

Faculty Development Plan

Department of Nutrition, Dietetics and Food Science
Brigham Young University
August 2024

Contents:

1. Self-Assessment

- a. Scholarship
- b. Teaching
- c. Citizenship

2. Goals

- a. Scholarship
- b. Teaching
- c. Citizenship

1. Self-Assessment

Scholarship

Strengths:

Together with colleagues I have created the first national glycemic index database based on 20-years of NHANES survey data. This was accepted by the American Journal of

Clinical Nutrition. Based on this dataset many new studies will be generated. In addition to this I have initiated and involved students with three other projects that I plan to submit to top-tier journals by the end of the year. This demonstrates my commitment to scholarly productivity and advancing knowledge in my area of expertise.

I am dedicated to mentorship and have taken on the responsibility of appropriately guiding my new graduate student and will continue to mentor her in coming semesters to help her publish as a first author. In addition, I actively support the academic development of another co-mentored graduate student, assisting him learning how to run multivariate regression analyses. I have had good experiences with mentoring undergraduate students as well, have included one on the AJCN publication, and plan to include 3 others on other publications.

I prioritize professional development and networking and attended the Diabetes and Nutrition Study Group in Uppsala, Sweden. This demonstrates my commitment to staying current with the latest research trends and seeking out new research projects to contribute to. In addition to my collaborations with University of Copenhagen and Brown University, I am working with researchers from Milan and Naples in creating a global GI consortium. This proactive approach to building collaborations showcases my strategic thinking and initiative in seeking out new opportunities for research.

Areas for development:

In these past two semesters, I have devoted much time to preparing two new courses. Although teaching is of highest importance to my role at BYU, I have allowed it to dominate my schedule which has decreased my research productivity during the past semester substantially. It may be beneficial for me to establish specific deadlines and a writing schedule for each paper to ensure I achieve scholarly goals and best help students make progress on these projects.

In the past I have at times let my undergraduates fare on their own in research and waited until they reached out with questions. I can work on clearer communication and goal-setting with my graduate and undergraduate student mentees to better ensure that I am effectively supporting their research and academic development. I need to improve in regularly checking in to track their progress towards publication goals and ensure that they receive adequate support and guidance.

I have not yet written a grant proposal, but plan to write one this fall. As this is a new challenge for me, I will seek feedback and guidance from mentors throughout the grant writing process who can possibly help refine grant proposals and increase the likelihood of securing funding.

I do not take enough time to stay current with newly published research in my field of interest. I need to find time in the coming months to do so.

Teaching

Strengths:

Alignment with Aims of BYU Education: The initial feedback that I received through student surveys indicated a strong alignment between my teaching approach and the aims of a BYU Education. Achieving high ratings in spiritually enlarging, intellectually enlarging, character building, and leading to lifelong learning and service showcases the effectiveness of my instructional methods in fulfilling these important educational goals.

Inspiring Change and Application of Learning: Students expressed in survey commentary how my teaching has inspired positive changes in their lives, both personally and professionally. This suggests that I effectively communicate the practical relevance of the course material and empower students to apply their knowledge beyond the classroom.

Effective Communication and Organization: The majority of students rated me highly in explaining concepts, organizing the course, and providing clear expectations. This indicates my ability to communicate complex ideas clearly and create a structured learning environment conducive to student success.

Type of instructor I am: Some overarching and repeated themes in my student reviews were that the students found me to be kind, caring, compassionate, and respectful. An oft-repeated descriptor word was that I am 'knowledgeable' in the subjects I teach.

Areas for development:

Opportunities for Application and Engagement: Some students requested more opportunities to apply their knowledge through in class activities. Incorporating more practical exercises or application-based assessments may enhance students' ability to transfer theoretical concepts into usable knowledge in the real world. Students would have liked me to engage them more in class.

Reducing Dependence on Slide Notes: Students noted instances where I appeared to rely too heavily on slide notes during lectures. To improve, I can focus on internalizing the material more thoroughly and delivering lectures with greater spontaneity and engagement.

Explaining concepts: While most students rated me positively in explaining concepts and organizing the course, there is room for improvement, particularly in ensuring clarity and

engagement. I can work on enhancing my explanations and organizing course materials in a more engaging and accessible manner.

Subject matter expertise: I need to improve my knowledge by reading more books, papers and taking online courses related to my courses.

Citizenship

Strengths:

My active participation in the Committee of Belonging, Recognition, and Communication demonstrates my commitment to engaging with the department's initiatives and contributing to its success. I believe it is important to recognize and celebrate the achievements of others within the department, which contributes to a positive and supportive work environment.

By fostering a sense of belonging among students and faculty, I can help contribute to the creation of a supportive and inclusive environment where everyone feels valued and connected.

Areas for development:

I can seek feedback from colleagues to assess the effectiveness of our efforts in promoting belonging, recognition, and communication within the department.

I can try to seek more involvement in faculty affairs and look for opportunities to serve and support others. However, I also recognize that during these first years my time is limited as I need to ensure that I meet other requirements for CFS.

I will attend the Research Seminar more regularly starting in fall 2024 to fulfill expectations and take interest in research being conducted within the department. I will seek to strengthen my relationships with colleagues by planning more lunches or other interactions that allow for more discussion and connection.

2. Goals 2024

Scholarship

1. Besides the already published in June 2024, I plan to submit 2 additional papers by the end of 2024 for peer review in appropriate journals.
 - a. Dietary sugar and T2D: Meta-analysis and systematic review
 - b. Dietary sugar and indices of body fat and glucose metabolism: the NoHoW Study
 - c. Possible third: Glycemic index and mortality outcomes in the US using our newly formed GI database
2. Read the book titled *How to Write a Lot* to help inspire me to write more frequently and according to a schedule.

3. Appropriately mentor my new graduate student throughout summer and fall semesters and help her to submit a paper by early 2025. Assist another co-mentored graduate student and help him complete his project and publish.
4. Continue to assist my undergraduate students to make progress and complete projects.
5. Write a grant by the end of 2024 together with Dr. Simin Liu as my mentor. TBD: NIH R01/K01 – Early Career Mentored Research Award.
6. Attend the Diabetes and Nutrition Study Group in Uppsala, Sweden in June 2024 and seek new research projects (already completed).
7. Continue to mentor to my undergraduate researchers and help them to succeed.

Teaching

1. Teach NDFS 100 again in fall 2024 and try to learn the names and faces of all my students.
2. Allow for a mid-course evaluation to take place in NDFS 100.
3. Prepare to teach NDFS 380: International Nutrition in winter 2025 and work to create new course content.
4. Prepare the other half of NDFS 201 as I will also teach this course starting in winter 2025.
5. Learn about new concepts pertaining to experiential learning and integrate these into the classroom. I will read the following book for ideas: *Creating Significant Learning Experiences*.
6. Begin using interactive digital participation in class (Poll Everywhere) to reinforce concepts, encourage critical thinking and involve students in learning.
7. Incorporate video and more group activities in class to break up the lecture and invite participation.
8. I will pray daily for inspiration from the Lord on how I can improve active learning in the classroom and serve the students to the best of my ability. Then, I will act on promptings that I receive.
9. Create and teach a 1-credit mentored research project as a fall semester course.

Citizenship

1. Continue to actively participate in the Committee of Belonging, Recognition and Communication. I will do this by assisting with identifying and writing nominations for colleagues, improving communication and advertisement of our programs to potential students, and fostering belonging in the department amongst students and faculty.
2. Continue to serve as a reviewer for EJON and AJCN and potentially other journals if time allows.

Resources needed

Owings to BYU's generous departmental, college and NFS fundings, I currently have the resources I need to be successful.