FACULTY PERFORMANCE EVALUATION FINAL SUMMARY
COLLEGE OF HUMAN SCIENCES
2017 Calendar Year

Name: Robert Bubb   **Dept: HDFS**   **Date of Review: April 24, 2018**

Current Approximate Time Allocation   **Next Year Approximate Time Allocation**
100% Instructional Activities   100% Instructional Activities

As in your past as an instructor at Auburn, 2017 was another good year for you. I am in awe of your teaching evaluation scores, especially given that you are teaching methods and statistics courses. This year across five undergraduate classes and two graduate classes mean student evaluations of your teaching effectiveness were never lower than 5.0 on a 6-point scale. The change in evaluation form prevents direct comparison between Spring, Summer and Fall 2017 but the overall patterns are clear: you are an exceptionally effective teacher. Qualitative comments provide additional evidence, for example "What a dude!!! … Truly a remarkable teacher and made every student eager to learn about statistics…" and "Robert Bubb's teaching style is one of the most effective I've had at Auburn so far!" Your students benefit tremendously from your committed teaching. And your colleagues in the HDFS department and the College recognize the value that you add to our efforts. Bravo!

Part of your success is probably rooted in the intentional and data-driven approach you take to course improvement. For example, you experimented with offering undergraduates the opportunity to present outside the classroom (a great idea, by the way). You had very little interest and so you responded by replacing the research project with a series of lab assignments. Way to pay attention to student feedback! This past year you introduced regular low-stakes quizzes and added a rubric in 7050. You reflect in your annual report that your graduate students did not perform as well as in the past. I like your approach to exploring the causes, for example, thinking about the research on whether rubrics help or hinder. I have confidence in your system, Rob.

I very much appreciate your work with 7 undergraduates in 4980. Your co-authored presentation at the AAGHS conference is a solid example of excellent commitment to engaged research opportunities. I cannot say enough about how important these types of experiences are for the preparation and confidence of our undergraduates. This work requires more investment in the students than in a lecture course, and I hope it continues to be manageable for you.

Your attention to and research on the scholarship of teaching and learning also sets you apart. Thank you for your leadership in the Essay for Excellence, presentations, and the e-portfolio. And congratulations on the Faculty Excellence Award for the e-portfolio- your contribution is clear.

I have enjoyed getting to know you a bit, Rob. Your positive and energetic approach to your teaching and your commitment to your research are inspirational. I would like us to work in the coming year to put you up for promotion to Senior Lecturer.

My overall assessment of your performance is *exemplary.*

_____ 7 May 2018   _____ May 1, 2018
(Faculty Signature)   (Date)   (Department Head Signature)   (Date)

Cooperative Extension

8. Percent of Cooperative Extension assignment during the academic year?
0

9. What were your Cooperative Extension goals for the past year?

Goal 1: Conduct the Federal and internal analysis on the past year's data for the Body Quest grant.

10. Of the goals listed in #9, which goals did you achieve, and what were your major accomplishments? (e.g., publications, videos, radio talks, TV appearances, in-services). Also, list any new extension/outreach grants that you received in the previous year.

Goal 1: Completed the data analysis and met with Sondra Parmer and Barb Strumpler to discuss adjustments to data collection and analysis for 2018.

11. what goals were not achieved?

N/A

12. What support would have helped you to reach your goals?

N/A

13. What are your goals for next year?

Goal 1: If asked, I will continue to conduct the analysis for the Body Quest grant for 2018 (Federal and internal reporting)

14. Comments and/or additional information.
N/A

Instruction

15. Percent of Instructional assignment during the academic year?

100

16. Indicate the courses you taught during the past academic year (not the calendar year).
Spring 2017:
STAT 2010-009, Statistics for the Behavioral Sciences, 4 crd hrs, 48 enrolled, 5.2 avg;
STAT 2010-012, Statistics for the Behavioral Sciences, 4 crd hrs, 46 enrolled, 5.5 avg;
HDFS 7060-001, Research Methods for HDFS II, 3 crd hrs, 14 enrolled, 5.0 avg;

HDFS 2040-001, Analytics for the Social and Behavioral Sciences, 4 crd hrs, 14 enrolled, 5.8 avg;

