "Building Vitality in Your Faculty Career," 1/27/23

ORGANIZATIONAL CITIZENSHIP AND PROFESSIONAL CONDUCT

8. Organizational Citizenship and Professional Conduct

    a. Self-rating: **Proficient**

    b. Exemplars:
- I am respected by colleagues (e.g., serves as a source of professional expertise)
- I am always on time in fulfilling obligations and deadlines that are important for the smooth functioning of the department
- I am regularly proactive in helping my colleagues
- I honor appointments with students and colleagues
- I am regularly available to students (in person or electronically)
- I display sensitivity to ethical issues and university policies in the conduct of university and personal activities
- I am knowledgeable about and adhere to APA Code of Ethics
- I consistently treat students and colleagues fairly, irrespective of ethnicity, religion, gender, culture, age, or disabilities
- I demonstrate respect for colleagues, staff, and students
- I adhere to ethical research procedures

- Attended all department meetings
- Attended all commencement ceremonies (i.e., graduations)
- Attended all faculty interview colloquiums
- Attended all College Happenings