

Sample 1

Faculty Development Plan

Department of Linguistics

Hire date: August 2020

Overview

The purpose of this faculty development plan is to detail:

- 1) a self-assessment of my strengths, skills, competencies, interests, opportunities, and areas in which I wish to develop,
- 2) my professional goals in citizenship, teaching, and scholarship and my plan for accomplishing these goals,
- 3) the relationship between my individual goals and department/university aspirations and needs,
- 4) resources that I need to accomplish my goals,
- 5) my activities accomplished thus far in achieving my goals,
- 6) measures used to assess success in my responsibilities.

Self-assessment

I believe that one of my strengths is that I have a strong background in empirical linguistic methods. I can perform a wide variety of univariate and multivariate statistical analyses, for example, chi-squared, t-tests, ANOVAs, correlations, linear and logistic regressions, GLMMs, factor analyses, discriminant analyses, cluster analyses, bootstrapping, and Rasch analysis to name a few. I am also familiar with qualitative and mixed methods research as well and can perform discourse and thematic analyses. I am also able to perform a very wide range of both simple and sophisticated corpus analyses.

A second strength is that I have rather advanced linguistics computing skills I am a proficient programmer in Python and R who has experience using many programming skills (e.g., machine learning, small databases, collaborative programming, optical character recognition) to accomplish a wide variety of linguistic tasks, including corpus creation, multivariate statistical analyses, and metadata annotation.

A third strength is that I am a good collaborator. I have worked with co-authors on many projects, which allows me to be more productive in my research, gain new perspectives and insights, and leverage the complementary skills to produce higher quality research. I also work

well with colleagues in service/citizenship commitments and have enjoyed planning and organizing events, such as conferences as well as furthering the development of the programs and organizations with which I have been involved.

Another strength that I have is that I am genuinely concerned about the welfare of those around me both professionally and personally. I have already had many experiences thus far at BYU where I have expressed a genuine interest in the lives of my students, and they have shared with me their personal struggles. This helps me to be more empathetic and adaptive to their needs, more patient with their shortcomings, and more motivated to be helpful. In the past, I have also had this kind of experience with colleagues/coworkers as well. This leads to strong relationships with those I work with and a high degree of mutual respect.

I have interests in corpus linguistics, legal linguistics, second language acquisition, language assessment, pragmatics, grammar, and vocabulary. Having such a wide set of research interests is an asset because it means that I can teach a wide variety of courses, advise a wide variety of students, and collaborate with colleagues on a wide variety of topics.

One unique opportunity that I have is that I am currently collaborating with the BYU Law School on several projects. I worked there as a research fellow this last academic year, and I continue to be involved with the Law and Corpus Linguistics Project that they have there. This means that I have access to all of their resources and data as well as expertise from faculty at the law school on legal issues.

I see many areas where I wish to develop. Despite the fact that I really enjoy teaching, have some experience prior to starting a BYU teaching, and try very hard to be a good teacher, I feel that I have a lot that I can improve about my teaching. With my teaching, I would like to become better at getting student involvement in class, delivering feedback, designing focused curricula, inviting the Spirit into the classroom in natural ways, incorporating readings into class, incorporating my own research into class, and designing assignments that provide engagement with course material, which leads to meaningful learning.

In my scholarship, my current research agenda is very scattered. I am presently pursuing several disparate strands of research into corpus linguistics methods, the language of warrants, pragmatics listening assessment, and grammatical complexity in writing assessments. This is largely the result of taking varied courses in my PhD program on different topics where I produced research projects that were close to being publishable that I would like to push over the

line. In the future, I would like to focus my research more narrowly, probably on legal linguistics, since that is an area where there is greater need for research at the present time than any of the areas where I am researching. It is an advantage to have so many works in progress, and this academic year, I have had four peer-reviewed manuscripts published (3 articles and 1 book chapter).

In my citizenship, I would really like to work at developing some areas within our department that are currently in need of attention, namely, the Linguistics MA, the English Language BA, and the Linguistics Computing minor. I want to serve the students in the best way that I can, and I believe that improving the programs of our department, it will help students to have a more meaningful learning experience in our program and be able to more effectively use their linguistics knowledge in future endeavors.

