

Faculty Development Plan

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July 21, 2022

1 Self-assessment

1.1 Strengths and skills

- Teaching
 - I believe my biggest strength in teaching is my passion and enthusiasm. I show excitement about what I teach and that helps the students get excited as well. Students have often commented on this in course evaluations.
 - I have a fairly strong background in the courses I have taught so far.
 - I enjoy trying new activities in the classroom to improve student learning.
 - I have an open door to students (literally, most of the time) and am willing to meet with them to talk about the course, their ideas, or challenges they are facing.
 - I believe that in my interactions with students, they generally feel like I care about them.
 - Even when I take materials from someone else's version of the course, I take time to make them my own
- Scholarship
 - One of my biggest strengths in scholarship is my ability to come up with clean, simple experiment designs.
 - I have strong technical skills in using EEG and visual-world eyetracking.
 - I often collaborate with both graduate and undergraduate students and include them in my research. This often includes real contributions to the creative process by the students, rather than just their time doing data collection.
 - I invite anyone who is interested to attend lab/research group meetings.
 - I have good knowledge of a broad range of topics in psycho- and neuro-linguistics.
 - I can perform most of the statistical analyses I need, and am able to learn when a new analysis is needed.

- Citizenship
 - I am collegial with faculty and staff in the department and college.
 - I follow-through on assignments I have been given.
 - I am willing to voice my opinion in faculty meetings and on committees in a respectful and patient way.
 - As with students, my door is usually open for faculty to stop by with questions or just to chat.
 - I enjoy hearing about my colleagues' research.
 - When students I advise have questions I am unable to answer, I try to reach out to others for help so that I can eventually answer their questions or at least know what direction to point them.

1.2 Interests

- Teaching
 - Neurolinguistics and psycholinguistics
 - Syntax, especially at the undergraduate level
 - Introductory linguistics classes
 - I would enjoy co-teaching more interdisciplinary seminars/capstones.
- Scholarship
 - Sentence processing, especially prediction during comprehension
 - Reference resolution
 - Neurolinguistic processing
 - Forward and backward transfer in second/third language acquisition
- Citizenship
 - Helping the LING MA and BA programs thrive
 - Contributing to the field through reviews and other contributions
 - Finding ways to help students succeed (I've enjoyed working on the scholarship committee so far)

1.3 Opportunities for improvement

- Teaching
 - I spend too much time on lesson prep, which makes other areas suffer.
 - I also spend too much time on grading.

- I could find more ways to support students who are struggling. I have missed opportunities to help students in the past simply because I did not pay enough attention to who was missing assignments, etc.
- When I have had TAs, I typically have not relied on them for anything beyond grading. I could find more ways to involve them to develop more of a mentoring relationship and make their TA experience more meaningful.
- Scholarship
 - I could greatly improve in how I work with students. Similarly to TAs, I have sometimes not involved them enough, instead taking on more of the work myself that they could do and which they could learn from.
 - I could also be more organized with my research team, having better-defined projects that individual students are working toward, better organization and planning of research meetings, and clearer expectations.
 - I sometimes have a hard time with writing in that I struggle to get started and get things down.
 - I have a lot of projects and potential projects, but I could do better at focusing on individual projects to get them completed more quickly.
 - I could learn to better demonstrate in papers and in explanations to students and others why my research ideas are important and how they tie to major questions in the literature and to applications in the real world.
- Citizenship
 - There is a lot that I can learn to gain a firmer understanding of our LING MA and BA programs, their requirements, and how to help students through those programs.
 - I regularly attend the linguistics discussion group, but I could do more to contribute by asking questions and demonstrating greater interest in my colleagues' work.

2 Goals and plans

My overall goals in teaching are to continually improve my students' experience in line with the BYU aims and with department and college learning outcomes, to become more efficient in preparation and grading, to provide a better mentoring relationship to TAs and to students.

In scholarship, my main goal is to exceed the department expectations for CFS by the time I am up for final review. In doing so, I hope to use my research to improve the BYU experience for both undergraduate and graduate students. I hope to organize my research program around the topic of sentence processing (e.g. prediction, reference resolution, lexical processing) using neurolinguistic and psycholinguistic methods, areas

in which I have had prior success. In part because of the great interest students at BYU have in second language acquisition, I also hope to expand my research to include L2 processing.

