Sample 1

Faculty Development Plan

[redacted]

Self-Assessment

Strengths

- Faith in Jesus Christ
- Genuine with students, compassionate, enthusiastic
- Ability to communicate complex ideas to students
- Skilled in software development

Qualities

- Ambition and drive
    - Can get a lot done
    - Prone to overworking, ambition
- Conviction and vision
    - Can work towards desired goals
    - Prone to being opinionated, stubborn
- Detail oriented
    - Can manage many pieces, strong organizational capacity
    - Prone to getting lost in the weeds and too focused on minor details
- Inexperience
    - Open to new ideas, willing to try something different
    - Subject to “imposter syndrome” and committing violations of protocol and decorum

Goals

Teaching: Broader Access

My strategy for creating broader access to training in software development is embodied in the core curriculum redesign generally and CS 110 specifically. CS 110 is the Computer Science department’s response to the need to educate students with limited programming experience. In addition to preparing such students for additional CS classes, this course should expand the pool of students that can reasonably succeed in a CS course and broaden student access to skills important to the modern economy.

My efforts so far include:

- Design and pilot an initial draft of the CS 110 course with [redacted] (Winter 2022)
- Incorporate feedback and observations from the pilot into the course design (Spring/Summer 2022)
    - Change the sequence of topics

    - Slow the pace of topics, remove unnecessary content
    - Increase the amount of practice on each topic
    - Emphasize problem decomposition throughout the course
    - Emphasize the key learning objective of how to actually write programs
    - Emphasize group learning opportunities

Next steps:

- Teach CS 110 at scale (Fall 2022)
    - Observe student success (grades, quality of project submissions)
    - Observe quality of time spent by students (should be less "head banging")
        - Per-assignment survey to track time spent and student satisfaction with assignments
    - Develop TA culture for course (section leaders, help queue, TA-faculty relations)
    - Review course flow, content, etc.
    - Collaborate with [redacted] and [redacted]
- Refine CS 110 Online offering (Fall 2022-Winter 2023)
    - Extensive collaboration with [redacted], who will be leading the online section this Fall
    - Balance needs of online format with in-person format to minimize duplicate work

An important part of broadening the access to computer science training is improving access to women and other groups of minority status in CS. My efforts here so far are to seek to be personally approachable in class and other interactions, and to observe the experience of minority-group students in my classes. I believe that with further observation, more concrete actions will come to mind.

Teaching: Solid Foundation

My goals for helping students build a solid foundation in software development focusses on the core curriculum redesign in general. This is a longer-term vision and will move more slowly than the CS 110 work.

My theory is that the inability to program well increases the time spent by students on later CS courses; by pushing a focus on programming skills earlier in the curriculum, students will spend less time struggling overall and gain better mastery of later content.

First steps:

- Observe how CS 110 goes (Fall 22/Winter 23)
    - Slower pace, less content, more practice
    - Lab sections
    - Emphasis on writing complete programs
- Collaborate with CS 111 and 235 colleagues to incorporate observations from CS 110 (ongoing)

Related to this effort is an interest in assessing how our graduates rank in the skills needed for the jobs they are pursuing. I hope to discuss this idea further with the faculty.

Teaching: Advanced Training

I have a desire to provide advanced software-development training to experienced students. The software-engineering emphasis has this goal already, so working towards this goal may involve becoming more involved with the SE group. I'm curious about creating an upper-division course (or even masters course?) focused on software craftmanship, framework design, software evolution, and/or advanced language usage. I want to explore this idea more after the initial wave of effort for the core curriculum redesign has passed.

Teaching: Logistics

Overall, I already feel pretty comfortable in the class room, and my initial student reviews were very positive. However, I have a desire to be more familiar with the logistics of teaching, such as hiring and managing TAs and using online teaching tools more effectively (e.g. Canvas, LMS). I expect much of this to come with experience, although I am also participating in training workshops for Gradescope (and possibly Canvas).

Citizenship: Personal Interactions

Above I mention some personal qualities that sometimes manifest as weaknesses. Some of my current personal goals include:

- Work balance: I'm making deliberate effort to rely heavily on [redacted] 312 material instead of building my own. This helps me moderate perfectionism and associated overworking.
- Opinions: I try to be cautious in how quickly I express my opinions to give others time to share theirs and time for me to slow down and measure mine.