Professional Goals

Citizenship:

(Department/university)

- Work with colleagues on continual assessment of a possible restructuring the Linguistics MA, the English Language BA, and the Linguistic Computing Minor.
- Help facilitate student research projects when possible, including serving on a limited number of MA thesis committees.
- Continue to attend and take an active role in department meetings for the Linguistics BA, the Linguistics MA, the English Language BA, and the Linguistic Computing Minor.
- Be available to serve on a department committee if needed.

(Field)

- Continue to serve on the organizing committee for the Annual Law & Corpus Linguistics Conference.
- Be available on a limited basis as a reviewer for abstracts and/or articles if invited.

Teaching:

- Elicit feedback from students about areas of concern at least twice in each course every semester on: 1) their needs/struggles, 2) my teaching performance, 3) the usefulness of my feedback, 4) and the effectiveness of the assignments.

- Review student evaluations every semester to find patterns of responses that can provide insight into how I can improve the courses that I teach and my performance as an instructor.
- Invest time at the end of every semester to adjust curriculum of any course that I am teaching based on student evaluations and my own perceptions of what did or did not go well.

Scholarship:

- Submit at least 3 new manuscripts for publication every year.
 - This calendar year, I would like to submit 1) a manuscript with [REDACTED] and [REDACTED] where we are examining factors (both linguistic and non-linguistic) that predict the approval or denial of warrants in the state of Utah, 2) a manuscript with [REDACTED] where we designed and evaluated an academic listening pragmatics assessment for international teaching assistants, 3) a manuscript that evaluates the linguistic representativeness of single-word lexical items in the Corpus of Founding Era American English, and 4) a manuscript with [REDACTED] and [REDACTED] where we compare results of using corpora designed to represent two types of language (general language vs. legislative language) in order to determine if that would have an effect on legal interpretation of three statutes.
 - Next year, I would like to submit 1) a manuscript with [REDACTED] where we have performed synthetic research analyzing current trends in corpus linguistics research reporting practices, 2) a manuscript with [REDACTED] and [REDACTED] where we examine the situational representativeness of registers in the Corpus of Founding Era American English, and 3) a manuscript with [REDACTED] and [REDACTED] where we analyze grammatical complexity in a corpus of timed writing assessments.
- Present at least 3 papers at academic conferences every year.

My Goals and the Department/University

My teaching goals focus on developing my abilities and habits as a teacher in order to provide a more effective and useful educational experience for my students. My goals are directly related to the university aspirations “to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives”, “enlarge their intellects by developing skills, breadth, and depth”, and “promote an education that helps students integrate all parts of their university experience” (Aims of a BYU Education). In

improving the effectiveness of my teaching, I fulfill my role in teaching students so that they are “capable of competing with the best in their fields” (BYU Mission Statement). My research goals benefit the department and university by raising the visibility of these institutions within the academic community, serving as a representation of BYU’s commitment to excellence, and “enlarg[ing] Brigham Young University’s influence in a world we wish to improve (Mission of BYU). Finally, my service goals will help further the development of the Linguistics Department and make our program more effective, focused, and better able to meet the needs of students.

Resources Needed

I believe that I have the resources that I need readily available to me. For the projects that I am currently working on, I believe that I have sufficient funding. However, I have applied to receive funding for my project with [REDACTED] and [REDACTED] to help with some cleaning of some corpus data. Also, I will be applying for funding for conference attendance in the future.

Accomplishments

- I am currently attending the Faculty Development Seminar.
- I am currently on the thesis committees of three Linguistics MA students.
- I have been working with the Linguistics MA Coordinator and others in the department to help restructure the program. I wrote and submitted a proposal summarizing proposed changes to the Linguistics MA Coordinator.
- I have already started eliciting feedback from my students about my teaching multiple times per semester.
- I presented a paper at American Association of Applied Linguistics conference this year.
- I have three papers that have been accepted to be presented at the 11th International Corpus Linguistics Conference 2021 this summer.
- I just completed a draft of my manuscript that evaluates the linguistic representativeness of single-word lexical items in the Corpus of Founding Era American English.
- I was on the organizing committee for this year’s Law & Corpus Linguistics Conference.
- I have reviewed four article manuscripts for journals this academic year.

