

**FACULTY PERFORMANCE EVALUATION FINAL SUMMARY
COLLEGE OF HUMAN SCIENCES
2018 Calendar Year**

Name: Robert Bubb

Dept: HDFS

Date of Review: May 10, 2019

Current Approximate Time Allocation

100% Instructional Activities

Next Year Approximate Time Allocation

100% Instructional Activities

Rob, 2018 was an excellent year. I continue to marvel at your teaching evaluation scores in the sorts of courses that often do not leaving students feeling charitable, methods and statistics. This year across five undergraduate classes and two graduate classes, mean student evaluations of your teaching effectiveness were never lower than 4.57 on a 6-point scale (only one graduate course had below a 5.19). Any way that we look at the data, you are an exceptional teacher. Qualitative comments provide additional evidence, for example

Dr. Bubb is probably one of the best teachers I have ever had, as he really cares about our grades and wants us to actually learn the material. His method of teaching works very well for me and he made the class enjoyable.

Dr. Bubb is the best professor I've had in my time at Auburn. He is engaging, understanding, kind and incredible helpful in a very difficult course. He is an incredible professor and a very kind human being.

You served on two committees in 2018, one MS student (finished) and one doctoral student (Counseling Psychology). HDFS students (and others!) are fortunate to have a teacher and mentor with your passion and commitment. The undergraduate TA system you have set up for 2040 is brilliant, benefitting everyone concerned. I appreciate your acknowledgement that limiting yourself to 2 is best. Your flipped classroom model for 2040 has been successful thus far and is evolving. I hope you can come speak with the undergraduate teaching faculty to give them some sense for how you have managed and provide them with lessons learned. I'm excited to know that you are considering how to use the model for your graduate course. I think it is the wave of the future and I am thrilled that you are embracing it. You continue to use an analytical approach to course improvement. I especially appreciate your open reflection and willingness to learn from your students. I look forward to your development in the coming year of the online 2043 and the Research Literacy course.

As I said last year, your attention to and research on the scholarship of teaching and learning also sets you apart. Congratulations on your publication in the Society for the Teaching of Psychology website. Wow! And you were on two conference presentations. You continue to be active in scholarship, Rob. Very impressive.

The HDFS faculty and the College value the extent to which you make a huge difference in our

programs. Some did not want to have a precedent to automatically have lecturers serve on committees – we may disagree with this. But an important point for you to understand is that this faculty does not worry about Dr. Robert Bubb serving on committees, rather in fairness to all lecturers, they wanted a single procedure and policy. We need to educate the incoming faculty about the provisions for lecturers and committee service so that all know equally.

I appreciate you, Rob. You are a productive, creative, professional and supportive pillar of HDFS here at Auburn. 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*.

(Faculty Signature) (Date)

(Department Head Signature) May 10, 2019
(Date)

Name: Robert Bubb

Department: Human Development and Family Studies

Date: 1 March 19

INSTRUCTION

Question 1

Enter percent of Instructional assignment during the last year.

100%

Question 2

Indicate the courses you taught during the past year. Include semester, name of course, credit hours, enrollment, and average evaluation.

Spring 2018:

HDFS 2040-001, Analytics for the Social and Behavioral Sciences, 4 credit hours, 46 enrolled, mean evaluation = 5.73;

HDFS 2040-002, Analytics for the Social and Behavioral Sciences, 4 credit hours, 42 enrolled, mean evaluation = 5.39;

HDFS 7060-001, Research Methods for HDFS II, 3 credit hours, 10 enrolled, mean evaluation = 4.57;

Summer 2018:

HDFS 2040-001, Analytics for the Social and Behavioral Sciences, 4 credit hours, 8 enrolled, mean evaluation = 5.81;

Fall 2018:

HDFS 2040-001, Analytics for the Social and Behavioral Sciences, 4 credit hours, 33 enrolled, mean evaluation = 5.77;

HDFS 2040-002, Analytics for the Social and Behavioral Sciences, 4 credit hours, 37 enrolled, mean evaluation = 5.27;

HDFS 7050-001, Research Methods for HDFS II, 3 credit hours, 15 enrolled, mean evaluation = 5.19;

The overall question of instructor effectiveness is no longer asked on the evaluation, therefore the mean evaluation reported is the average of the first 7 items in the report measured on a 6-point scale

Question 3

Indicate the graduate students on whose committee you served last year. List committees you chair first followed by committees on which you served as a member. Include student name, MS or Ph.D. status, chair name, proposal date, expected defense date.