Citizenship: Committees

I currently serve on the CS 110 and CS 235 course committees. My work on these committees ties in with my goals for improving our core curriculum.

I also serve on the teaching committee. My goals on this committee include increasing visibility and familiarity with CTL resources across the department and encouraging discussion of teaching practices in department meetings.

Professional Development

During this initial stage of my position, most of my focus is on my other goals. I have had some amount of practice and growth building out autograding frameworks and projects for CS 110.

However, there are a few additional things I do to continue to stay current in my field:

- Participate (for now, very lightly) with the competitive programming club
- Follow developments in areas of interest, such as Python features and Temporal releases
- Contribute to two side-projects: Quail (a data-structure based meta language) and Quest (a framework for fault-tolerant computing)
- Provide bioinformatic consulting

Sample 2

BYU

BRIGHAM YOUNG UNIVERSITY

Faculty Development Plan

[redacted]

Assistant Professor

Computer Science Department

Table of Contents

Self Assessment

I have been an Assistant Professor at BYU for over a year. One of the reasons I chose to be at BYU is because I felt like this is a place where I can grow and become a better version of myself. I have worked hard and enjoyed my time at the University thus far, and I appreciate this opportunity to reflect on who I am and what path I'm on.

Strengths

During my time at BYU, I have learned about my strengths as a member of the faculty. First, I think I've been successful in finding quality researchers to collaborate with. Of course, everyone at BYU is very supportive of new faculty, but I think I've been blessed to interact with some of the very best on campus. This includes students: I am advising three great PhD students. Each has a very different background than me, yet we have been able to find interesting common ground that will yield unique insights in the research. Second, I think I've been successful in beginning to mentor students. While becoming a great mentor will be a lifelong goal, I've been satisfied thus far with my efforts to reach out an connect with students. In particular, we have been able to build a great research culture in our lab, where graduate students help to mentor undergraduate students, we have speakers present on a wide range of topics, and everyone has a chance to learn from what others are working on.

Weaknesses

There are many ways in which I need to improve to become the person that I want to be at BYU. Most significantly, I want to improve my teaching. This coming year, as I re-teach the same classes that I taught last year, I have many plans to improve my technique and approach to the classroom. I'm excited to see how those plans turn out. Another weakness I've seen in myself is that I need to better use my time. I attended a time management workshop put on by the University, and I feel like I understand how I can improve, but I need better discipline to implement it. Lastly, I haven't done as good of a job as I want to in being connected to students in my lab. I have seen and talked to other faculty in my department who set a great example of this, and I think I could improve there.

Scholarship Goals

One of my favorite aspects of BYU is the collective goal to "study by learning and also by faith." As computer scientists, our discipline sharpens our analytic skills in order to follow logic and find truth in the world. However, I have seen that one cannot use this tool to discover all truth; rather, one must rely on revelation from God in order to be a complete scholar. I love my journey on this path and look forward to the ways in which it will help me to become like God.

My overall scholarship goals at BYU are:

1. Build and maintain a successful research laboratory.
2. Publish papers in top venues.
3. Win reputable funding awards.
4. Mentor students to become scientists of faith.

The focus of my research is on large-scale autonomous systems: systems with many components that cannot be centrally controlled, yet have the goal of maximizing some central welfare function through their emergent behavior. Such systems include automated warehouses, agriculture 4.0, and corporations. Our goal will be to design the components so that the overall system is efficient and robust against attack.

Current Progress

During my short time at BYU, I have been able to make progress on the goals listed above. Toward goal #1, I have been able to start advising 3 PhD students and a few undergraduate students. I have fused my group with [redacted] group, the IDeA Labs, in order to foster collaboration among the students and since [redacted] has been on leave. As the Director of IDeA Labs over the last year, we have implement undergraduate mentoring, listened to talks from invited external speakers, had a social with lab alumni, and other social activities with other labs within the department.

One topic that I've become particularly interested in from a research perspective is sports analytics. While there is and has been great work going on at BYU on this topic, there has never been (to my knowledge) an effort made to develop an interdisciplinary research group. I have some students interested in the topic, and we have a small collective of four faculty (CS and Statistics) who have started meeting regularly to discuss current research in sports analytics and strategize on how we can best support students who have this passion.