Sample 2

Faculty Development Plan

August 2021

New faculty should meet with their department chair during their first year to develop a faculty development plan for the period of employment through their final continuing faculty status review. The faculty development plan should describe the faculty member's proposed activities in the areas of citizenship, teaching, and scholarship (or citizenship and professional service, for professional faculty). The faculty development plan should include a statement of:

1 Self-Assessment

The faculty member's self-assessment of his or her strengths, skills, competencies, interests, opportunities, and areas in which the faculty member wishes to develop.

1.1 Strengths, Skills, and Competencies

- Teaching
 - A strong background in the courses I've taught so far
 - Networking and awareness of the field
 - Not teaching directly from the textbook: drawing from many sources and pulling in my own experience to create new lectures. Ultimately, making sure that students who actually do read the book get something more than just what the book says.
 - Coming up with homework assignments that really promote active learning
 - Coming up with rubrics to make assessment objective and fair
 - Compassionate and lenient, but not a pushover in grading
- Research
 - Extensive knowledge of the field (I'm very citation-heavy in my papers)
 - A clear goal of what my next several papers are going to be
 - A large amount of data that has already been collected, therefore a lot of potential for future papers
 - Several research papers in the pipeline already
 - Several continuing and budding collaborations
 - Good success rate in applying for small (internal) grants (at my previous institution)
- Computer skills
 - Extensive background in the R programming language
 - Author of several (small) R packages
 - Ability to clean, manage, and wrangle very large datasets

- A keen eye for data visualization and the ability to produce good visuals
- Extensive background in Praat scripting
- Networking
 - An ever-expanding professional network with junior faculty members from other institutions with similar research interests
 - I believe I am pretty well-known in my field
 - A decent online presence from which I can promote my work
 - An extensive website with tutorials that hundreds of people use each month from all over the world

1.2 *Research Interests*

- English in the western United States
- Utah English, especially in relationship to other western states
- Methods used in analyzing sociophonetic data
- Vowel-inherent spectral change
- Infrequent phonological variables

1.3 *Citizenship Opportunities*

- Attendance in devotionals, forums, colloquia, and other meetings
- Tutorials to be posted on my website
- I've been a reviewer for seven journal articles

1.4 *Areas to Develop*

- I overprepare my teaching. I often take far too much time preparing my lectures that I hardly have time for research. I need to learn how to not spend *all* my time prepping for class while still feeling prepared.
- Learning how to improve student engagement during class. Coming up with stimulating questions and small-group activities.
- Learning how to apply my subject matter to real-world problems. I want to at least try to answer the “who cares?” question for every paper and every lecture.
- The few homework assignments I do come up with are good, but I need to have more of those.
- Learning better ways for student assessment.
- Figuring out how to mentor students.
- Figuring out how to manage RAs.
- Figuring out how to get students to feel like they're doing meaningful work when they lack the technical skills (coding, statistics, general background) to actually contribute meaningful work.

2 Professional Goals

The faculty member's professional goals in citizenship, teaching, and scholarship (or citizenship and professional service, for professional faculty) and the plan to accomplish these goals.

2.1 Citizenship Goals and Plan

Goal: Further develop friendships within the department

Plan: Greet other faculty members and secretaries and get to know them better.

Goal: Spend some time each week building relationships, socializing, and networking

Plan: Continue weekly lunches with [REDACTED] and [REDACTED]. Don't be afraid to socialize with others if the opportunity arises. Talk to people in person instead of email if it makes sense to.

Accomplishments so far: [REDACTED] [REDACTED] and I meet weekly for lunch.

Goal: Be an active member of department, college, and university events

Plan: Attend optional department events like the linguistics discussion groups. Attend seminars hosted by the college. Attend university devotionals and other events.

Accomplishments so far: I've regularly attended the linguistics discussion group. I've helped the grad students by speaking at Professor's Story Night and judging the 3MT competition.

