Asian Studies Librarian

Harold B. Lee Library

July 2020

# **Sample Faculty Development Plan**

**I. Self-Assessment**

**A. Academic Background**

* 2022 Master of Library and Information Science (MLIS), School of Information, San José State University, San José, CA (*I have completed 18 of 43 credits toward graduation*)
* 2008 PhD, East Asian Languages and Cultures, Columbia University, New York, NY
* 2002 MPhil, East Asian Languages and Cultures, Columbia University, New York, NY
* 1999 MA,East Asian Languages and Civilizations, University of Colorado, Boulder, CO
* 1996 BA, Chinese Language & Literature, Brigham Young University, Provo, UT

**B. Academic Work Experience**

* 2018–2019 Visiting Professor, Dept. of Asian and Near Eastern Languages, BYU, Provo, UT
* 2017–2018 Instructor, BYU Salt Lake Center, Provo, UT
* 2016–2017 Visiting Professor, Dept. of Asian and Near Eastern Languages, BYU, Provo, UT
* 2008–2016 Assistant Professor, Dept. of History, BYU, Provo, UT
* 2007–2008 Visiting Instructor, Dept. of History, BYU, Provo, UT
* 2006–2007VisitingInstructor, Dept. of Asian Languages & Cultures**,** Univ. of Colorado, Boulder, CO

**C. Strengths**

* Broad knowledge of many topics associated with Asian Studies.
* Deep familiarity with academic research strategies for both long- and short-term research projects: I have published a book and a half dozen articles, book chapters, and book reviews related to Chinese cultural history.
* Extensive teaching experience: I have designed and taught 20 different courses in Chinese history, culture, literature, and language at the university level.
* Good relationships with many professorial faculty and students involved in Asian Studies at BYU. I worked in both the departments of History and Asian and Near Eastern Languages.
* I am open to acquiring new knowledge, experience, and skills. In other words, I embrace lifelong learning.
* I work well with colleagues and am interested in collaboration.

**D. Skills and Competencies**

* I am familiar with digital technologies used in academic settings and am comfortable learning and adapting to new ones. I am currently learning HTML and CSS coding through my MLIS program—skills required to produce and modify webpages.
* My teaching experience will help me to successfully teach “Introduction to Asian Studies” (ASIAN 200). Teaching this course is a responsibility outlined in my job description. This experience in the classroom will also help me to successfully teach library instruction sessions to groups of students and individuals.
* I am proficient in reading, writing, and speaking Chinese and Japanese.
* I am skilled at academic writing and translation.

**E. Research Interests**

* My research interests center on the social, cultural, and literary history of Medieval China with particular emphasis on the relationship between commemoration and the construction of family identity. My current research explores the religious, social, and cultural significance of stone-inscribed biographies called *muzhiming* 墓誌銘 (“entombed epitaph inscriptions”).
* I am also interested in researching the information seeking behavior of communities such as the China Watching Community (i.e., those interested in staying up to date on US–China relations).
* Chinese family history research

**F. Areas for Development**

* I am striving to make my “Introduction to Asian Studies” course library centric. In other words, I will design course assignments to teach the students different library literacy skills so they can become familiar with the HBLL’s excellent resources and how to use those them to successfully conduct their own research.
* I need to learn to read Korean. I have started working on this by using Pronunciator, Duo Lingo and other language learning software.
* I have had one year of experience providing library instruction and know I can improve by observing skilled teachers and by accumulating more experience.
* My online research guides are in need of substantial updating. I have begun this project, but I estimate that it will take at least a year to get them up to date. I currently manage four sites: Asian Studies, Chinese Studies, Japanese Studies, and Korean Studies. I would also like to add new tabs to the general Asian Studies research guide to compile resources for South Asian Studies, South East Asian Studies, and Central Asian Studies.
* I need to develop the Library Science aspect of my research agenda. I hope to develop projects related to information seeking behavior of the China Watching Community, and how to provide the best research guides (LibGuides) and library instruction for the field of Asian Studies. This last topic would include researching the user-experience of library patrons.
* While I have good relations with nearly all of the professors working on East Asia, I need to make a focused effort to connect individually with faculty working on South and Southeast Asia, as well as those that teach Asian languages in the [Center for Language Studies](http://cls.byu.edu/), and the [Chinese Flagship](https://chineseflagship.byu.edu/) program. Specifically, I need to ensure that their research and teaching needs are being supported and suggest opportunities for library literacy instruction.