Toward goal #2, since being at BYU, I have been able to have five publications submitted and accepted: one in Transactions of the Control of Network Systems, two at the American Control Conference, one at the Conference of Decision and Control, and one at the

Conference of Control Technology. Before the end of the year, I plan to submit 3 more conference proceedings papers and two journal papers.

Toward goal #3, I'm proud to report that I have received over $300k in funding via the Department of Energy in order to investigate vulnerabilities in the power grid. I also submitted a proposal to DARPA to study multiagent systems, which was rejected.

Toward goal #4, I've tried to create a lab culture that is welcoming and inclusive. Each semester we talk about what that means, and I invite any feedback on how that can be improved. We've had some success in recruiting students of differing backgrounds, however, there is room for improvement. Additionally, various students and I have had wonderful conversations about how the topics we study can help us learn about spiritual truths.

Plan

Short-Term

In the short term, here are my plans to further overarching scholarship goals:

1. In the next year, submit 3 joint research proposals:
    - Resubmit the multiagent systems proposal to a military research lab (joint work with a collaborator at University of Colorado)
    - Submit a proposal to ERDC to study how teams of robots could be used to inspect critical infrastructures (joint work with collaborators at BYU in CS and engineering)
    - Submit a proposal to NFS to study how we can make our supply chains more robust (joint work with a collaborator at BYU in Math and a collaborator at the University of Utah)
2. In the next year, submit proposals to 3 young investigator awards.
3. Submit papers to the following venues:
    - IEEE Transactions on Control
    - IEEE Transactions on Networking
    - American Control Conference
    - Conference on Decision and Control
    - IFAC World Conference
    - Sloan Sports Analytics Conference
4. Recruit a more diverse student base for IDeA Labs.

Long-Term

In the long-term, here is how I anticipate maintaining a high level of scholarship throughout my career:

1. Mentor 4-5 PhD students at a time. This would allow one to graduate and one new incoming student each year.

2. Submit 4 conference papers and 3 journal papers each year.
3. Maintain a consistent level of external funding in order to support my graduate students.
4. Develop and maintain relationships with quality researchers across campus and at other universities.

Assessment

Most of my long-term and short-term goals are specific enough that assessment is straightforward. Those goals that are not numeric will require a yearly reflection and open discussion with students in the lab to make sure that we're improving year over year.

Resources Needed

In general, the resources that I need come in the form of funding for students. My research doesn't require much equipment: mostly laptops and whiteboards. I am grateful for the funding I have received thus far from the department and college.

Teaching Goals

An area where I think I have much room to improve is teaching. Being here at BYU, I have been able to interact with some wonderful instructors, and hearing about their methods and experiences has inspired me to set my sights high.

My overall teaching philosophy stems from the well-known question posed by T.S. Eliot: "Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?" These three words – information, knowledge, wisdom – seem to imply various levels of understanding, and therefore a three-tiered approach to education. A good presenter can transfer information, a good teacher can transfer knowledge, but only a real mentor can impart and inspire wisdom. I believe that all tiers are required to provide learning that is spiritually strengthening, intellectually enlarging, character building, and leading to lifelong learning and service. Therefore, my teaching goals are:

1. Become an engaging presenter of information.
2. Instill knowledge by providing opportunities for students to apply information to real-world scenarios.
3. Impart wisdom to students by becoming a Christlike mentor.

Current Progress

The lofty goals listed above comprise a lifelong pursuit to become a master teacher. I know there's a lot to be improved upon, but I am making progress on each front. Toward goal #1, a change I have made in presenting is to use an iPad when I present slides. This allows me to have a kind of hybrid model of presenting, where the slides give the conversation some structure, yet I'm able to write on the iPad more organic facets of the topic as they come up, akin to a whiteboard discussion. I'm still trying to find the right balance for this, but I have received feedback that students like this approach. As I begin to repeat classes, I think this will become more comfortable for me.