Fall 2017:
HDFS 2040-001, Analytics for the Social and Behavioral Sciences, 4 crd hrs, 47 enrolled, 5.77 avg;
HDFS 2040-002, Analytics for the Social and Behavioral Sciences, 4 crd hrs, 36 enrolled, 5.63 avg;
HDFS 7050-001, Research Methods for HDFS I, 3 crd hrs, 10 enrolled, 5.63 avg;

Please note that the evaluation form changed between summer 2017 and fall 2017. Before the fall semester, a question asked about the overall effectiveness of the instructor—this is reported for Spring and Summer. However, for the fall semester the question about overall effectiveness was no longer on the evaluation report. For the fall semester, I took the average of the first 7 items in the report. That means the fall semester is not directly comparable to the spring and summer semesters. That also means I cannot directly compare last year's to this year's evaluation as I usually do.

17. Indicate the graduate students on whose committee you served this year.

NA

18. What were your Instructional goals for the past year (copy from the preceding year's worksheet)?

Goal 1: Improve lecture and lab instruction to further develop student learning for the Stats 2010 course by:
a. Finish converting the narrated PowerPoints into live video recordings no longer than 15 minutes each. The goal is to have this completed by Fall 2017 semester.
b. Encourage students to submit their research projects to *This is Research.* In stat 2010, HDFS 7050 and HDFS 7060, student use existing datasets to create research questions and then analyze them. However, no students in any of the courses have taken what they have presented in class and submitted it to the AU conference. My goal this year is to recruit an undergraduate student to facilitate this process by reviewing the projects and contacting students to encourage them to submit to the conference. I hope that multiple projects will be submitted and accepted that will demonstrate student learning in the classroom.
c. Once the HDFS 2043 distance learning course is approved and video recordings are complete for the STAT 2010 course, I would like to implement the distance learning course as a pilot either in the fall or spring semester. This would of course depend on the need and timing in the department.
d. Move STAT 2010 assignments from out-of-class to in-class. Part of the increased number of academically dishonest behaviors in STATs 2010 last year was due to assignments completed outside of class. One student would do the assignment and then share their spreadsheet to which several other students would then submit as

their own (the editing history was retained in the Excel file). Moving the assignments to in-class would ensure that everyone is doing the assignment and obtaining the practice that will help them on future exams. It should also reduce the number of academic dishonest occurrences.

Goal 2: Improve lecture and lab instruction to further develop student learning for the HDFS 7050 course by:

a. Continue to make the course my own. My goal is to sit down over the summer and write-out the course learning objectives and make sure that the content and structure of the course are meeting those objectives within the bounds of a 3 credit hour course.

b. Implement multiple quizzes in HDFS 7050 similar to HDFS 7060 this spring semester.

c. Implement SAS as the only statistic package taught in HDFS 7050. Reducing the credit hours from 4 to 3 has squeezed the content that can be covered in the course. Previously, I instructed in both SAS and SPSS, however last fall, I had to quickly abandon teaching both packages as we just did not have the time. Because MPlus syntax is much more similar to SAS than SPSS, I will only teach SAS in HDFS 7050. SPSS drop down menus are easier to learn and can be taught in individual major professor's labs.

Goal 3: Improve lecture and lab instruction to further develop student learning for the HDFS 7060 course by:

a. Reducing the number of assignments from 10 to 8. Moving from 4 credit hours to 3 credit hours has increased the amount of time students have to spend outside of the course (because we don't have time for them to start their assignments in what use to the lab component). By reducing the number of assignments, students will not feel as overwhelmed and the quality of the assignments should increase.

19. Of the goals listed in #18, which goals did you achieve, and what were your major accomplishments?

Goal 1b (partial): I recruited Kendall Klumpp to solicit undergraduate students and graduate students to submit their research projects and write-ups to *This is Research.* Kendall took the lead and although she contacted many students, only one undergraduate student showed a moderate amount of interest. As such, Kendall took the 1st author role of their projects and wrote up three proposals to *This is Research* and the APA national conference. She presented two of the projects at *This is Research* and will present one at the APA national conference in August. She is also beginning to write a manuscript for the *Teaching of Psychology* journal. Given the lack of student interest in presenting outside the classroom, I have discontinued the research project in the HDFS 2040 course and replaced it with lab assignments using student data derived from the 2040 course.

