

Abilene Christian University

Goals and Faculty Evaluation

Year 2011-2012

Name Jennifer Huddleston

Department Biology

Date 23-August 2011

Teaching

Teaching Goals for the Year (completed by June 1 by faculty member)

1. In the fall, I will prepare new lectures for Human Perspectives in Biology and Cell Biology. I will also assist Diana Flanagan with General Microbiology Labs. In the spring, I will prepare new lectures for Human Anatomy, Human Anatomy Lab, and Microbiology.

2. For all of my courses, I will attempt to give homework that is meaningful, relevant, and that will allow the students to connect with the material and really learn it and understand it. I will also attempt to give exams that are fair and will reflect what the students have really learned in the course.

3. I will build upon the current Microbiology Lab course to include a wider variety of microorganisms, different and more types of microbiological growth media, and additional activities. The challenge will be to provide a robust lab experience for students without me spending an exorbitant amount of time (and money) in culture and media preparation for each lab session.

Reflections on Goals (completed by
March 1 by faculty member)

Chair's Evaluation of Goal Completion
(completed by April 1)

1. New lectures were prepared and given in all of the above listed courses.

Not met	Met	Met with Distinction
	X	
	X	
	X	

From the fall semester to the spring, I made a significant change in my teaching style. One of the most common comments that my students in Cell Biology made on their evaluations was "calm down and slow down." I have done that. For example, I would typically present 44 slides in Cell Biology in an 80-minute class. Now, in microbiology, a comparable class in length, content, and students, I cover 25 similar slides. I am being intentional about slowing the pace. I have not yet heard the same complaints this semester.

2. For the fall semester, I have mixed feelings about the homework given in both classes. For Human Perspectives in Biology I assigned very easy homework assignments, that forced the students to read the chapters or study. In my opinion, the questions were not very thought-provoking. On the other hand, the students told me that the questions really helped to prepare them for the exams and made them learn the material. The students thought the homework was

good, but I had intended for the homework to make them think a more deeply about the topics we covered. For the Cell Biology class, I felt like the four assignments were excellent in allowing the students to think more like a scientist in the area of cell biology. The assignments were: 1) watch a Youtube video and read the accompanying paper by Craig Venter and synthetic life of cells and then answer questions about them, 2) the students were given a DNA sequence and instructed how to use BLAST on NCBI to determine what protein the gene encoded, the 3-D structure, etc, and then use Pubmed on NCBI to write a short paper over the protein, 3) the students listened to a podcast about quorum sensing and answered questions over it, and 4) the students chose a cell biology of interest to them and wrote a 5-6 page paper over it using primary, peer-reviewed literature. I thought the students were challenged to think beyond the material and use the tools that scientists use. They found the scientific literature difficult to read, which it is, but they need this type of exposure. They also responded very well to choosing the topic to write about. One young woman wrote about the cell biology effects of a disease that a family member has and was so thankful for the opportunity to do the assignment. However, not all of the students valued this type of homework, saying the homework didn't prepare them for the exams. I was not trying to prepare them for exams. I was trying to prepare them for a life in science. (Even medical doctors use Pubmed.) So, next time I may add material from the homework to the exams.

I am still experimenting with what a "fair" and reasonable exam is. I tend to make them a little harder than the students would like. I am working not on adjusting my exams so they are easier, but rather adjusting my teaching style so that the students know what the most important aspects of the material are to focus on.

3. I have changed the microbiology lab to include many more organisms that the students could work with. I acquired about 15 strains from Texas Tech University's teaching collection and incorporated them into experiments. I ordered several new types of microbiological media that the students enjoying using, for example, EMB medium to isolate E. coli from the environments around them. I believe the students are having a rich lab experience due to the new media, strains, and new experiments that I have incorporated. All of the media and supplies that I ordered for the lab is being used and will continue to be used in future semesters. There is nothing being wasted, and nothing that is lacking at this time. I use the microbiology teaching assistant as a lab preparation person. He prepares media and supplies before each lab period. I subculture bacteria for the labs. I spend little time in preparation for the lab. This allows me to be present and teaching the labs myself.