Toward goal #2, I've been pleased with some of the projects in my classes so far. In particular, this past semester I had a final project for CS 412. Students had the opportunity to apply the material to any problem they saw fit and then report it to the class. We saw a wide range of topics and learned together about the vast applicability of linear programming. Much of the student feedback indicated this was the case. I would like to continue to find other assignments that impact student knowledge.

Toward goal #3, I think I have a fair bit of work to do. In the Fall I made a concerted effort to shed light on how mastering the material in CS 312 could provide valuable insight into gospel topics, and there were a few students who said that that was really impactful for them. In the Winter however, this effort somewhat fell by the wayside and I think my teaching lacked some spiritual connection. In addition, I think I missed an opportunity with a small class to really get to know the students individually.

Plan

Short-Term

With the advent of many online resources (YouTube, Khan Academy, etc.), the purpose of a university has come into question. These resources seem to have mastered (at least, for many topics) brilliant ways to introduce topics and ultimately transfer information. Therefore, I see my job as a university instructor to ensure that students get the experiential knowledge and wisdom that free resources cannot provide. In order to accomplish this, I am implementing a few changes in my CS 412 this Fall. I taught CS 412 in the Winter semester, so this will be my first opportunity to infuse the class with both my experience and new ideas. Here is my plan moving forward:

1. **Get to know students individually at the start of the semester**. At the end of last semester, I began meeting with students individually as part of a feedback process for their final projects. As I did this, I noticed that it opened up better interactions in class and also allowed me to better identify topics that were not well-understood. Since the class is small enough, I would like to have one individual experience with each student in the first month of class.
2. **Use class time for practice and group work**. The class is scheduled to meet on Tuesdays and Thursdays. I intend to keep the class on Tuesdays the same as last semester: class discussion where I talk through a slide deck, answer questions, provide illustrative examples, etc. Tuesday night I will record a lecture that normally I would have done on Thursday, and the expectation is that the students will come to class Thursday having watched the lecture. Then our class time on Thursday can be a little less structured. I'll be able to answer any questions from the recorded lecture, but also I will provide homework-like exercises that will be done either individually, in small groups (2-3 people) or as a class. I'm hoping that this will have the following effects:
    - Students will be able to receive real-time in-person feedback on their understanding of the material both from me and from the TA.
    - We will create a community within the class where students will feel comfortable asking and answering each other's questions.
    - The homework assignments will take less time, and students will not wait until the last minute to do the homework.
3. **Provide more meaningful work**. In the Winter semester, the students were assigned a semester-long project where they were to apply the concepts of the class in a novel and meaningful way. The project culminated in a final report and a presentation. I (and I think most of the students) really enjoyed these presentations, as it brought out fun new application areas. However, overall I was not happy with the reports – perhaps the guidelines were not specific enough. In any case, I have decided to divide this project into two different projects: the first will focus on a

particular application and write a report on different approaches, and the second will be a presentation on some unique aspect of the material that we didn't cover in class. I think this will have the benefits of giving students more guidance and still exposing them to a broader application space.

4. **Incorporate gospel insights**. While this was also a goal of mine in the previous semester, I am renewing my commitment.

Long-Term

In the long term, there are a few things I would like to do annually in order to improve my teaching:

1. Have someone from the teaching committee in my department observe me in the classroom and give feedback.
2. Meet with a consultant from the Center for Teaching and Learning to discuss my goals and get feedback on how my curriculum could be improved.
3. Give mid-semester student evaluations and modify courses in response to the student feedback.

Assessment

My assessment for the effectiveness of my short-term goals I set above is to have my students in the Fall take (roughly) the same exam as my students in the Winter to see how the scores compare. In addition, I would like to give a mid-semester evaluation to see how the changes to the class are received by the students.

Resources Needed

For my short-term plans, there will be no resources needed outside of my own time. The long-term plans will require access to the department teaching committee and the Center for Teaching and Learning.

Citizenship Goals

As a member of the BYU community, it is my goal to further the important mission of the University both by serving internally and by represent BYU externally. My overall goals are:

1. Be an active contributor within the CS Department.
2. Be a representative of the University to the students.
3. Be a representative of the University to external colleagues and other professional contacts

Current Progress

Most of my citizenship work thus far at BYU has been to counsel with and serve on committees within the department, however, I look forward to expanding that vision in the future. I have been serving on the graduate committee within the department, specifically with the role of PhD recruitment. I organized a dinner for roughly 100 undergraduate students, so that they could come and learn about graduate school and why BYU is a good option. We also invited faculty so that students could talk to faculty about research and what it's like to be in graduate school.

