

SAMPLE 1

Faculty Development Plan 2024

Professional goals in teaching, and scholarship, and citizenship

Teaching

In preparation for creating this first faculty development plan since entering the CFS-track, I fully attended and participated in the New Faculty Seminar (2022–2023). During the Spring Seminar (2023) I attended workshops devoted specifically to teaching and learning including “The Student Consultant on Teaching Program” with Ursula Sorensen and “The Struggling Student: Dealing with Unique Mental and Spiritual Challenges” with Natalie Kirtley.” I also completed the Center for Teaching and Learning’s Effective Teaching Principles Through a Gospel Lens workshop sessions July 18–21, 2022.

I also put together some initial goals for teaching Japanese 301 in 2023. After preparing the initial drafts of my faculty development plan mid-2023, I met with my Center for Teaching and Learning Consultant, Julie Swallow to share and discuss short-term and long-term teaching goals for my Japanese 301 course which I teach each semester. To have a successful Japanese class there are many parts that go into building language skills. As part of a teaching development project, I focused on how to make navigating all the parts of my Japanese 301 course as easy as possible to navigate. Under Julie Swallow’s guidance, I updated my previous Course Development Project plan. I documented improvements I made and how ideas for changes came about. There were six main sources of input that I took into account to make changes including a) personal reflection, b) suggestions from Steve Moody, my mentor, c) suggestions from Julie Swallow, d) suggestions from Michael Johnson, a Teaching & Learning Consultant in the Center for Teaching & Learning, e) suggestions from a student consultant from the Students Consulting on Teaching program, and f) suggestions from Japanese 301 students. I documented the improvements I made based on the feedback I received in an instructional action plan (Instructional Action Plan JAPAN 301 FALL 2023).

My main teaching goal for 2024 in this area focuses on teaching Japanese 301 following the major changes outlined in my instructional action plan and following up with students on how the changes have impacted their experience in the course regarding organization and flow in particular. I will then make comparisons to how students felt about the organization and flow during 2023 compared to 2024.

Scholarship

Themes, topics, methods, or applications

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Continually building a program of research

I will continue to build a program of research around my early successes. This includes validating results of my previous research by using larger sample sizes and research designs within my empirical studies on the effects of extensive reading. Specifically, my early work focused on case studies with a small number of participants while my current work builds on this by adjusting the design to a full experimental design using a much larger group of participants and greater variety of extensive reading activities.

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- I co-authored and was funded for two BYU College of Humanities Research Grants.

- I presented my research at three academic conferences (peer-reviewed proposals):
 - ACTFL 2023 Convention and World Languages Expo, Chicago, IL, United States
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- I was an invited panel moderator and presenter at two other research events held at BYU
- I worked with and mentored an undergraduate student, Tanner Elkins, as part of the Humanities Undergraduate Mentoring (HUM) Grant program. I mentored Tanner in his student-led research project outside the classroom.
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Scholarly goals

I have listed below a few scholarly goals that I will continue to work toward completing by December 2024.

- Present at PanSIG 2024 in Fukui, Japan.
 - This will help me further build connections and report with the world-wide extensive reading research community and lead to an article in a peer-reviewed academic journal.
- Submit manuscript exploring general language proficiency gains from extensive reading to peer-reviewed academic journal.
 - This will help me further establish myself in the field as an expert in Japanese extensive reading and continue to build my scholarship portfolio.

Strategies of scholarly productivity

Below are a list of strategies that I **currently** incorporate in my work to reach my desired goals.

Getting Ideas

- Discuss ideas for research and creative works with colleagues.
- Share key parts of your research in your classroom teaching.
- Attend different professional meetings

Research & Data Analysis

- Develop my ability to use more complex data analysis techniques (statistical analyses) and institute tighter systems for data collection and analysis.
- Regularly involve students in research and/or creative works.
- Encourage students to apply for scholarship grants.
- Use the Center for Statistical Consultation & Collaborative Research

Writing

- Set aside daily blocks of time to write—at least 15–30 minutes each day.
- Begin writing as soon as I begin a project. Don't finish the literature review or research first: write as I read and research.