**II. Professional Goals, Action Plan, and Timeframe**

**A. Professional Assignment**

1. Reference Work

* Goal: Improve the Research Guides for my subject areas in this order: Chinese Studies, Asian Studies, Japanese Studies, Korean Studies.

a. Make separate tabs for Reference, History, Literature, Government, Philosophy, and Religion, for each guide.

b. Add primary source material to each guide

c. Add reference material boxes for each page

d. Add a “New Books” gallery window to each page.

e. Conduct User-experience observations with Asian Studies students and interview relevant faculty to improve each site

* Plan: A series of well-organized and thorough Research Guides will help me provide better library instruction and more effectively teach ASIAN 200. They will also help students working on Asian related projects to conduct better research. During the Summer and Fall and Winter 2020, dedicate 10 hours a week to this task.

**2. Liaison Work**

Goal: Contact all faculty with any research or teaching connection with Asian Studies.

* Plan: Produce a definitive list of the faculty that I support as the Asian Studies librarian and keep it updated. Send out an email invitation introducing myself and requesting a brief two sentence synopsis of what each faculty member is researching and teaching. This will allow me to have a better idea how to support them. Personally contact each individual (when the pandemic is over, meet with them in person).

**3. Teaching ASIAN 200 “Introduction to Asian Studies”**

Goal: Improve my ASIAN 200 course by shifting the focus to improving students’ library literacy. Revise assignments to emphasize the acquisition of different library research skills. More specifically, completing this course will prepare students to (1) make use of reference resources; (2) find monographs and edited volumes in the stacks; (3) understand which databases we have and how to effectively formulate queries for accessing scholarly articles and primary sources; (4) access the many relevant newspapers, images, and films that are available to them; and (5) learn to use special collections.

* Plan: Participate in the Center for Teaching and Learning course design workshop. Spend a minimum 6 hrs./week in August 2020 developing the course. The course will be divided into 4 Units: East Asia; Central Asia, South Asia, and South East Asia. Teach and evaluate the course during Fall semester 2020. Make revisions and improvements for Winter 2021.

**4. Collection Building**

Goal: Contact all vendors; review approval plans and update as needed. Use WorldCat to locate works by respected publishers, limit to the most recent year. Send firm-order requests directly to vendors rather than merely accept everything on approval.

* Plan: Compile a list of respected publishers of academic research by Chinese, Japanese, and Korean scholars. Use this list to search WorldCat compile lists of potential books for firm order. Have Asian Studies faculty review the list. Send to vendors with revised approval plan. I will start on this project in November 2020.

Goal: Evaluate whether we need to improve access to online, full-text periodicals in Chinese, Japanese, and Korean.

* Plan: Evaluate potential full-text, academic journal databases; compile a short list of the most appropriate for the needs of BYU faculty; see a free trial period from the vendor; have Asian Studies faculty evaluate the resources and provide feedback. Purchase those that are the most useful, cancel those that are less useful. I will start this process in the summer of 2021.

**B. Professional Development**

1. Goal: Successfully complete at least 12 hours of MLIS course work this academic year. I have already completed 18 of 43 hours required for the degree.
* Plan: I am registered for two courses (6 credit hours) for fall semester 2020 (“Beginning Cataloging” and “Digital Humanities”). Register for two more classes (6 credit hours) in winter semester. Consider taking classes in the summer session.
1. Goal: Join and become active in the Council on East Asian Libraries (CEAL), the American Library Association (ALA), and the Utah Library Association (ULA) learn how I might serve in these organizations in some committee leadership capacity.
* Plan: I joined these three organizations in 2019. I need to renew my memberships. I will spend 2 hour each Friday afternoon reading their websites and becoming familiar with the missions, goals, and organizational structure of each organization, the resources they have available for their members, and determine how I can contribute by joining a committee.