Goal: Continue posting good tutorials on my blog

Plan: Actually finish one of the ideas I've started. Try to get one out in 2021.

Goal: Start an interdisciplinary group on the vocal tract.

Plan: Reach out to [REDACTED] acoustics, and speech pathology. Ask the Facebook group if they've done something similar.

2.2 Teaching Goals and Plan

Goal: Learn to take less time to prep lectures

Plan: Establish an outline of topics I want to cover in any given lecture. Find resources that I can draw from to teach. Purposely set aside less time to prep.

Accomplishments so far: I read a book on time management in course prep. It wasn't great. But I don't have as many new preps this year, so I think I'll be a little less overwhelmed.

Goal: Come up with better ways to assess learning

Plan: Continue using rubrics for each homework assignment. Continue to have frequent, low-stakes quizzes.

Goal: Continue using innovative teaching methods

Plan: Continue using Slack and finding ways that students can use it without it feeling like busywork. Continue making Slack fun by posting memes and other things. Be available for messages from students. Respond to their Slack comments promptly.

Accomplishments so far: I use Slack for asynchronous communication with the class and students have responded very well to it. I also think my blended sociolinguistics course was pretty effective: undergrads come in once a week for a regular in-person lecture. During their off days, they'll do some asynchronous learning via Learning Suite. I think the materials I've come up with there are pretty good so far at least. Meanwhile, the only the grad students came in on Thursdays and I think the time we spent together was really good in making it feel like a true grad-level class instead of them just sitting in on an undergrad class.

Goal: Incorporate student feedback

Plan: At least once per semester, get feedback from students, whether it be through the CTL or through informal Qualtrics surveys.

Goal: Get more student engagement in teaching

Plan: Watch how [REDACTED] asks questions and teaches in 604. Attend other faculty's lectures to see how they get students involved. Have at least one question ready per slide and some potential small group discussion for each lecture.

Accomplishments so far: I did a better job in Winter semester, but that may just be due to the nature of a sociolinguistics course.

Goal: Find ways to incorporate gospel topics into the classroom

Plan: Pay attention to potential tie-ins from *Come Follow Me*. Incorporate examples and homework assignments relating to Mormon culture.

Accomplishments so far: Again, sociolinguistics I think ties more closely to gospel topics than my previous courses so I've managed to do a good job so far.

Goal: Work on developing a new course

Plan: I have several courses in mind, including a quantitative methods, sociolinguistic fieldwork, and dialectology. Continue learning about these topics so that in a few years I can put together a syllabus and a full proposal.

Accomplishments so far: I'm reading a dialectology book and I used some end-of-year funds to buy a few more. A more reasonable goal would be to develop a quantitative methods course and get certain members of the department to buy-in to it.

2.3 *Scholarship Goals and Plan*

I read *Managing Your Research Pipeline* by Matthew J. Lebo in December. He talks about a point system that junior faculty can use to keep them on track towards tenure/CFS. The goal is to reduce the number of “points” I have to zero by the time I submit my application for CFS. Starting a research paper is worth 7 points; getting that paper accepted is worth 0 points. As I complete major milestones along the way (finishing an outline, submitting to a conference, presenting at a conference, submitting to a journal, getting and R&R, resubmit to the journal, and getting accepted), the score for that paper decreases one point at a time. So, if I need 6 or 7 papers minimum for CFS, then I start off with 49 points and my goal should be to reduce those to zero by my sixth year or so. In reality, I’m starting with far fewer points because I have several things already in the pipeline, and two papers have been accepted/published since starting at BYU.

With that in mind, I’ve set a stretch goal of having 10 papers published by the time I’m up for CFS. Since I read that article, I’ve been meticulously keeping track of my points, and currently, I have 25 points remaining (down from 40 in December 2020), which is far ahead of schedule. Doing the math, that comes down to reducing my score by an average of 1 point every two and half months for the next few years. My average pace for the past 8 months has been almost 2 points a month, so I think I’ll have no problem achieving my goal.

Goal: Submit a paper on Elsewhere Shift in the Rockies to *American Speech* by October 1.