Feedback

- Hold myself accountable to a supportive partner. Report regularly.
- Meet regularly with peers (and/or research assistants) to share drafts and get feedback.
- Send drafts to the Faculty Publishing Service for review and feedback.

Publishing

- Talk to potential editors about work I am proposing. Find out if it will be suitable for those venues.
- Submit abstracts or plans about my research to several publishers.
- Don't wait until I have "perfected" my piece. Get it into an editor's hands as soon as I can.
- Have a back-up plan in case a piece is rejected.

The following are a list of strategies I **would like to** incorporate in my work to reach my desired goals.

Writing

- Write in a setting away from my office and phone.
- Have "writing office hours." Don't answer the phone, email, or the door during your writing hours.

Feedback

- Note names of established scholars in my research area and develop strategies for initiating conversations with them regarding areas of common interest.
- Share early drafts of my work (even at the outline stage). Commit to having a number of colleagues review your work as it progresses.

Other

- Develop organizational skills: prioritize, simplify, delegate tasks to others.

Citizenship

Specific long-term goals for enhancing collaborative relations at BYU and the broader academic community

I have identified and listed below two specific long-term goals I would like to work on over the next few years leading up to my initial and final CFS reviews.

- Collaborating with Colleagues Outside of BYU: Serve on a committee in a professional organization outside of BYU.
- Activities to Build Collegiality: Regularly attend Devotional with colleagues.

Collaborative goals

Below are a list of collaborative activities that I **currently** incorporate in my work.

Collaborative Scholarship Activities

- Collaborate on a research project or creative activity with a colleague.
- Invite colleagues (on- and off-campus) to review your written work and give suggestions for improvement.

Service Activities

- Actively participate in committee meetings, follow-up on assignments
- Serve your colleagues in a professional association. Assist with conference planning, review proposals, review articles for a journal, serve as a referee of creative work in your area of expertise. Seek advice from others to improve your ability to give professional service.

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Collaborating with Colleagues Outside of BYU

- Be an active participant in your professional association(s) by regularly attending the conferences, volunteering to review papers for conferences or special issues of journals, etc.

Specific Contributions to Citizenship in 2023

COLLEGE and UNIVERSITY

- **Organizer and Curator, Japanese Pleasure Reading Area**, Harold B. Lee Library, Brigham Young University
- **Japanese Book Club Faculty Advisor**, Brigham Young University
- **HUM Grant Reviewer and Mentor**, College of Humanities, Brigham Young University
- **Asia FLAS Committee Member (Summer & Academic Year)**, College of Humanities, Brigham Young University

DEPARTMENT

- **Japanese Section Assessment Coordinator, Department Assessment Project**, Department of Asian and Near Eastern Languages, Brigham Young University
- **Co-chair, Department Lectures Committee**, Department of Asian and Near Eastern Languages, Brigham Young University

PROFESSION

- **Hamako Ito Chaplin Award Selection Committee Member**, Association for Asian Studies

Invited Monograph Reviewer for Publishers

- Routledge

Collaborative Goals Accomplished in 2023

- I found ways to get to know members of the department better. Specifically, I made an effort to reach out to colleagues and speak with those I did not know as well. Over two different days, I also had lunch with three members of the department (two one day and one another day) to get to know them better. This allowed me to build better collaborative relationships with others in the department. I hope to continue this practice in the coming year.

I have listed below a few specific collaborative goals that I **wish to** complete by December 2024.

Activities to Build Collegiality

- Continue to find ways to get to know members of the department better. This could include reading colleagues' vitae, observing their classes, visiting with them in their offices, or having lunch with them.
- I will reach out to more of my colleagues in the department that I don't know as well and invite them to meet for lunch. During the luncheon, I will ask them questions to get to know them better personally and professionally. These luncheons will include at least two other members of the department. I will try to complete at least two of these by the end of December 2024.

Relationship between individual goals and department and university expectations and needs

The department and university expect continual striving toward improvement of teaching, a pattern of scholarly work, and collaboration and collegiality with members of the university. My short-term and long-term goals align with these expectations and needs. I will continue to consider steps to improve my teaching, produce scholarly products, and work within my department to fulfill citizenship assignments.