Goal 1d. Moving the assignments to being in-class labs has been successful. Students are doing their own work and moving the assignments to in-class allow students to get answers to the questions from a TA or myself. As mentioned above, there are two more lab assignments (between-groups ANOVA and SLR regression) now that the poster project has been removed from the course.

Goal 2a: I spent time in the summer adjusting the HDFS 7050 course to a 3 credit course. There were several adjustments such as the development of rubrics for assignments and study guides to help students. I also reworked all the PowerPoint Decks to be easier to read and more concise. Although this may be a reflection of the cohort, students did not do as well this semester with the assignments even though they had rubrics unlike the previous three cohorts. There is research in the teaching literature that if you provide too much structure that student learning may actually decrease. I will continue to monitor the assignments with next year's cohort.

Goal 2b: Multiple quizzes were implemented this past year in 7050. One student commented on the multiple quizzes were helpful in getting them to review the material more often then they normally would. Of course, this was the point of the change.

Goal 2c: SAS is the only statistical package now used in 7050 and 7060. Although I mentioned on several occasions why SAS is being used, I still had a couple of comments on the course evaluation questions why SAS is used rather than SPSS. I will make sure to remind students on the rationale more often and place it in writing in the syllabus.

Goal 3: The number of assignments was reduced to 7 for this year in HDFS 7060. Hopefully, students will not feel as overwhelmed as in pass semesters and that the workload will better match the credit hours

Addt 1: Instructed HDFS 4980 with three undergrads in the spring 2017 and four undergrads in the fall 2017 semesters: Mary Elizabeth Corliss, Meredith McCanless, Sarah Slife, Madison Atwater, Madison Wright, Michaela Lawrence, and Sara Katherine Parks. They also completed graduate preparation assignments and assisted students during their office hours. They helped reduce the instructor-to-student ratio and nearly all of them were exceptional at their responsibilities.

Addt 2: Attended and presented at the National Institute on the Teaching of Psychology national conference in January, 2017

Addt 3: An undergraduate Honors student, Kira Kingston, who was conducting research with me, and wanted to turn her experience into an Honors course, approached me. We modified the syllabus to meet the requirements and she successfully completed the course.

Addt 4: Kira Kingston asked me to be her Honors Thesis advisor. I accepted and she will be presenting her Honors Thesis at *This is Research* at the end of the March, 2018.

Addt 5: I was approached by Linda Goldberg from the American Psychological Association and asked if I would be interested in recreating learning modules on research methods content. I agreed to create five modules. I have completed two modules and am currently working on the other three. APA was impressed with the two completed modules and asked me if I would be interested in doing a series of modules on introductory statistics. We have not come to an agreement yet to the scope of the project. We will discuss it more once the research methods modules are complete.

Addt 6: I was contacted by Steven Swidle from the Auburn University business school. He was interested in how I used the flip classroom approach. We met and I demonstrated how he could use PowerPoint, YouTube, and Qualtrics to create online materials and lectures. He has implemented these strategies in his course.

Addt 7: Successfully converted STAT 2010 into HDFS 2040 for the Fall 2017 semester.

Addt 8: (more of an adjustment than an accomplishment) Course evaluations from last year's cohort indicated that students would like to have the Canvas gradebook utilized in the course so they could their progress through the semester. I implemented the gradebook in the Fall 2017 semester. Posting grades throughout the semester does limit my flexibility for final grades but hopefully it will reduce some student stress.

20. Of the goals listed in #18, which were not achieved?

Goal 1a: Although the videos were not completed, I did make progress toward the last module of the course (Module 6). My TAs and I developed scenarios and support materials for the module video. This may be one of those on-going goals where I focus on a module a semester. It may take 2 years to complete the goal.

Goal 1c: See above. Preparing HDFS 2040 is still a goal, but may take some time to complete with assistance.

21. What support would have helped you to reach your goals?

Converting the online-narrated PowerPoints to video is turning out to be more time consuming than initially thought. Angela and I have discussed using the person that is hired to develop distance-learning courses to help with the videos as they can be used for the HDFS 2043 distance-learning analytics course.