Additional teaching activities not included in goals:

- 1.
- 2.

Not met	Met	Met with Distinction

Areas of Competence: Faculty are expected to develop competence in each of these areas (completed by April 1 by chair)

Student Satisfaction

Classroom Effectiveness

Syllabi

Integration of Faith/Learning

Class/Course Enhancement

Student Advising/Mentoring

Unsatisfactory	Needs Improvement	Effective	Excellent
		X	
		X	
		X	
		X	
		X	
		X	

		X	
		X	
		X	
		X	
		X	
		X	

Teaching (Overall rating by chair)

Unsatisfactory	Needs Improvement	Effective	Excellent
		X	

		X	
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Comments: Jennifer is off to a great start as a faculty member at ACU. She was able to keep her head above water during both the fall and spring semester as she developed courses for the first time. She was forced to deal with the wide variety of students from non-biology majors to senior majors and has done well in dealing with all of them. She has already begun to make significant and positive additions to the microbiology lab activities.

Scholarship

Scholarship/Creativity Goals for the Year (completed by June 1 by faculty member)

1. I will submit manuscripts to peer-reviewed journals over research that was done at Texas Tech University during my graduate studies and possibly over research done at the University of Georgia during my postdoctoral work.
2. I will develop plans to initiate my own research at ACU. I will determine what kinds of equipment and what chemicals and growth media I will need. I will also determine the cost for these types of things. I will make plans to transfer my culture collection from Texas Tech University to ACU.
3. I will submit a research proposal to the ACU Research Council to request funding for undergraduate research on gene transfer among members of the bacterial genus *Aeromonas*.

Reflections on Goals (completed by March 1 by faculty member)

Chair's Evaluation of Goal Completion (completed by April 1)

1. I submitted a manuscript from my work at TTU in January and a manuscript from my work at UGA was submitted in February. Decisions have not been made by the editorial boards about their acceptance.

Not met	Met	Met with Distinction
	X	
	X	
	x	

2. I am still in the process of determining what types of materials I will need for my research. I have determined that there is no equipment that I lack—only a few chemicals and consumable supplies. This can be ordered at the beginning of the summer. I have also lined up three to four good students to work with me this summer. I will also be spending a few days in late May in Lubbock transferring most of my stocks.

3. I submitted a research proposal to the ACU Research Council and received full funding from Pursuit, the Office of Undergraduate Research, and Math/Science. I will be able to buy all of the supplies I need and reward those students who will work with me.

Additional scholarly/creative activities not included in goals:

- 1.
- 2.

Not met	Met	Met with Distinction

**Scholarship/Creativity
(Overall rating by chair)**

Unsatisfactory Needs Improvement Effective Excellent

		X	
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Comments: Even in the midst of developing courses for the first time, Jennifer has been able to think about how to initiate her research activity and actually make some headway in starting it up. She has successfully applied for internal grants for the summer to begin setting up her lab and has been successful in recruiting and influencing some undergraduate students to help her. Her contacts with the University of Georgia and Texas Tech will continue to be helpful to the initiation of her research projects here.

Service

Service Goals for the Year (completed by June 1 by faculty member)

1. I plan to attend church regularly and find a church home.
2. I will look for local service opportunities that I can be involved in once I get settled.
3. I will make my new contact information available through professional societies and new publications that will enable me to begin reviewing journal articles in the field of microbiology and *Aeromonas* biology again.

Reflections on Goals (completed by March 1 by faculty member)

Not met	Met	Exceeded
	X	
	X	
	X	

1. In the fall semester, I attended University Church of Christ with my son because I visited once and the people were so very nice to me. My son also made a good connection with the Sunday School teacher. It was a good place for stability for my son when so much around him was changing. In the early spring semester, my husband, son, and I visited many churches. They were all excellent, but we have chosen to place membership at University Church of Christ.
2. My husband and I have been asked to be small group leaders in the 20s and 30s ministry at University Church of Christ.