Faculty Development Plan Proposal

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Center for Language Studies, College of Humanities

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Introduction

My position is classified as a professional research faculty member, and my letter of expectation outlines two major areas of emphasis: *Professional Service* and *Citizenship* (as opposed to the more traditional areas of *Teaching, Scholarship,* and *Citizenship*). My Faculty Development Plan and the associated goal reflects my letter of expectations. The Teaching and Scholarship Goals sections of my plan are called *Professional Project Aligned with Teaching Development Goals*, and *Professional Project Aligned with Scholarship Development Goals*, respectively.

For all of goals in this plan, I have attempted to align:

1. The mission and aims of a BYU Education
2. The mission and Goals of the Center for Language Studies (CLS)
3. The expectations set forth in my letter of expectations

Format

The following format is followed for each of the three projects/goals that make up this faculty plan, as follows:

1. Overview
   a. Needs
   b. Project/goal
   c. impact
2. Resources
3. Student Mentoring
4. Other details unique to the specific project

Overall Self-assessment

I am individually motivated to make plans and accomplish goals and have some skills as an organizer and I tend to do well with quantitative analyses and taking care of details. I hope to extend these skills beyond my own personal ability accomplish tasks by offering help to colleagues and partners in their research efforts. I would like to be able to expand my overall institutional understanding and become more adept at working across organizations to bring about real value with a shared vision and goals.

Overall Goals

I would like to improve my hard skills in the area of data management, visualizations, statistics, project management and language assessment, as well as my soft skills in communication, networking, and mentoring in order to provide products and services that benefit students, instructors, and administrators in fulfilling the aims and mission of BYU and the Center for Language Studies.

Professional Project aligned with Teaching Development Goals

Overview

Need: Dealing with growth. As the work in the Center for Language Study grows, the number of individuals needed to accomplish the work has grown as well. In the past, with 3-5 student employees, informal onboarding, training, and mentoring activities were sufficient and sustainable. However, as the ranks of student employees is starting to swell, a more systematic approach is necessary both for the growth, learning, and satisfaction of the student employee, as well as for the overall success of the products we are developing.

Project/Goal Description. Develop, institute, update, and maintain a robust system for onboarding, mentoring, and offboarding student employees and other partners that join our test development team. This would include both materials (such as checklists, reference, training, etc.) and processes (such as product and project management best practice, and test development processes that are tailored to the CLS test development team).

Impact: Establishing standard operating procedures, tools, and documentation will help address stability, sustainability, and productivity in delivering better products, as well as a better learning experience for students concerning the logistics of a workplace.

My professional development: This project will help me to better manage students, independent contractors, and funds or other resources.

BYU/Center for Language Studies: This project will improve the products and processes that improve student outcomes that are relevant, useful, and delivered on time and within the budget.

Students: Will have the opportunity to learn workplace skills that are generally not taught in the general course of study (such as basic project management). Further, they will go through the process each semester of Intention, Integration, and Reflection. Part of the reflection is allowing students opportunities to regularly give feedback and make improvements to processes to help us avoid bad or outdated practices from ossifying.

Student Mentoring

Part of the training is helping each student understand and apply the Experiential Learning Framework: Intention, Integration, and Reflection. Each student employee will meet with me at the beginning of the semester to present their plan of intention, integration, and reflection. At the end of the semester, we'll discuss what they have learned about themselves, how they have grown and been stretched, and how they can use what they have learned moving forward.

Resources

I am a certified Project Management Professional and am versed in traditional and agile Project Management. I intend to further draw from Peter Senge's seminal work entitled *The Fifth Disciple* and its accompanying workbook on "Learning Organizations," as well as *Radical Candor*, from Kim Scott and *The Coaching Habit* by Michael Stanier. Of course, we will also draw heavily from the Experiential Learning resources. I will need a mentor myself on how to handle unfamiliar situations.

Other details unique to this specific project

I attended the June 13-16 Teaching workshop and can see a future iteration of this that is hosted on a LMS such as canvas. The purpose of this project, however, is to create, reformat, and organize the materials and processes as a first step.