Committee member: Crystal Harrell, MS, Chair: Tom Fuller-Rowell, defended 12-2018

Committee member: Jade Kinney, PhD, Chair: Evelyn Hunter, qualify exam 09-2018, proposed 10-2018, expected defense date 04-2021

Question 4

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 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.

Question 5

Of the goals listed in #4, which goals did you achieve, and what were your major accomplishments?

Goal 1a (Partial): The course re-design in the summer through the Biggio Center helped me start the process of converting the videos; however the personal circumstances over the past year prevented me from getting close to complete before the fall semester.

Goal 1b (Partial): The summer course redesign also helped me get started with the videos and receive feedback. I will look to complete the videos prior to the Summer HDF5 2043 course.

Goal 1c: Instructed HDF5 4980 with one undergraduate student in the spring 2018 and one undergraduate student in the fall 2018 semesters: Hannah Riggan and Anna Blount. They also completed graduate preparation assignments and assisted students during their office hours. They helped reduce the instructor-to-student ratio and were exceptional at their responsibilities.

Goal 1e: Applied and was accepted to the Biggio Center's Course Redesign. See above.

Goal 2b: I ensured there were no doubling of assignments and quizzes for the 2018 year in HDF5 7050 and 7060.

Goal 2c: Structured worksheets were developed in the courses and I believe this has helped students not only be better prepared for the content covered in class, but also more participative in class. I had students find articles in their field of study and use the worksheets to identify and critique the articles' research methods and statistical analyses.

Goal 3a: I have concluded my work for the APA research methods modules.

Addt 1: Instructed and mentored HDF5 4997 Honors Thesis with Kira Kingston

Addt 2: Instructed honors requirements for the HDF5 2040 course for Casey Littleton

Addt 3: Received Affiliate Faculty recognition from the Office of University Writing

Addt 4: Published article for the Society for the Teaching of Psychology

- Bubb, R., Sailors, J., Wilbanks, S., Vollenweider, M., Cumbie, E., & Ferry, H. (October, 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. 50-53). Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/ebooks/eit2018/index.php>

Addt 5: Two conference presentations

- 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.

- 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.

Question 6

Of the goals listed in #4, which were not achieved?

Goal 1a (Partial): The course re-design in the summer through the Biggio Center helped me start the process of converting the videos; however the personal circumstances in the summer prevented me from getting close to complete before the fall semester.

Goal 1b (Partial): The summer course redesign also helped me get started with the videos and receive feedback. I will look to complete the videos prior to the Summer HDFS 2043 course.

Goal 1d: Because I only had one undergraduate student per semester, the responsibilities for them was double a typical UTA so I did not add any additional work to their normal responsibilities

Goal 2a: Unfortunately, I did not have the extra time to flip the course this semester. This will be a goal that I will carry over into next year.

Question 7

What support would have helped you to reach your goals?

I don't think additional support would have helped this year on the goals that I didn't meet. The year was the busiest year yet from a teaching, research, and personal standpoint. The one that often unsettles the balance is the unexpected personal events. Rebekah has traveled to California multiple times this past year. This will continue into the 2019 year, but the traveling is not indefinite.

Question 8

What are your goals for the next year?