In citizenship, my goals are to be an active contributor to the department, to collaborate with and support my colleagues, and to develop good relationships with other faculty and staff. I also hope to contribute to the larger discipline.

To accomplish these goals over the next 3–5 years, I aim to do the following. In addition to my overall goals, I also list more immediate objectives for the next semester/year and accomplishments so far.

2.1 Teaching

1. Regularly improve my courses by seeking feedback from students, colleagues, through other resources, and through self-reflection.

- **Immediate objectives:**

- Use the SCOT resource in at least one class per semester, and do mid-course evaluations for all other courses.
- Regularly keep notes about things that could be improved in specific lessons/activities, new literature I could incorporate, etc., so that I can implement changes the next time I teach that class. Ask TAs to make notes as well.
- Read a book on teaching every 1–2 years and implement ideas from it. This summer I will read the book *What the Best College Teachers Do* over the summer and implement at least two ideas from it in the fall semester.

- **Accomplishments so far:**

- In the winter semester, I used a SCOT consultant in LING 325 and collected mid-course evaluations in my other two classes. I spoke to students about their feedback and discussed possible changes to the class.
- I have documents reflecting on my teaching for all the classes I've taught so far with notes on what did and did not work well, as well as new ideas to improve the class. I already implemented some changes in the winter semester, and will do so again in the fall.

2. Make my courses more spiritually strengthening

- **Immediate objectives:**

- Purposefully plan at least one way to bring the Gospel into each class each semester. For Fall 2022, I plan to talk about Alma 32 when I introduce the experiment methodology in ELING 273.
- Pray regularly to have my eyes opened to ways to naturally invite the Spirit into the classroom.
- Watch campus devotionals with the intent to find appropriate connections to class topics. Ask students about connections to the gospel.

- **Accomplishments so far:**
 - I have included video clips from a few devotionals and one general conference talk into class materials where there was a natural connection. For example, President Worthen talked about a corpus study on the use of the word *I* over time, so I included that and a small discussion of what he said about it when introducing the corpus methodology.
 - In my ELANG 273 classes I have had students do reading responses on Learning Suite, and several times students have made connections from what we are reading to Gospel topics, leading to discussions through Digital Dialogue.
3. Mentor TAs more by helping them learn about the teaching process and giving them opportunities to teach.
- **Immediate objectives:**
 - Have my next TA (probably Winter 2023) read the department TA handbook.
 - Have my TA teach in 1–2 class sessions and give them feedback on their teaching.
 - Ask my TA to design at least one question for each assessment used in the class.
 - Have my TA hold regular office hours.
 - **Accomplishments so far:**
 - My TA in Winter 2022 led several practice sessions for LING 325. I was unable to attend class those days due to college new faculty meetings, so I wasn't able to give her feedback beyond answering questions she had afterward, but it did give her some extra experience.
4. Improve the learning experience for individual students.
- **Immediate objectives:**
 - Learn and use my students' names in each class.
 - Reach out to struggling students individually to check in at least twice in the semester.
 - **Accomplishments so far:**
 - In Winter 2022 I told my students I had a goal to learn and use their names and showed them visible effort to do so. In student ratings, I had one student comment that I was the first professor they had had that knew their name and that it meant a lot that I took that effort. It also helped me feel more connected to my students in the classroom.
5. Be more efficient in my course prep and grading so that I have more time for scholarship

- **Immediate objectives:**

- Schedule prep time and limit it to one hour per class session.
- For fall 2022, try giving audio/video feedback to student work instead of written feedback.

- **Accomplishments so far:**

- This is something I've really struggled with, but I have had some repeat courses that I've been able to limit prep time on. All of my courses in the 2022–2023 academic year will be repeat courses for me, so I think this will be more feasible.

6. Contribute to the department by developing a new course

- **Immediate objectives:**

- Spend time in the fall semester thinking about ways that I could develop an interdisciplinary capstone course looking at a small number of linguistic phenomena from a variety of perspectives (linguistic, psycholinguistic, computational, TESOL, editing & publishing), or some other new course (e.g. a second psycholinguistics course).

- **Accomplishments so far:**

- With [REDACTED], I developed and co-taught a new course on neurolinguistics in the fall 2021 semester that will be taught again winter 2023.