There are two major deliverables for this project in terms of the Materials and Processes. Below is a basic outline of what needs to be assembled and formatted:

1. **Materials**
   a. Box folder with a main document that links out to other resources
   b. Written instructions and accompanying resources for general onboarding, general training, and specific training for each position
   c. General training
      i. Aims and Mission of a BYU Education
      ii. Mission of the Center for Language Studies
      iii. FERPA Training and secure data handling procedures
      iv. Other important policies—including communication policies
      v. Introduction to tools (Slack, Project Management Tools)
   d. Specific Training for Data Analysts/Data Scientist, Psychometricians, Programmer, Project Assistant, Sound Engineer, User Experience Manager, Content Writer,
      i. Job Description
      ii. Expectations
      iii. Trainings specific to a position
   e. Test development training, resources, and documentation
   f. Experiential Learning Framework and Application: Intention, Integration, and Reflection.
2. **Processes**
   a. Project Management
      i. Initiating
      ii. Planning
      iii. Execution
      iv. Closing
   b. Test Development
      i. Proficiency Framework
      ii. Passage finding/creation
      iii. Item development
   c. Other Processes specific to a certain project or position

Professional Project aligned with Scholarship Development Goals

Overview

Needs: Improving life-long language learning with data. More data has been generated in the past few years than during the rest of human history combined. While the Center for Language Studies does NOT deal in data sets the size of Google or other tech enterprises, we are now managing more data from various language assessments for more languages for more individuals than ever before. However, the systems and processes used to gather and store data are in disparate platforms that make it difficult to use effectively. Even if all the data were stored in a consistent, unified way, there would be the challenge of separating the noise from the signal and avoiding analysis paralysis.

Project/Goal: Ethically create, update, and maintain a database that captures, stores, visualizes, and makes available language assessment data to students, instructors, and administrators. This data base will pull the results of the Language Ability Self-Evaluation Resource (LASER) and the Adaptive Reading and Listening Tests (ALT/ART) which are developed at BYU, while pulling data from nationally recognized Oral and Written Proficiency Tests (OPI and WPT).

Impact: Language assessment data that is gathered through the normal course of study, but is aggregated, visualized, and made accessible through instructor portals has the potential to reduce instructor load and improve student outcomes.

My professional development: This project will help me extend my project management skills to a larger team, other colleagues in the college, and a larger scope.

BYU/The Center for Language Studies: This data will be accessible by instructors and departments for research purposes, course improvement, and program evaluation.

Students: Students may also access their own data to help chart their progress and be better-informed life-long language learners.

Resources

I was awarded the President's Innovation Fund for the college of Humanities for 2022 for this project. We have used some of that to purchase a license for a Database solution and an independent contractor to help set up the initial Database according to best practice. We are currently hiring student employees with programming, data science, and machine learning skills and experience to help with joining different systems together and making the data consumable by our clients.

As with any technical endeavor, this project will need ongoing maintenance and support in order to make it useful.

Student Mentoring

Students from multiple disciplines will be involved in this project. Since I do not have expertise (I have experience with all of them, but not expertise) for all the different areas, each student will be encouraged to find a mentor who has expertise to handle specific technical problems.
Each student will also go through the steps in the Experiential Learning process each semester of finding intention, and integration with the project, and reflecting on their experience.

Other details unique to this specific project

This project will most likely require several phases and the expertise of multiple people. Setting up the Database will be the key domino, and I hope that this project will grow as we seek out the needs of students, instructors, and administrators. Future features might include resources for students who

would like to continue improving their language ability beyond their time at BYU, or a repository for instructor resources that can help them use the information from language assessments to improve student outcomes.

Citizenship Development Goals

Overview

Needs: Many Church institutions are interested in language acquisition, but each institution tends to act in a silo. Greater communication and a shared framework for understanding language acquisition and testing could result in more coordination and even sharing of resources in order to reach our various institutional goals.

Project/Goal: Help establish a Church-wide Language Roundtable, where various Church entities interested in Language learning and assessment can discuss challenges, potential solutions, and even resources. The initial goal is to have a successful first meeting in October.

Impact: As stated above, a vehicle in sharing could result better outcomes for the individuals served by each Church entity.

My professional development: This project would help me to reach out and make connections to others. It would help me extend my project management skills and hone my soft skills in working with others over whom I have no intuitional authority.

The Center for Language Studies: This could result in higher visibility of BYU and its impact to influence best practice regarding language learning not only at BYU, but through other Church programs that extend to the whole world.

Resources

Our efforts to get this up and running have been hampered by COVID restrictions; however, we currently have an initial date for a kick-off meeting in October. I currently have relationships with colleagues at other Church educational institutions such as BYU-Hawaii, BYU-Idaho, Ensign College, and BYU-Pathway Worldwide. However, I would need to leverage the relationships of those in the Center for Language Studies and other colleagues to help bring other groups such as the Missionary Department.

Student Mentoring

Students working on different projects with my test development team at BYU would have the opportunity to present their work in a professional atmosphere. This would give me the opportunity to help them consider their audience and the way in which they present their findings.

Other details unique to this specific project

Much of the outcomes to this project have heavy dependencies; in other words, the success of this depends on the interest and involvement of other institutions. As such, there is much greater risk of failure.