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

a: Teach an online version of the analytics course, HDFS 2043. This is already scheduled for the summer 2019 second term. This will be inclusive of developing videos for the content of the course and inclusive of instructional videos on Excel

b: Continue to recruit undergraduate TAs to help with the HDFS 2040 course. Two a semester would be ideal. Two undergrads have agreed for the Spring 2019 semester

c: Explore moving the HDFS 2040 course to 3 credit hours. Psychology has already done this which no longer makes our course equivalent. Additionally, it could lead students to take the Psychology Analytics rather than the HDFS Analytics course. I checked enrollment for the fall 2018 and spring 2019 semesters and there does not appear to be any CHS students enrolled in the Psychology Analytics course at this time.

d: In preparation for a move to a 3-credit hour course, I plan to reserve the Monday and Wednesday lab times as review periods where the UTAs can instruct. UTAs can hold study sessions in other courses across campus as long as they are not introducing new material. The structure of these review sessions will include worksheets and homework for students to complete with the UTAs help. I will be present during most UTA study sessions especially at the beginning of the semester. By reviewing and repetition, students should gain a better understanding of the material. Additionally, the UTAs will benefit from learning how to instruct in a teaching-type environment and will receive feedback on their instruction. This move will require me to re-structure the learning objectives of the course and develop materials for UTAs to use during the review days.

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

a: Adjusting outside of class reading to include published articles using various research methods. Students already collected articles last year. I plan to use these articles this upcoming year so that we can have a common reference when discussing the week's topics. This change will allow students to see what type of research methods are being used in their areas of interests and to evaluate the articles' methods and statistical analyses individually and then collectively as a class.

b: A student comment indicated that the definition nature of the quizzes did not test a deep understanding of the material. Although the quizzes were not meant to be conceptual, but rather basic-level understanding, I do appreciate the students comment. I will include at least two conceptual or application questions on the quizzes moving forward.

c: The HDFS 7050 and 7060 courses were developed in coordination with Margaret Keiley (who I miss terribly). One influence from Margaret was the use of SAS as the data package for analysis as she felt it would benefit those students continuing on to one of her courses. However, most students in the HDFS 7050 and 7060 courses will not be taking electives in the doctorate-level courses. I will continue to teach an M-plus workshop at the end of HDFS 7060 to prepare for later courses in the sequence (such as Ben's class); however, I will move the statistical package to SPSS as it is more commonly used in the department.

d: In HDFS 7060, I will have students introduce their own data for analyses. Students commented that the datasets provided by me were not necessarily in their fields of interest. By the 7060 course, students should be established enough in their research labs to have access to a few variables for analyses.

e: 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.

Goal 3: Develop a Master's level research literacy course for implementation in the summer 2020 year

Question 9

Comments and/or additional information

2018 was a challenging year and I expected evaluations to drop as I prioritized spending more time at home while Rebekah travelled. This drop is evident in the evaluations in the graduate level courses. The undergraduate course evaluations are the same if not slightly better. The only aspect of my teaching that I believed suffered was turn-around time on assignments and grading. Grading and turn-around time was most pronounced in the graduate level courses and may account for the drop in evaluations because the written assignments take longer to grade than assignments at the undergraduate level. Based on my assessment, in-class presentations and explanations have been improved at both the undergrad and graduate level compared to previous years. This year also saw an increase in research activity and productivity. This also limited timely grading. I talk more about the research activity in the research section of the evaluation.

Despite 2018 being the heaviest load I have had here at Auburn, it really has been the least stressful and most rewarding. I enjoy everything that I am doing and even though I am balancing being at home with my father-in-law's situation, it has not added to my stress. I have really enjoyed managing my time with my kids as well as my academic work and instruction.

I have heard from time-to-time over the past seven years from non-tenured track faculty of how they are treated differently compared to tenure-track faculty; however I had never experienced any disparity, at any time until this past year. A couple of students commented on other faculty stating that I am just an instructor and not a researcher. There is some truth to that as I don't actively publish and don't have an official research agenda, but I was most surprised at the response of faculty to my service on graduate committees. As a department, we worked hard to get the lecturer position to have the option to teach graduate level courses and helps serve on committees if the lecturer initiated the service—something that I would only do for students who I have worked closely with. There are no other students that I have worked more closely with than Crystal and Jade. Crystal's acceptance into the program was contingent upon my agreement to serve as a co-chair if another faculty would not later agree to be her major professor. Yet, when it came to her committee, I couldn't serve solely as her third committee member. I found it disconcerting that departments other than HDFS (for example Psychology) have no qualms about my service on graduate committees at either the Thesis or Doctoral Level. I realize those who brought me into the department have moved on and are no longer here; it seems that I am indebted to them for providing a layer of protection that I was unaware of.