The CS Department is also in the process of revising the undergraduate curriculum. In particular, I served on the committee to rethink CS 312 – a required class for every undergraduate in our program. We are trying to re-envision what the learning objectives should be, what pedagogy should be used, how we will spend class time, etc. While there hasn't been much resolution yet, the discussion has been an important one for the department.

I have also been serving as a reviewer for several publication venues, including: Transactions on Automatic Control, American Control Conference, Conference on Decision and Control, and Transactions on Control of Network Systems.

Plan

Moving forward, here is my plan to accomplish my citizenship goals:

1. **Actively participate on a department committee**. While this assignment may change each year, I would like to be involved in making key decisions within the department.
2. **Advise a student club**. At the moment I am the faculty advisor to the BYU Sports Analytics Club. While the Club is several years old, it has not been functioning the last year or two. Therefore, in the short term, I plan to revitalize the club. Not only will this be a benefit to students who would bond over sharing a common interest, it would also be a great pool of students to pull from for my sports analytics research.

3. **Serve publication venues**. At the moment, I review papers when called upon, and I plan to continue that service. I also plan to become an associate editor for a publication.
4. **Serve funding agencies.** I plan to volunteer as a reviewer for funding agencies to help facilitate money going to impactful research. Specifically, I will volunteer to do this for the NSF in the next year.
5. **Organize conference sessions**. As my research continues to mature, I plan to organize specific sessions at a conference that address my subtopics and allow collaboration among students who are studying similar topics.

Assessment

Each of these plans can be easily assessed.

Resources Needed

The only resources I might need to accomplish my citizenship goals is to have the support of the University and my department in advising a student club. I anticipate that we'll be able to get external funding for the club to do some fun activities.

Sample 3

Faculty Development Plan for [redacted]

Updated 15 August 2022

Personal Assessment

My current strengths include the following:

1. Knowledge of the Machine Translation (MT) field and involvement in the professional MT community: I have actively participated in the evolution of MT technology for the past 47 years. I have been a member of and served in leadership positions in various professional organizations during this period, including ACL, AMTA, TAUS, and IAMT. I have been the president of AMTA for the past 4 years and IAMT for 2 years. I have also attended and presented at various conferences, including ACL, NAACL, COLING, AMTA, MT Summit, LREC, and TAUS.
2. Industry Experience in research, development, and production: I have worked at BYU, IBM, Microsoft, and the Church of Jesus Christ in both R&D and production positions, and I have broad experience across the spectrum of MT and NLP research and application.
3. Close contact and relationship with the heads of MT groups at major companies: I personally know senior people and heads of MT groups at many companies, including Google, Meta, Microsoft, Amazon, Systran, Unbabel, RWS, Lilt, and others. These connections have enabled me to facilitate job opportunities my students and interns.
4. Passion for languages, computing, and MT: I speak Portuguese fluently and Spanish to some degree, and I have interacted regularly with translators for dozens of languages and computer scientists around the world. MT and NLP have been my passion for almost 5 decades.
5. Intense desire to break down all language barriers to take the gospel of Jesus Christ to the world: my experiences as a priesthood leader (esp. mission president) and working for the Church for 10 years have infused me with a desire to use my knowledge and skills to spread the gospel to the world. I share this desire with my students regularly.
6. Extensive experience teaching and working with young adults, especially returned missionaries: I have lead, taught, and supported young adults and RMs for over 20 years.
7. Dedicated to helping students succeed in their families and careers and in making significant contributions to the world and the Church: my work with RMs and YSAs has engendered the tremendous love I have for them and desire to help them succeed in life and in the gospel. I incorporate gospel teachings naturally whenever I can, and my focus on languages and MT is extremely compatible in that regard.