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

I appreciate the willingness of those in my department and college to provide funding for accomplishing these goals. I have applied for and received research funding from the college which has been critical in conducting multiple projects up to this point. I have also received generous funding from my department to present the results of my research at national and international conferences. As I continue to work toward accomplishing my goals, I will continue to be grateful for these resources as well as the leadership and guidance of my colleagues at the university.

How I will mentor students in their learning and research experiences within the context of my discipline

I will continue to conduct research that includes the participation and assistance of students. These opportunities provide students with a chance to interact with the field beyond what is typically part of the classroom curriculum. My experience mentoring HUM grant recipients has been very rewarding. I will continue to look out for students who could be potential HUM grant recipients.

How I will address equity in the classroom in both content, language, and behavior relevant to the University Statement on Fostering an Enriched Environment

I will continue to strive to include activities and curriculum in which topics of equity and belonging are brought into class discussion. I currently do this in my introduction to Japanese literature course (JAPAN 322) and will continue to look for opportunities in the other courses I teach.

Teaching Development Project (2023–2024)

Original Goals for teaching Japanese 301 in 2023

- Improve courses based on feedback received from department peers.
 - I will make an informal request to one of my colleagues, Dr. Juno Baik, who teaches a similar level Korean class to observe my teaching and provide informal feedback.
 - I will also request to visit Dr. Baik’s Korean 301 class and observe his teaching to get ideas for improving my own teaching.
 - I will then follow this up by taking Dr. Baik to lunch to discuss the observations and receive feedback.
 - Based on this feedback and my observations of Dr. Baik’s class, I will make course improvements.
 - This will help me gain further confidence in my teaching, learn new methodologies, and identify areas for improvement.

Updates Following Meeting with Julie Swallow (8/24/2023)

To have a successful Japanese class there are many parts that go into building language skills. For this teaching development project, I have been focusing on how to make navigating all the parts of my Japanese 301 course as easy as possible to navigate. These changes were based on personal reflection as well as feedback I received from Steve Moody (my mentor), Julie Swallow (my Center for Teaching and Learning Consultant), Michael Johnson (a Teaching & Learning Consultant in the Center for Teaching & Learning), a student consultant from the Students Consulting on Teaching program, and from Japanese 301 student feedback. I have documented the improvements I made based on the feedback I received in the following instructional action plan.

INSTRUCTIONAL ACTION PLAN JAPAN 301 Fall 2023

1) The **small immediate tweaks** I can make *this semester* include (e.g., reviewing the previous class primary points at the beginning of class; providing goals for each discussion session; creating/adding a course schedule):

- Make textbook its own tab, separate from the “Content Files” tab (SCOT suggestion)
- Insert links to lesson reading passages for ACT classes (Student suggestion)
- Embed the textbook natively in Learning Suite for easy viewing without having to open using a separate application. (Personal reflection)
- Create a “Helpful Resources” tab under the content area that consolidates/houses resources that are available but are not required to complete course assignments, e.g., flashcards tab, extracurricular tab, etc. (Student suggestion)

- ☒ Create “links” tab/page which would include a link to the 301 website, listening drill website, and others (Student suggestion)
- ☒ Make clear expectation of reading Part I of the textbook during the first week of the semester. (Student suggestion)
 - ☒ Of the 90 pages in Part I of the textbook, I made it clear which pages are the most important to read (9 pages), which pages are to be used to review (4 of the 9 pages to be read), which kanji characters should be reviewed (59 *kanji*), and which pages are to be skimmed (81 pages). (Personal reflection)
- ☒ Fix typos (SCOT suggestion)

2) The ***bigger changes*** (e.g., restructuring the course schedule or assignments) I can make *this semester or in a future semester* include:

- ☒ Restructure course assignments on Learning Suite to take advantage of assignment descriptions. When each assignment is clicked on in the schedule it shows a description of the assignment. This will help students find what is expected on each assignment without having to search deeply in multiple locations on Learning Suite. (Personal reflection and Learning Suite flier suggestion)
 - ☒ Provide links to required documents for completing assignments in the assignment descriptions. (Student suggestion)
- ☒ Reorganize miscellaneous assignments (assignments that don’t fit under other weighted categories) into their own category to provide better organization of assignments. (Personal Reflection)
- ☒ Move assignment descriptions from Syllabus to Content Tab (Mentor suggestion)