22. What are your goals for next year?

Goal 1: Improve lecture and lab instruction to further develop student learning for the HDFS 2040 course by:

a. Finish converting the narrated PowerPoints into video recordings no longer than 15 minutes each. The goal is to have three of the six course modules complete by the end of the year.

b. Create how to videos on conducting statistical analyses in Microsoft Excel. I currently have Word documents with screen shots that work sufficiently, but a video lesson complete with a dataset for students to walk through would be more accessible for students.

c. Continue to recruit undergraduate TAs to help with the HDFS 2040 course. Fall semester 2017 I had 4 UTAs. This was too many. I will only recruit two a semester. Limiting to two UTAs will allow each of their experiences to be more meaningful. UTA office hours will not seem so empty.

d. Use undergraduate TAs to help develop content for the modules. As I revamp the modules for the 2040 course, I would like to use some of the downtime of my undergraduate TAs. They can develop scripts for videos, demonstrations, and quiz questions for the video lectures. Enlisting their help will likely save me some time and will bring in new ideas and scenarios that will relate to students across the college.

e. Apply to the Course Design through the Biggio Center for the summer term. Enrolled in the weeklong course will focus my attention re-developing the course centered around videos and more active learning activities.

Goal 2: Improve lecture and lab instruction to further develop student learning for the HDFS 7050 and 7060 course by:

a. I would like to take some of the lecture content and have students review it out of class. The flipped classroom approach has worked extremely well in the undergraduate course. I think that elements of it would also work in the graduate level course. Flipping some aspects of the course will require developing outlines, readings and materials. Some materials may include video lessons and demonstrations.

b. students made some comments on the 7050 course evaluation that assignments in the course piled up on some weeks at the end of the semester. One week in particular there was a quiz and reaction comments due. There was also a revised assignment (optional) due for those who wanted to improve their score. To help alleviate some of the assignment congestion, I will move all revisions to be due on Fridays rather than Wednesdays when the course meets.

c. A student comment on the 7050 course evaluation that students were not taking the reaction comment assignments for the readings seriously. I will develop structured worksheets for each of the readings to help guide their studying of the articles so that they can get more out of them and focus on the important points.

Goal 3: Complete the remaining three research methods modules for APA.

23. Comments and/or additional information.

Addt 1: I was surprised this year with the performance of the incoming graduate cohort. Typically, I have 3-4 students in a cohort who excel in HDFS 7050 and 7060. For example, turning in first drafts that are "A" grade quality on a consistent basis. I did not really have any students this semester who met this expectation. Those students who received an "A" grade in 7050 were at the lower end of the "A" spectrum. The course material is relatively the same and the assignments were very similar to past years. I suspected the inclusion of rubrics and re-tooled presentations would have resulted in higher performance, but it did not. I feel the in-class instruction was much better than previous years. I am a little worried about the students' performance in 7060 as it is a harder course.

Addt 2: A couple of former undergraduate students went out of the way to contact me after they had completed the HDFS 2040 course. One student, Emily Knight, emailed me about how her experience in the analytics course has given her an advantage over her peers in the psychology research methods course. Another student, Dixon Darling, stopped by my class right before it began and thanked me for the course in front of the current students and stated that he uses much of what he learned in his major courses. Although it seemed a little awkward, it was a nice gesture and maybe the current students in the course were able to see the relevance of the statistics course.

Research

24. Percent of Research assignment during the academic year?

25. What were your Research goals for the past year (copy from the preceding year's worksheet)?

Goal 1: Revise grant proposal based on my dissertation to comments and re-submit to SHRM or another grant funding organization.
Goal 2: Continue to recruit undergraduate research assistants to help with research projects related to disability studies and writing narratives for Camptown and Baptist Hill Cemeteries.
Goal 3: Submit a proposal to the Afro-American Historical and Genealogical Society national conference for 2017 with undergraduate co-authors
Goal 4: Submit a proposal to the Society for Industrial and Organization national conference for 2018 with undergraduate co-authors
Goal 5: Submit a proposal to the National Institute for the Teaching of Psychology national conference for 2018 with undergraduate co-authors.