2.2 Scholarship

1. Be productive in writing

- **Immediate objectives:**

- Write a minimum of 15 minutes per day, generally at the beginning of the day. Schedule at least 3 hours of writing time every week. Write for projects as soon as I start work on them rather than waiting until I'm ready to write the full paper.
- Read the book *How to Write a Lot* over the summer and try 1–2 ideas from it in the fall semester.

- **Accomplishments so far:**

- I am part of a writing group in the department that uses a google spreadsheet to track how much we write. In the winter semester, I wrote an average of 15.6 minutes per work day. So far this term, I have written an average of 53.8 minutes per day.

2. Seek feedback from colleagues at BYU and at other institutions by sending at least one new experiment idea or work in progress on an existing project of a more established researcher in the field for feedback each year.

- **Immediate objective:** This year, I plan to send a draft of my paper using EEG to study how speakers update their lexical predictions based on pronoun interpretation to ██████ for feedback.
3. Submit at least one research project as a pre-registered article before beginning data collection each year.
- **Accomplishment so far:** This year, I submitted a proposal in collaboration with ██████ and ██████ to *Studies in Second Language Acquisition* for a partial replication study on L2 word learning in French, extending it to include the learning of Chinese characters. This proposal was accepted and we will begin data collection in the fall.
4. Submit at least two articles for publication and two conference abstracts per year.
- **Immediate objectives:**
 - Finish data collection for the pronouns and prediction study by the end of the summer, also using the summer to write the majority of a first draft of the paper.
 - Work with ██████ from UIUC to submit the EEG study from her dissertation for publication by the end of the year.
 - Finish data collection on my L2 pronouns eyetracking study by the end of the year.
 - Complete data collection on Kichwa ideophones with ██████, learn to analyze fNIRS data, and begin writing draft of paper with them.
 - Help ██████ complete data collection for his thesis and submit the final paper with him for publication.
 - Begin data collection on backward transfer and Chinese character learning projects by fall 2022.
 - Try using a Gantt chart to stay organized with research projects and to set goals for timelines.
 - Prepare a plan for awarding class credit for students participating as research subjects. Present it at the August faculty retreat.
 - **Accomplishments so far:**
 - The EEG system has been set up completely and is now in use.
 - Data collection is almost complete for the pronouns and predictions study.
 - ██████ has finished data collection and analysis and will defend her dissertation this summer.
 - Data collection is ongoing for the L2 pronouns project.
 - IRB applications are in progress for the ideophone, backward transfer, and Chinese character learning projects.
 - ██████ experiment design is complete, he has IRB approval, and he is almost ready to begin data collection.

- I have begun making a Gantt chart to keep organized.
- I have discussed the idea of giving class credit for research participation with my chair, and he is on board.

5. Improve my skills as a researcher and stay up to date with the field.

- **Immediate objectives:**

- Set aside at least 1 hour/week to stay current on the literature (for now, Thursdays 4–5pm). Other time will also be spent during writing and class prep.
- Learn to do k-means clustering for the pronouns and prediction project, possibly reaching out to the Center for Statistical Consultation & Collaborative Research for assistance.
- Learn how to collect and analyze fNIRS data for the ideophone project.

- **Accomplishments so far:**

- Beginning in May, I used the time on Thursdays to stay current on the literature. I have bookmarked several journals of interest, signed up for content alerts, and plan to review at least some new articles every week.

6. Be a more effective mentor and make student involvement in my research more meaningful.

- By fall semester, come up with a plan to organize RAs, including having contracts and/or specific projects and assignments to each student, with student leaders over each project or task.
- In weekly research meetings beginning in the fall, spend 30 minutes of each meeting to set goals, follow-up on assignments and projects, delegate tasks, coordinate schedules, etc. Then spend the remaining 30 minutes with students reporting on a specific research project, article, etc.
- Design a course syllabus for an independent readings course focused on participating in research, like being an RA but with specific learning outcomes and objectives.

2.3 Citizenship

1. Be an active contributor to the department.

- **Immediate objectives:**

- Carefully read and evaluate scholarship applications in order to contribute to the scholarship committee.
- If there is an opportunity, volunteer for one assignment in assessment meetings.