Accomplishments so far: Most of a draft is completed, but I have to do some additional data processing with Fast Track before I can continue on.

Plan: I just need to sit down and write the darn thing!

Goal: Submit a paper on the order of operations in sociophonetic analysis to *JASA* by the end of the year.

Accomplishments so far: I came up with the idea pretty quickly and have the data ready to analyze. I presented some basic thoughts at the Linguistics Discussion Group in January. I also got [REDACTED] from Michigan State as a collaborator and I think it’ll turn into something really good. We submitted to ASA and hope to hear back from them soon.

Plan: Wait to hear back from ASA. Work on a decent presentation with Betsy. As soon as that is finalized, begin a draft and submit by the end of the year.

Goal: Start collecting data in Utahns by Fall 2021.

Plan: Finish the IRB that I submitted. Work with Lisa to develop a wordlist. Start recruiting people and get some data processed.

Goal: Now that the MTurk project has been submitted, ask for more funds from the College, ideally by the end of the year.

Plan: Come up with another project that is more involved than reading a wordlist. Get the IRB going for it and start collecting data. My current best option is the low vowel production/perception task. If not that, ask for more funds to get MTurk transcribed or the Kohler Tapes. There's always more transcription that needs to be done.

3 Relationship between department/university needs

The relationship between individual goals and department and university aspirations and needs.

It was mentioned in our unit review that our department is unusually collegial. I need to play my part in that and make sure I have good, friendly relationships with as many of my colleagues as I can. Make sure the new hires feel as welcomed as I was.

The Sociolinguistics and Varieties of English courses appear to be very popular in this department, including by Editing & Publishing students. I believe my goals of making my teaching better, including by finding innovative ways to teach, will only improve those courses. Getting regular group of RAs and the beginnings of a research group would only help spark interest in the students. And developing a sociolinguistic fieldwork or a dialectology course would also give interested students more courses to pick from.

My research happens to be something that a fair number of students can relate to and be interested in studying themselves. The transcription work and accompanying training involved exposes students to specific linguistic phenomena that they would otherwise not get in a course. Getting student involvement is relatively straightforward with my research. I think this helps achieve our department's goal of having more co-authorships with students.

4 Necessary Resources

Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.

Currently, the main thing I could always use more of is money to pay student transcribers. Thanks to a grant from the college, I have been given some funds to help transcribe some of my audio. I also got a grant from the Redd Center for Western Studies to start processing my Kohler tapes. I still have many, many more hours of audio that needs to be transcribed, so I see myself consistently asking for more money to pay for RAs for the foreseeable future. I also have lots of ideas for fieldwork and other data collection projects, which will involve money, all of which would go towards people

(informants and student workers). I have all the equipment I need and the recording studio in JFSB will be perfectly fine for conducting lab work. I may ask for a reduced course load if I plan to do some data collection, fieldwork, or digitize some old audio. For now though, the RAs will be doing most of the grunt work.

5 Activities/Accomplishments so far

The faculty member's activities and accomplishments so far in achieving the goals.

Most of these are interspersed in §2 above. But here are some highlights from the past year:

I've had four papers published since starting at BYU. They were all ones that were mostly done while I was in grad school though. I have a book chapter under review at the moment, but it concerns me that I don't have anything else in the hands of editors at the moment.

However, there's lots of potential: my goal for summer 2020 was to submit seven conference abstracts and I did manage to do that. So potentially six papers will come out of those conference talks (two abstracts overlap quite a bit so they'll both end up as the same paper). I've got new collaborators on several of these, including student co-authors.

I also managed a team of RAs this semester for the first time with some success. They were slower workers than I anticipated, so the project wasn't even close to being completed. Also there was a lot of wasted money. Some student worked on a campus computer and uploaded the wrong file and by the time I noticed the computer had been erased. Another student did good work, but failed to upload the files and then didn't respond to the numerous requests for those files. I'm going to have to figure out a better file-management system. However, with that said, I found three excellent students and we have submitted a conference abstract together.

6 Comments

The faculty member's comments, if desired, on measures used to assess success in his or her professorial or professional responsibilities and in accomplishing the goals set forth in the plan.

No other comments at this time.