26. Of the goals listed in #25, which goals did you achieve, and what were your major accomplishments? Please give full listings for all publications you produced in the previous year (e.g., refereed journal articles, abstracts, book chapters).
Publication dates must be within the last calendar year. List any new grants received in the past year. Indicate the dollar amount of the grant and whether you were the PI or a Co-PI. List any patents you obtained in the previous year.

Goal 2: I worked with nine undergraduate students on research projects: Crystal Harrell, Hannah Ferry, Skye Daniel, Keri Kelley, Meredith Bovee, Kendall Klumpp, Kira Kingston, Sarah Slife, and Courtney Reed.
Goal 3: I submitted a proposal with URA Crystal Harrell and two members of the community as co-authors to the AAGHS conference. The proposal was selected and presented. The presentation was one of three highlighted in the AAHGS news.

- o Bubb, R., Swenson, C., Harrison, E., & Harrell, C. (2017, October). *Passing Back Over the Color Barrier.* Concurrent session at the annual meeting of the Afro-American Historical and Genealogical Society, The Bahamas.

Goal 4: I submitted a proposal with URA Crystal Harrell and two Psychology faculty at the Society of Industrial and Organizational Psychology (SIOP) national conference.

- o Bubb, R., Fan, J., Robinson, J., & Harrell, C. (2017, April). *Physiological reactance and discrimination toward persons with Down syndrome.* Poster session at the annual meeting of the Society of Industrial and Organizational Psychology Conference, Orlando, Florida.

I had a fairly productive research year. Therefore, I will break additional accomplishments up by research area:

Research on the Scholarship of Teaching and Learning:

Addt 1: The Society for the Teaching of Psychology invited the ePortfolio committee to submit an article to *Essays in E-xcellence in Teaching.* The article is scheduled to be published in 2018.

- o Bubb, R., Sailors, J., Wilbanks, S., Vollenweider, M., Cumbie, E., & Ferry, H. (accepted 2018). *Professional Development through Reflective Student ePortfolios.* In W. Altman, L. Stein, & J. E. Westfall (Eds.). Essays from E-xcellence in Teaching (Vol. 18, pp. XX). Retrieved from the Society for the Teaching of Psychology Web site: TBD

Addt 2: Presented two posters with URA Hannah Ferry and the ePortfolio committee at the National Institute on the Teaching of Psychology (NITOP) national conference.

- o Bubb, R., Sailors, J., Wilbanks, S., Christian, V., Cumbie, E., Vollenweider, M., & Ferry, H. (January, 2017). *Course Sharing: Professional development and ethics.* Poster session at the annual meeting of the National Institute of the Teaching of Psychology Conference, St. Pete Beach, Florida.
- o Ferry, H., & Bubb, R. (January, 2017). *Course Sharing: Introductory statistics for the behavioral sciences.* Poster session at the annual meeting of the National Institute of the Teaching of Psychology Conference, St. Pete Beach, Florida.

Addt 3: Presented a poster that the Conversations in Celebration of Teaching conference at Auburn University.

- o Sailors, J., Bubb, R., Wilbanks, S., Vollenweider, M., & Cumbie, E. (January, 2017). *Successful ePortfolio development across the HDFS undergraduate curriculum.* Poster session at the Conversations in Celebration of Teaching Conference, Auburn, Alabama.

Addt 4: Recognized at the Auburn University Awards for the Faculty Excellence Award for the ePortfolio Cohort

Addt 5: Mentored a URA who presented a poster at the This is Research conference at Auburn University.

- o Klumpp, K., Bubb, R., & Slife, S. (2017, April). *The effect of employment on students' grades.* Poster session at the annual *This is Research* student symposium, Auburn, Alabama.

Addt 6: Submitted two proposals to the International Writing across the Curriculum conference. One proposal was accepted.

- o Bubb, R., Sailors, J., Wilbanks, S., Christian, V., Cumbie, E., Vollenweider, M., & Ferry, H. (June, 2018). *Implementing reflective ePortfolios in Major Curriculums: A case study perspective.* Poster session at the annual meeting of the International Writing across the Curriculum Conference, Auburn, Alabama.