- Bring up LING classes as editing and publishing electives and the prereqs associated with those classes to Jacob and discuss at next assessment meeting if needed.
 - As an advisor in the LING BA program, respond to advising questions within 1 working day.
 - **Accomplishments so far:**
 - I contributed to the scholarship committee this winter by reading and evaluating applications for the Dee Gardner Scholarship and the Experiential Learning Grant.
 - I have responded quickly to all advising emails, and reached out to others when I didn't know how to answer the students' questions. I've only received a few so far.
2. Collaborate with and support my colleagues.
- **Immediate objectives:**
 - Attend linguistics discussion group meetings and try to ask questions, even when the subject matter is outside my area of expertise.
 - Have at least one project per year that is a collaboration with other faculty members.
 - **Accomplishments so far:**
 - I regularly attended the linguistics discussion group the last two semesters and occasionally asked questions.
 - I currently have projects started in collaboration with [REDACTED] and [REDACTED], as well as with [REDACTED] and [REDACTED]. I have also talked about other projects with several other faculty members as possible future collaborations.
3. Develop good relationships with other faculty and staff.
- **Immediate objectives:**
 - Respond to emails from other faculty asking for feedback within 2 working days.
 - Leave my office door open and be willing to take time to talk with others in the department/college.
 - Be willing to talk to colleagues on the bus and walking to/from it.
 - Observe another faculty member's teaching to get ideas (and to provide feedback if wanted). Some possibilities for fall 2022 are [REDACTED]'s language acquisition class, [REDACTED]'s morphology class, or [REDACTED]'s psycholinguistics class.
 - Look into watching the devotionals in the seminar room and invite other faculty to have lunch together while watching.
 - **Accomplishments so far:**

- Several faculty members (including [REDACTED]) have stopped by with questions about research or teaching while my door has been open, and I was able to give my input.
- I have tried to say hi and talk with others in the mail room and hallways.
- I have walked with [REDACTED] and [REDACTED] from the bus to the JFSB whenever we are on the same bus, and have talked with them to develop friendships. I've also tried to be willing to talk to them on the bus, but usually all of us keep working or reading while riding.

4. Contribute to the larger discipline.

- **Immediate objectives:**

- Review journal articles as requested, up to twice per month.
- Attend the business meeting of any conference I attend.

- **Accomplishments so far:**

- I have reviewed two journal articles since starting at BYU.

3 Relation of goals to department and university

My goals directly relate to the aims of a BYU education. I believe that most of my teaching is already intellectually enlarging, although I will continue to build on that with my goals to regularly improve my courses. I also have goals to help me make my teaching more spiritually strengthening. In addition, a major recent focus at BYU has been on inspiring learning. To contribute to that, I have goals focusing on mentoring of students as TAs and RAs in a more meaningful way, as well as on mentoring students in my classes and making their experience better.

My goals also relate to the needs of the college and department in that I will be contributing to the course needs of the department and providing students with experiential learning activities through research. My scholarship goals will also help our department be an influence for good in the field. I also hope to foster collegiality in both the department and the college with my citizenship goals.

4 Resources needed

In order to be successful, the biggest resources I will need are equipment and money for RAs and research participants. The biggest equipment expenses have already been covered by the college, and the fNIRS and eyetracking equipment were already present, but I will need continued support to purchase consumables and for maintenance of the EEG system.

I have received money for RAs from the college in my initial EEG grant from them as well as in the form of an H-MEG and a student's HUM grant. These kinds of funding opportunities should be sufficient, especially if I am able to develop a system of awarding

course credit for research participants. That would allow me to use more of the grant money on RAs, which would lead to more productive scholarship and more opportunities for meaningful mentoring.

In addition, I will eventually need new space for a good EEG lab. The empty office we are using now is sufficient, but I assume eventually that will be needed for someone else. When that happens, we will need a new place to collect data. The college is already working on that.

5 Mentoring

My mentoring goals are mentioned in detail above. Here, I will just summarize the main points.

I hope to improve my mentoring relationships by developing a more structured and organized system for RAs. This will allow them to learn more and to have better learning interactions with me. I hope to involve some aspect of student involvement and mentoring in any research project I pursue.

I also hope to give my TAs a more meaningful experience by involving them more.

Finally, I hope to be more of a mentor to struggling students by being more proactive at reaching out to them.