Addt 1: For the second cohort in a row (as opposed to the first three cohorts), I am a little surprised with the performance of the incoming graduate class. Typically, there are only 1 or 2 students who end the HDFS 7050 course with a "B" grade, yet in this cohort, if it wasn't for an extra credit assignment at the end of the semester, 5 students would have been in the "B" grade range. I worry a bit with the 7060 course as it is all new material and tends to be a harder course.

Add 2: A couple of former undergraduate students went out of their way to let me know how their experiences in HDFS 2040 have impacted them. One student, Meredith McCannless, emailed me to let me know that what she learned in HDFS 2040 has given her an advantage in her upper level Public Relations courses which focus on statistics and research methods. Also another student, Madison Atwater, who was accepted to the Nebraska's graduate program, commented on how the other students in her cohort come to her for explanations. It is always nice to have student go out of their way and inform you that your teaching as impacted them outside the course.

RESEARCH

Question 1

Enter percent of Research assignment during the last year.

0%

Question 2

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

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)

Question 3

Of the goals listed in #2 which goals did you achieve, what were your major accomplishments? Please give full listing 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 Co-PI. List any patents you obtained in the previous year.

Goal 1: I have actively recruited from my classes. Kira Kingston, Courtney Reed, Jade Kinney and Casey Littleton are previous students who have assisted in research this year. I have also have had a little success with recruiting students from outside my classes: Natalya Currin, Monique Napier, and Jelani Moore

Goal 2: We presented at the Afro-American Historical and Genealogical Society national conference for 2018 in Philadelphia. I brought three students with me: Jade Kinney, Crystal Harrell, and Kira Kingston

- Kinney, J., Harrison, E., & Bubb, R. (October, 2018). *Re-discovering Camptown: Preserving African American history at local cemeteries*. Paper session at the

annual meeting of the Afro-American Historical and Genealogical Society,
Philadelphia, Pennsylvania

Addt 1: Received a Daniel Breeden Grant from the Biggio Center, \$3,960: PI

Addt 2: Received Special Lecture Funding from the Provost and The Caroline Marshall Draughon Center for the Arts and Humanities to host a symposium on African American Cemetery Preservation, \$1,700: PI. The symposium was held in November and brought together faculty and students from the university, students from the junior high school, and members of the community

Addt 3: Assisted Auburn Junior High School in obtaining an Alabama Bicentennial School Grant, \$2,000: PI Andrew Morgan

Addt 4: Assisted obtaining an Alabama Historical Commission Grant for County Line Cemetery, \$1,869: PI Sandy Lewis

Addt 5: One of three presentations recognized in the Afro-American Historical and Genealogical Society Journal and News (1) 2018

- Afro-American Historical & Genealogical Society (2018, January/February). Highlights from the AAHGS 2017 Cruise-Conference. *AAHGS News*.

Addt 6: Research with African American Cemeteries mentioned in two local newspaper articles and one news TV spot

- <http://opelikaobserver.com/lccpc-discuss-vandalized-county-line-cemetery/>
- <http://opelikaobserver.com/local-eagle-scout-candidate-to-restore-grave-shelter/>
- <https://www.wltz.com/2018/08/17/community-coming-together-to-restore-vandalized-lee-county-cemetery/pic/118349/>

Addt 7: Mentored Kira Kingston on her Honors Thesis project. She presented at *This is Research*

- Kingston, K., & Bubb, R. (2018, March). *African American influence on the historic Toomer's Drugs*. Paper session at the annual *This is Research* student symposium, Auburn, Alabama

Addt 8: Made an agreement with Genealogical Society of East Alabama that allow any student in the research group to publish any story on African American history in their *Tap Roots* journal. Kira published her story on John Reese.