Addt 7: Submitted a proposal to the American Psychological Association national conference. The proposal was accepted for presentation in 2018

- o Klumpp, K. & Bubb, R. (2018, August). *The relationship between employment and course performance in undergraduate college students: The mediating role of lecture attendance and textbook*

engagement. Poster presentation at the American Psychological Association National Conference, San Francisco, California.
Addt 8: Took URA Hannah Ferry to the NITOP conference to present

Research on the stigma toward persons with disabilities:
Addt 9: Mentored a URA who presented a poster at the This is Research conference at Auburn University
- o Harrell, C., & Bubb, R. (2017, April). *The effect of contact and disability recognition on qualification ratings.* Poster session at the annual *This is Research* student symposium, Auburn, Alabama.
Addt 10: Submitted a proposal to the American Psychological Association national conference. The proposal was accepted for presentation in 2018.
- o Harrell, C. & Bubb, R. (2018, August). *The impact of contact and recognition on qualification ratings of job applicants with Down Syndrome.* Poster presentation at the American Psychological Association National Conference, San Francisco, California.
Addt 11: Took URA Crystal Harrell to the SIOP conference to present

Research on local African American history:
Addt 12: Short summary published in the Afro-American Historical and Genealogical Society (AAHGS) Newsletter
- o Swenson, C., Bubb, R., Harrell, C., & Harrison, E. (2017, May/June). Black educators wall of fame—Sam Love: Freedman educator. *AAHGS News.*
Addt 13: Mentored a URA who presented a poster at the This is Research conference at Auburn University. The poster presentation received first place.
- o Harrell, C., Bubb, R., Swenson, C., & Harrison, E. (2017, April). *Reconstructing post-emancipation communities through the preservation of African American cemeteries.* Poster session at the annual *This is Research* student symposium, Auburn, Alabama. **Award winning poster—first 1st place.** http://our.auburn.edu/this-is-research-student-symposium/
Addt 14: We were invited to present two posters at the African American Cemetery Preservation symposium at Auburn University. One of the posters was Crystal's award winning poster. Two URAs and a graduate student co-authored.
- o Harrell, C., Bubb, R., Swenson, C., & Harrison, E. (2017, November). *Reconstructing post-emancipation communities through the preservation of African American cemeteries.* Poster presentation at the Caroline Marshall Draughon Center for the Arts & Humanities African American Cemetery Preservation Workshop, Auburn, Alabama.
- o Bubb, R., Kingston, K., Reed, C., & Smith, J. (2017, November). *Preserving African American history through the documentation of Baptist Hill Cemetery.* Poster presentation at the Caroline Marshall Draughon Center for the Arts & Humanities African American Cemetery Preservation Workshop, Auburn, Alabama.
Addt 15: Crystal's award winning poster was also presented at the Juneteeth celebration at the Washington on the Brazos State Park

- o Harrell, C., Bubb, R., Swenson, C., & Harrison, E. (2017, June). *Reconstructing post-emancipation communities through the preservation of African American cemeteries.* Poster presentation at the annual *Juneteenth Heritage Celebration*, Washington-on-the-Brazos State Park, Texas.

Addt 16: Crystal's award winning poster was featured in the Washington County Genealogical Society's newsletter

- o Washington County Genealogical Society or Texas (2017, May). What you missed: Committee reports. *WCGS Newsletter 12*(5), 3.

Addt 17: Presented with two URAs at the Caroline Marshall Draughon Center for the Arts and Humanities to 4th graders from Pick Elementary. We created a worksheet for identifying enslaved persons from existing records, a slave quarter model, and a historical site poster for African American history in Auburn

Addt 18: Attended the Breeden Grant Workshop hosted by the Biggio Center

Addt 19: Submitted a proposal titled Increasing Intercultural Knowledge and Diversity Awareness through Experiential Learning and Community Interaction for a Breeden Grant and received the grant ($3,960).

Addt 20: Developed a website for dissemination of biographies of those interred at Baptist Hill Cemetery. So far, five biographies written by URAs and myself are posted to the website.

Addt 21: The research that we are doing was named in the Auburn Plainsmen on Nov 11.

Addt 22: Meet with one of the Auburn African American historical commission members (George Echols). He donated six copies of the history book that they published for URAs to use.