3) The ***substantive changes*** (e.g., course design choices) I would like to make in a *future semester* include:

- ☒ Importing Canvas Quizzes over to Learning Suite, revising and formatting quiz questions to allow unlimited attempts (using question banks and dynamic question blocks on Learning Suite). (Personal reflection)
- ☒ Consider setting up Path in the future. This is something that wouldn’t be possible until Fall 2024 at the earliest. (Suggestion from Mike Johnson, BYU Teaching & Learning Consultant)
- ☒ Provide more concise instructions (SCOT suggestion and Student suggestion)
- ☒ Find out what the “combined class calendar and prioritizer” is and how I might make changes to help JAPAN 301 course content appear better on it. (Personal reflection)
- ☒ Create a visual aide to communicate what the typical weekly structure is, including when ACT and FACT classes are, and when assignments are typically due. (Student suggestion)
- ☒ Clarify TA Responsibilities (Leading Class, Grading, etc.) (SCOT Suggestion)
- ☒ Include summary tables of assignments in syllabus and more lengthy explanations in Content Tabs (SCOT Suggestion and personal reflection)

☒ Enhance the Textbook Exercises assignment (Personal reflection)

☒ Provide students with handwritten answer guide following submission deadline.

Require students to review and reflect on their submission and submit corrections.

Grade will be based on submitting corrections for all mistakes on homework.

Homework corrections double checked by student instructors and grade adjusted for mistakes not corrected. This also reduces the workload of student instructors.

(Personal reflection)

**A Brief Scholarship Development Project Proposal (2023)
Final Report Prepared January 2024**

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Other

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Reflection on 2023 Goals

Reflecting on the five strategies I aimed to incorporate in my work to reach my desired goals I will assess my progress for each below.

Writing

- Write in a setting away from my office and phone. **[semi-success]**
- Have "writing office hours." Don't answer the phone, email, or the door during your writing hours. **[needs-work]**

Feedback

- Note names of established scholars in my research area and develop strategies for initiating conversations with them regarding areas of common interest. [**needs-work**]
- Share early drafts of my work (even at the outline stage). Commit to having a number of colleagues review your work as it progresses. [**semi-success**]

Other

- Develop organizational skills: prioritize, simplify, delegate tasks to others. [**success**]

I was somewhat successful in writing in a setting away from my office and phone. At times I also worked from home, but I found that throughout the fall semester, I ended up working well in my office. Writing time in the office will be more affective however if I have set writing office hours during which I don't answer the phone, email, or the door.

I was somewhat successful in getting feedback on my early drafts of work, especially from coauthors and my mentor. However, some work could be done in trying to build a working relationship with others in the field from whom I might receive feedback. While I did make progress building those relationships, they are not at the stage I would like them to be. I have noted names of established scholars and just need to reach out to them now.

I found some success in delegating tasks to others in my scholarly work (specifically to coauthors), but also found progress on specific projects to slow as I waited to hear back. However, I still worked on other projects in the meantime or ended up completing what I delegated to others on my own. I believe I was able to prioritize my scholarly projects and make good progress with my research agenda.

**A Brief Citizenship Project Proposal 2023
Final Report Prepared January 2024**

Citizenship

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Specific Contributions to Citizenship in 2023

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Teaching Grant Request

During fall semester 2023 I met with my Center for Teaching and Learning's consultant, Julie Swallow and discussed changes I could make to my courses. Specifically, we discussed improvements to be made to Japanese 301. She suggested I request teaching grant funds to hire a student to help make changes to my course.

One change I was not able to implement this year as part of my teaching development project was creating materials in an interactive speaking platform that would allow for speaking practice outside of the classroom that could be reviewed by instructors. During my PhD work, I became familiar with the speaking practice platform *Speak Everywhere*, which allows for this kind of out-of-class speaking practice. I would like to use the \$500 Teaching Grant funds to hire a student to help build out modules on *Speak Everywhere* for speaking practice for my Japanese 301 students. Because I already have the audio files for this practice, I believe the grant funds would be sufficient to get the modules set up and ready for use in fall semester 2024.