**C. Scholarship & Creative Works**

1. Goal: Submit my article manuscript (2021) “Han Yu’s Epitaphs for Victims of Elixir Poisoning” to either the *Harvard Journal of Asiatic Studies* or *T’oung Pao*.
* Plan: Schedule 2 hours a day (8-10 am) to work on this project until the manuscript is finished. I have completed the annotated translations of the four epitaphs that I am using for the article and have identified the essential secondary scholarship which I am now working through.
1. Goal: Design and complete digitization of Cold War leaflets dropped by the Chinese Communist regime on Quemoy Island (Jinmen 金門). I have four loose-leaf binders fully of leaflets collected by Karl Wheatley and donated to the library.
* Plan: Contact those who are over HBLL digitization projects: Scott Eldredge’s replacement, Lindsey Memory, and Abby Beazer. Use RA funds to hire a qualified student to help with this project (2021).
1. Goal: Make two Presentations at Academic Conferences: Make presentation at Western Branch, American Oriental Society Conference and at the Cambridge Epitaph Conference (2020-2021).
* Plan: I will present on the Thousand Tang Epitaph Museum at the WBAOS (October 2021) and on one of Han Yu’s epitaphs for the Cambridge conference (date undetermined). These presentations will help me make progress towards future publications.
1. Goal: Publish a short article on providing library literacy and research instruction while teaching a credit-bearing course as a librarian. Perhaps publish in *Educause* or in another online library magazines. Use the ideas from the Center for Teaching and Learning (2022). Make a presentation at Council on East Asian Libraries Conference on this topic (2022).

**D. Citizenship**

1. Play an active role in the Experiential Grants Committee, fulfill a leadership responsibility on this committee
2. Get a committee assignment from CEAL beginning in 2022
* Plan: Once my MLIS degree is near completion, seek to join either the “Committee on Chinese Materials” or the “Committee on Public Services” and begin contributing to the committee’s projects.
1. Revive the BYU student edited journal *Rice Papers*
* Plan: Once my MLIS degree is near completion, reach out to professorial faculty who teach Asian Studies classes and ask them to recommend student work of excellent quality to publish in the journal and to publicize the call for papers; ask also for recommendations regarding a student editor.

**III. Relationship between my goals and department and university aspirations and needs**

**A. How are my goals and the needs of my department and those of the university related?**

* The goals I have chosen to pursue align closely with my job description, and by accomplishing them I will became a better Asian Studies subject librarian. Ultimately, I aim to “acquire, organize, preserve, and make readily available collections of scholarly and related materials in all media”; provide excellent library instruction for HBLL patrons; to effectively assist professorial faculty with their research and teaching needs; and to become a good colleague within the library and a good citizen of the university. I hope to empower students with library literacy skills necessary to pursue their own research interests in ways that are satisfying and that will enlarge their intellectual capacity. I believe these skills will also encourage lifelong learning. I hope that I might collaborate with students in ways that are spiritually strengthening and character building.

My scholarship goals are designed to help me improve my status as an active participant in my chosen academic field of medieval Chinese studies. Furthermore, they are designed to help me enter into the world of academic library science, especially as applicable to the role of a subject librarian.

**B. Resources needed to accomplish goals**

* Financial support to attend academic conference and to conduct overseas research
* Continued financial support and time to complete my MLIS degree at San José State University
* Financial support to allow me to employ research assistants to accomplish scholarly goals

**IV. Activities and Accomplishments in Achieving Goals**

**A. Professional Assignment**

* *Reference Work*
* My research guide revision efforts have thus far concentrated on the Chinese Studies guide. I have made significant process on the [Government and Politics](https://guides.lib.byu.edu/c.php?g=216377&p=6926774) page adding tabbed boxes that contain links to influential think tanks, research centers, news & culture websites, government resources, and podcasts. I have added another tabbed box with information on digital primary sources and secondary sources (scholarly articles, newspapers, film, photographs) and how to access them. I added a gallery window featuring many new acquisitions. I also produced a color-coded map specifically for the Asian Studies collection. In addition, I made a box to highlight the Helen Foster Snow papers in special collections.

I have created pages for [Chinese Linguistics](https://guides.lib.byu.edu/c.php?g=216377&p=6923621), Pre-Modern Chinese History, Modern Chinese History, Pre-Modern Chinese Literature, and Chinese Philosophy. And am in the process of revising these pages and adding links to library resources and external content. There is still much work to do to complete the Chinese Studies Research Guide, after which I will move on the Asian Studies, then the Japanese and Korean Studies guides. For the Asian Studies Research Guide, I want to add pages for Central Asia, South Asian, and South East Asia.