- Kingston, K. (2018). Mr. John Reese. *Tap Roots*, 56(1), 4-6

Addt 9: The research group had eight other presentations and another accepted for 2019

- Hodge, H., Kinney, J., Mata, L., Miles, J., & Munroe, K. (2018, October). *Students studying slavery and its legacies at Auburn University*. Roundtable session at the annual Universities Studying Slavery Fall Meeting, Tougaloo, Mississippi.
- Bubb, R., Gaddis, E., Kennington, K., Kinney, J., Mount, G. E., & Ogletree, M. (2018, October). *The university, the community, and enslavement at Auburn University*. Roundtable session at the annual Universities Studying Slavery Fall Meeting, Tougaloo, Mississippi.
- Bubb, R., Kinney, J., & Nichols, O. (January, 2019). *Engaging the community to create a virtual tour of Baptist Hill Cemetery*. Digital poster session at the annual meeting of the Conversations in Celebrating Teaching conference, Auburn, AL.

- Bubb, R., Kingston, K., Reed, C., & Smith, J. (2018, 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.
- Harrell, C., Bubb, R., Swenson, C., & Harrison, E. (2018, 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 Symposium, Auburn, Alabama.
- Brady, T., Ketring, R., Brady, C., & Bubb, R. (2018, November). *Creating a memorial space at County Line Cemetery*. Poster presentation at the Caroline Marshall Draughon Center for the Arts & Humanities African American Cemetery Preservation Symposium, Auburn, Alabama.
- Smith, O., & Bubb, R. (2018, November). *Preserving an African American cemetery from development in the Cove Creek subdivision*. Poster presentation at the Caroline Marshall Draughon Center for the Arts & Humanities African American Cemetery Preservation Symposium, Auburn, Alabama.
- Kinney, J., Bubb, R., & Graham, T. (2018, November). *The uncovered history of enslaved Africans interred at County Line Cemetery*. Poster presentation at the Caroline Marshall Draughon Center for the Arts & Humanities African American Cemetery Preservation Symposium, Auburn, Alabama.
- Bubb, R. (2018, November). *Virtual Tour of Baptist Hill Cemetery*. Paper session at the Caroline Marshall Draughon Center for the Arts & Humanities African American Cemetery Preservation Symposium, Auburn, Alabama.

Addt 10: Guest speaker at Auburn Junior High School

- Bubb, R. (2018, October). *Notables of Baptist Hill Cemetery: John Reese and James Echols*. Presentation at Auburn Junior High School, Auburn, Alabama.
- Bubb, R. (2018, September). *Notables of Baptist Hill Cemetery: Amos Wynn*. Presentation at Auburn Junior High School, Auburn, Alabama.

Addt 11: Presented to and engaged Pick Elementary students by creating worksheets, handouts, posters, and a model slave quarter from Lee County. Posters displayed African American historical sites in Auburn and Lee County slave narratives

Addt 12: Dispersed flyers on the African American influence on the Historic Toomer's Drugs and Toomer's Corner at the Museum of East Alabama and the Center for the Arts and Humanities.

- When we approached Toomer's Drugs, they were not interested in exploring the African American history with us. We did our own thing with dispersing flyers and suggesting that those who took the flyers ask about the history when they visited Toomer's Drugs. As of December, John Reese is now acknowledged on the Toomer's Drugs website.

Addt 13: Came up with a name for our research group Research to Preserve African American Stories and Traditions (*rPAAST*). We created a website post and Facebook that Natalya Currin and Valencia Smith (undergraduate students) help maintain

Addt 14: Met with Auburn Cemetery Advisory Board monthly and Lee County Cemetery Preservation Commission quarterly.