Improvement Opportunities

1. Course organization: although my knowledge and experience are extensive, organizing content for the MT course I have taught has been challenging. The Effective Teaching Seminar was most helpful in creating a comprehensive syllabus. I will use this training for my other courses as well.
2. Programming skills: While I was a very proficient programmer earlier in my career, my skills are somewhat dated. I am focused on rapidly coming up to speed in Python and newer programming tools and methods developed in the past two decades.
3. Involving students during classes: My first MT class in Winter 2021 was very lecture-oriented, but after receiving feedback and instruction from various sources, I think I did much better at involving

students when I taught it again in Winter 2022. The Effective Teaching Seminar has provided additional Ideas I will implement this fall and beyond.

4. Administrative aspects of grant writing, purchasing, hiring: I have never worked in academia, and I have not had to deal with writing grants or purchasing my own equipment. I've had experience hiring and managing many people, of course, but the academic environment has its own idiosyncrasies in this regard. Learning these administrative aspects will come with time, I'm sure.
5. Return to regularly publishing and attending research conferences after an absence of years: for the past 13 years serving and working for the Church, I have been principally involved in the implementation and use of MT systems and other translation tools, but I have not been involved in the research and technology side of the field, although I have strived to keep up to date on all the latest advances. It is fun and refreshing to return to that, but it will take some time and effort to fully engage.

My goals to improve in many of the above areas are included in the Goals and Status sections below.

Teaching Goals and Status

1. Revise and improve the CS 401R course I have just begun teaching on MT. I have incorporated the feedback from previous students and from Nancy Fulda on Winter 2021 class I taught as an adjunct, as well as new content based on the rapidly advancing MT field. I will yet incorporate feedback from students who attended the course in Winter 2022.
2. Create a curriculum and prepare for an advanced graduate course on MT, CS 601R, that I will teach next winter semester.
3. Organize, prepare for, and teach two sections of CS 111 next winter. I will significantly improve my Python familiarity and skills by attending CS 111 lectures taught by my CS colleagues throughout the fall semester.
4. Teach my CS 401R course on MT again in the fall, continuing to update and improve it, incorporating knowledge gained from the NFS Spring Seminar and the Effective Teaching Seminar I attended into the course, especially regarding a more comprehensive and descriptive syllabus. I already have a draft of this syllabus. I will also apply for the course to have its own course number.
5. Mentor the students in the research lab I am establishing (see goal (3.) in the scholarship section below). I have already been meeting with and mentoring 2 undergrads in my lab, one of whom will be the TA for my MT class in the fall.

Scholarship Goals and Status

1. Identify and pursue the research for and publication of two-three papers. Given the May-June 2022 submission deadlines for EMNLP, COLING, and AMTA, it was unlikely that research and corresponding papers could be ready in time for this year. However, through collaboration with a former intern I mentored at the Church who is now in the CS MS program at CMU, as well as with a former student in the MT class I taught in Winter 2021, we performed additional experiments and wrote and submitted a paper about an automatic interpretation and video dubbing system (Lingua), which they participated in creating and enhancing. The paper was accepted for presentation at the AMTA 2022 conference in September. Additionally, another former student is working on a paper based on the project on weakly-supervised MT he did for my most recent MT class, for which I will

be co-author, and we intend to submit it to the WMT conference (part of EMNLP) held in December. These two papers already minimally satisfy this goal, but more possibilities exist this fall.