* *Liaison Work*
* I have established personal contact with 22 of 32 fulltime Asian Studies faculty and regularly order books at their request, help them find or access research materials, and provide library instruction for their students. There are another 16 adjunct Asian Studies faculty; 6 of whom I have personally met. I plan to reach out to those faculty members that I have yet to connect with and determine how I can best assist with their research and teaching needs

**B. Professional Development**

* I have completed 18 credit hours of the 43 required for my SJSU MLIS degree. I will finish another class this summer term in a couple of weeks bringing the total number of completed credits to 21.
* I participated in the summer workshop on student centered teaching conducted by the Center for Teaching and Learning. I will apply what I learned to redesigning my ASIAN 200 course to make it more focused on library literacy.

**C. Scholarship & Creative Works**

* I published a book chapter article earlier this year: “A Chinese General Serving the Northern Wei State: Entombed Epitaph for the Late Wei Dynasty Overseer of Military Affairs, Sima Yue 司馬悅462–508.” In *Chinese Funerary Biographies: An Anthology of Remembered Lives*. Edited by Patricia Buckley Ebrey, Ping Yao and Cong Ellen Zhang, pp. 30–39. Seattle: University of Washington Press, 2020.
* I am currently working on an article length manuscript “Elixir Poisoning in Han Yu’s Epitaphs” which I expect to submit in 2021. I have completed the annotated translations of the four epitaphs that I’m using for the article and am working on reading some essential secondary scholarship.
* Two conferences that I had planned to present at were cancelled this year. I hope to present at them next year.

**D. Citizenship**

* I have been an active participant on the Experiential Learning Grant Committee participating in our efforts to streamline the application process, better promote the grant among library faculty and staff, and establish a rubric for evaluating grant applications.
* The other library committee of which I was a member, the Library Collection Forum, has been disbanded and its roles assumed by other existing committees. While on that committee I participated in helping to organize forum meetings and kept the minutes of the meetings, which I posted to the library intranet.
* I joined the Council on East Asian Libraries and have been learning more about how CEAL is organized and operates. I was planning to attend the annual meeting in Boston the past March, but it was cancelled. CEAL did hold an online meeting via Zoom which I attended. If the pandemic situation improves, I plan to attend the 2021 conference in Seattle. I hope to become a member of the “Committee on Chinese Materials” or the “Committee on Public Services.”

**Appendix: Future Goals**

**Librarianship**

1. Evaluate faculty and student satisfaction with online access to Chinese, Japanese, and Korean language periodicals.
2. Update Chinese, Japanese, Korean graded reading shelves. Increase use through improved signage and by making professorial faculty aware of it.
3. Develop and maintain display racks: Highlight BYU Asian Studies Faculty scholarship and some thematic highlights (e.g., Asian Science Fiction; Ghost Stories; Asian Philosophy, etc.)
4. Acquire and process Van Gessel’s donation (427 books); already acquired, in process of reviewing the donation (Covid has slowed progress).
5. Acquire and process Sechin Jagchid’s donation; 1700 books in Chinese, Mongolian, Japanese, and English.
6. Continuously weed the Asian collection and Asian materials in English, in a systematic manner.

**Scholarship**

1. Publish an article on the information seeking behavior of the China Watching Community in the *Journal of East Asian Libraries* or perhaps the *Journal of Academic Libraries*.
2. Collaborate with John Murphy and Eric Howard to produce the Mandarin Squares exhibit on the 4th Floor of the library using the elaborate embroider cloth squares taken from the robes of Chinese imperial officials. These materials were donated to the library by Frederick Crook.
3. Publish an article on Zhang Fangzhi’s 張鈁 (1886–1966) “Museum of a Thousand Tang Epitaphs” (Qian Tang Zhi Zhai 千唐誌齋) and how it survived the Cultural Revolution.
4. Discuss a potential project on extracting family history information from Chinese Local Gazetteers with Joe Everett and Mel Thatcher (retired FHL China specialist).
5. Work with John Murphy on an article about the role of scholarly exchange and archival collaboration with overseas colleagues as tools of diplomacy. Helen Foster Snow papers.
6. Produce an article on Han Yu’s epitaphs for women. Apply for Research Women’s Initiative Grant.
7. Produce an article on the five extant commemorative stele inscriptions composed by Han Yu’s uncle Han Yunqing 韓雲卿 (*QTW* 441 10b-14a)