Addt 23: Met with Mark Wilson (director of the Caroline Draughon Center for the Arts and Humanities) and other community members to discuss how to proceed with documenting the biographies of those interred at Baptist Hill Cemetery

Addt 24: I meet with the Auburn Cemetery Preservation Board every month and the Lee County Cemetery Commission quarterly.

Addt 25: Attended the Cemetery Preservation Workshop and Alabama Cemetery Preservation Alliance annual meeting

Addt 26: Documented previously undocumented African American (on Ogletree Road in Auburn) and African Bahamian cemeteries (Bannertown, Eleuthra, The Bahamas). Also photographed all the headstones at Baptist Hill with help from three URAs. Also photographed graves at Society Hill Cemetery in Lee County and Ashdale Cemetery with URA help.

Addt 27: Place memorials on graves of veterans (Memorial Day) and former enslaved persons (Freedom Day) at Baptist Hill with the help of URAs

Addt 28: Took one URA, Kira Kingston, and one graduate student, Crystal Harrell, to the AAHGS national conference

27. Of the goals listed in #25, which were not achieved?

Goal 1: The requirements for the SHRM grant changed from open submission to invitations based on SHRM priorities. I will monitor the grant for next year to see if the priority is related to persons with disabilities. If not, then depending if I have an interested student, I will look into other organizations offering grants.

Goal 5: I decided to take my family to Disney World instead of submitting and attending the National Institute for the Teaching of Psychology (NITOP) national conference. Kendall and I submitted the proposal to the American Psychological Association national conference instead. The proposal was accepted.

28. What support would have helped you to reach your goals?

N/A

29. What are your goals for next year?

Goal 1: Continue to recruit undergraduate research assistants to help with research projects.
Goal 2: Submit a proposal to the Afro-American Historical and Genealogical Society national conference for 2018
Goal 3: Submit a proposal to the National Institute on the Teaching of Psychology national conference for 2018
Goal 4: Develop and instruct a course on obtaining biographical information and writing biographies for those interred at Baptist Hill. The course will be open to undergraduate students and community members (fulfill the Breeden grant)

30. Comments and/or additional information.

31. Percent of Service assignment during the academic year?

32. What were your Service goals for the past year (copy from the preceding year's worksheet)?

Goal 1: Continue to work with Dr. Sailors on the E-portfolio committee as needed.
Goal 2: Continue as a member of the undergraduate program committee as needed.
Goal 3: Help with designing an HDFS undergraduate research methods course. The need for a research methods course has been discussed for several years. It sounds like we are now moving in that direction. I have volunteered to be part of the committee to help develop the course.

33. Of the goals listed in #32, which goals did you achieve, and what were your major accomplishments (e.g., Dept., College, University, and local, state, and national service).

Goal 1. I have continued to assist on the committee and help with workshops.
Goal 2: I have continued to assist on this committee when they met.
Goal 3: Ben Hinnant, Di Samek and I submitted a grant for the course. Unfortunately, it was not funded. Ben has taken the lead on this and plans to offer an elective research methods course in the future.

Addt 1: I also assisted in the yearly review of 1st year graduate students given my interactions with them for the first two semesters in the research methods 7050 and 7060 courses.
Addt 2: I was asked and accepted to serve on the AUELC Scholarship Committee. We met twice to decide on scholarship recipients.

34. Of the goals listed in #32, which were not achieved?

All goals achieved

35. What support would have helped you to reach your goals?

36. What are your goals for next year?

Goal 1: Continue to work with Dr. Sailors on the E-portfolio committee as needed.
Goal 2: Continue as a member of the undergraduate program committee as needed.
Goal 3: Continue to assist on the AUELC Scholarship Committee

37. Comments and/or additional information (Includes participation in workshops, institutes, courses, internships and/or consulting to upgrade professional skills).

38. Describe your efforts to recruit graduate and/or undergraduate students.

I wrote recommendations for 15 undergraduate students this past year. Last year Crystal Harrell was an undergraduate teaching and research assistant. She applied and was accepted to the HDFS graduate program. I also suggested to Kendall Klumpp that she apply to the MFT graduate program even though she was a psychology major. However, she did not submit an application.