2. Current research plans (which may evolve) include:
    a. Creation of a large multilingual corpus for MT and other NLP-related research based on the Church's translation databases. While creating this corpus should be very doable, making it publicly available may delay and be challenging, depending on the Church's IP department. I have already acquired all the data and it is currently being cleaned and prepared in the lab mentioned in goal (3.) below.
    b. Extending work done on "complete" Multilingual NMT (cMNMT), published (by Google) in late 2020 using the corpus created in point (a.) above. cMNMT depends on training with segments that are multi-way-aligned across multiple languages. Much of the Church's data exhibits exactly this property.
    c. Extension and refinement of the English-ASL MT system created by a student in my Winter 2021 MT class, which could have been published if we'd had more time (and the student didn't graduate!).
    d. Extension of the work on automatic interpretation and video dubbing described in the paper to be presented at AMTA 2022, which was mentioned in goal (1.) above.
3. Create a research lab that includes at least 1-2 grad students and 2-3 undergrads by the end of the year. I already have 2 undergrads working and 1 grad student committed for fall. The lab will focus on the topics listed above, and very likely will include other low-resource language MT research, since many students in my MT class have been very interested in this topic, and I am entering into various collaborations with external colleagues on the same topic (see goal (5.) below).
4. Establish a monthly brown bag cross-departmental group on MT- and NLP-related topics. I've already spoken with faculty in Linguistics, Digital Humanities, and CS about this and I will attempt to start it this fall, but I have already observed the challenge in doing so, as many faculty seem to be very focused on their own work.
5. Explore potential collaborations with my various AMTA contacts from MT groups at companies and universities, and establish a collaboration with one of these by the end of the year. As a result of attending NAACL in July, I already have 4 promising possibilities, including from Microsoft, University of Washington, New York University, and Johns Hopkins University. I will likely have to pick just a couple of these, or somehow combine the work involving them so that I am not spread too thin.
6. Identify and discuss grant opportunities with contacts and with CS faculty colleagues. Write and submit (possibly with a co-author) a grant application. The NFS Spring Seminar and the Grant-Writing Workshop I attended in May have both provided excellent guidance on this. I am already in discussion with Microsoft about a grant to perform the multilingual corpus described in point (2.a.) above, and another grant I may become involved in is with my University of Washington contact, who is submitting a grant to NSF to develop language technologies for crisis response situations.

Citizenship Goals and Status

1. Continue as AMTA president and as general chair of the upcoming AMTA 2022 conference in September. This is a significant undertaking and is serving as my main citizenship project. At the end of year, I will become a "counselor" on the AMTA board as another president takes over, but I will still be very involved in the organization, as I have been for the past decades.

2. As a member of the external relations committee, assist in creating the first version of a partner engagement strategy for our CS department, in managing and updating the Capstone and Partnering pages on our website, and in planning for our Donor board in the TMCB.
3. Serve as reviewer for submissions to AMTA 2022 (completed), the Language Resources and Evaluation Journal special issue on Translation Platforms, and possibly other conferences or peer-reviewed publications.
4. Invite 2-3 top scholars and practitioners in my field of Machine Translation (MT) and Computational Linguistics (CL) to speak at the weekly CS Distinguished Speaker seminar during the coming school year. I have already invited two speakers – the head of MT at Microsoft, and the VP of Language Technology at Unbabel (and former head of MT at Amazon) – and they have both accepted. One will speak in November and the other next April. I also have a very promising third candidate who is a highly respected professor of CL at Johns Hopkins University and ACL Fellow.
5. Invite faculty from other departments to participate in monthly brown-bag discussions of our current work and other relevant papers in our areas of intersecting interest. This is the same as (or very similar to) goal (4.) in the scholarship section above.
6. Actively seek to involve students in my MT courses, lab, and research from diverse backgrounds and underserved groups. Because of my focus on MT for a huge number of languages, and mainly on MT for "low-resource" languages, I expect to involve: returned missionaries, including many women, who have served in countries around the world and who speak a wide variety of second languages, students of all ethnic, racial, and cultural backgrounds who have native languages other than English, and students of all orientations who, because of the very diverse backgrounds of other students in my courses and lab, will hopefully feel that they fit in and are as respected and valued as anyone else. My main criterion for inclusion is a passion for language and computing, and I hope that students will share my additional passion, which I speak of often, to break down all language barriers so that the gospel of Jesus Christ can go to all the world.

Relationship between my goals and department and university aspirations and needs

I am grateful that the focus of my teaching and research fits so well with the need to be inclusive of people from all backgrounds and with the mission of the Church to take the gospel to every nation, kindred, tongue, and people. In his Second Century address, President Kimball spoke of the need for BYU to become "the acknowledged language capital of the world" and he said the Church "look<ed> forward to developments in <BYU's> computer-assisted translation projects." That talk was given in the first year I began working on machine translation! All my goals target the realization of this prophetic vision. Furthermore, while the first reason I came to BYU was to fulfill exactly this vision, the second and equally important reason was to help raise up a new generation of young people who were able and dedicated to spreading the gospel to the world through the use of this technology. Hence, I have goals to ensure that my teaching and mentoring accomplish this purpose most effectively.