Addt 15: Actively documenting, monitoring, clearing, and preserving 16 African American cemeteries in Lee County

Addt 16: Observed Memorial Day, Veteran's Day, and Freedom Day by decorating graves in Lee County with student help

Addt 17: Coordinated two cemetery clean-up days at Baptist Hill cemetery with Auburn's Big Event, Milton W. Howtz Lodge, Ebenezer Baptist Church, Auburn Junior High School, AU faculty and students, and community members

Addt 18: Poster presentation at the American Psychological Association National Conference

- 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 19: Worked on assessment of the ePortfolio data for SACS review for the Office of University Writing

Addt 20: Worked on the assessment of What's for Lunch 2018 Federal report and internal report

Question 4

Of the goals listen in #2, which were not achieved?

Goal 3: A presentation was not submitted to NITOP. I did not have an undergraduate working with me in the fall who was interested in the Scholarship of Teaching and Learning

Goal 4: This goal was more partially met. When obtaining the Breeden Grant, I thought it would be much easier to get students involved in the research and harder to get the community involved. It has been the opposite. Finding students to take the course for credit was difficult and the students that are involved in the project are volunteers. I will continue to offer the HDFS 4980 section for students interested in credit, but the direction has morphed into finding out how individuals can contribute and using their strengths to get things done rather than forcing them into a structured course. I believe we have accomplished much more this way.

Question 5

What support would have helped you to reach your goals?

The goals that were not met were far outweighed by the accomplishments that were not planned.

Question 6

What are your goals for next year?

Goal 1: Continue to look for opportunities to present and educate on the preservation of local African American history – at least one presentation will be submitted to AAHGS – another 12 other presentations are currently planned for 2019. 2019 is a big anniversary year historically nationally, locally, and personally for African American History.

Goal 2: Publish at least one article on the preservation work we are doing.

Question 7

Comments and/or additional information.

The research preserving local African American history has been very rewarding. It has allowed me to interact with students and members of the community. The topic is timely and my involvement has energized many other groups. Last year we worked with Auburn Cemetery Advisory Board, Lee County Cemetery Advisory Board, Ebenezer Baptist Church, Mountain Springs Baptist Church, LDS Church, Genealogical Society of East Alabama, Preservation of African American Cemeteries, Lee County Sheriff's office, local Boy Scouts, Tomb N' Groom, Auburn Heritage Association, Auburn Junior High School, and other departments from History, Anthropology, Sociology, Psychology, Office of Diversity and Inclusion, Communications, and Community Planning. Many of these organizations have accomplished much in addition to what we have listed. I see myself continuing in this line of research for a while and my role increasing. As such, I have decided to end all other assessment projects that I am working on for other departments and focus my time outside of instruction on this project.

SERVICE

Question 1

Enter percent of Service assignment during the last year.

0%

Question 2

What were your Service goals for the past year? (copy from 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: Continue to assist on the AUELC Scholarship Committee

Question 3

Of the goals listed in #2, which goals did you achieve and what were your major accomplishments (e.g., Dept., College, University and local, state, national service)?

Goal 1: Assisted Dr. Jamie Sailors with ePortfolio workshops, ePortfolio Award evaluations, and presented at conferences (already listed above).

Goal 2: Attended meetings as needed

Goal 3: Helped select AUELC scholarships for 2018 fall -2019 spring semesters

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: Lecturer search committee chair

Addt 3: SLO1 Undergraduate Writing Workgroup

Addt 4: Judge at CHS research symposium

Addt 5: Member for Auburn Celebration Committee for Alabama's Bicentennial Celebration

Question 4

Of the goals listed in #2, which were not achieved?

All goals acheived

Question 5

What support would have helped you to reach your goals?

N/A

Question 6

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

Goal 4: Continue as chair of the Lecturer search until the position is filled.

Question 7

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

N/A

RECRUITING

Question 1

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

I wrote recommendations for 27 undergraduate students this past year. I also suggested to Allison Kam that she apply to the HDFS graduate program even though she was not an HDFS major. However, she did not submit an application.