

SAMPLE 1

Faculty Development Plan

English Department

January 2024

SCHOLARSHIP

Self-Assessment

I came into this position having developed the habit of scheduling time each week for scholarship efforts, and that habit has helped me maintain consistent scholarly productivity throughout this first year. My scholarship focuses on practical aspects in my field, allowing organic overlap between my research and teaching. I consistently seek opportunities to collaborate in writing with others, both peers and students; I want to continue that effort, but also focus more on first-author and a few solo-author pieces to evidence my growing skills as a scholar and expert in the field of English education and digital literacy. If I'm going to develop that reputation and produce a body of valuable publications throughout my career, I need to show consistent success in being published in reputable venues. My system for consistent productivity is to always have work at the various stages of publication; for example, I should always have something that is being reviewed by a journal, something else I am drafting or revising, and yet something else for which I am gathering data or researching. As for my conference presentation agenda, I plan to consistently present at the state, national, and international levels, which I have done this year.

2022-2023 Activities & Accomplishments

- Article accepted in *English Journal*: "Asking questions and speculating about texts: Socially annotating Shakespeare"
- Student-coauthored article published in *Utah English Journal*: "What matters most: Vision boards for unit planning in the English classroom"
- Revise and resubmit in *Journal of Media Literacy Education*: "'I had not really considered this at all': Preservice teachers critique media creators using Five Key Questions"
- Article under review in *Ubiquity*: "Multimodal collaboration boards in rural online teacher education"
- Preparing article for *Journal of Adolescent & Adult Literacy*: "Social annotation and reading comprehension"
- Preparing article for *English Education*: "Preservice English teachers' beliefs about the role of technology in the classroom"
- Presented at the Annual Conference of the International Society for Technology in Education (ISTE): "Create to Learn in the classroom: Digital literacy development through doing"
- Presented at the Annual Convention of the National Council of Teachers of English (NCTE): "Using digital tools for narrative, informational, and analytical composition"
- Presented at the Annual Conference of the Utah Council of Teachers of English: "Place-Based Multimodal Narratives with StoryMap JS"

2023-2024 Goals (and accomplishments so far)

- Submit a piece at the state or regional level coauthored with a BYU student (completed October 2023)

- Present at two national conferences (ISTE and NCTE) reflecting the crossroads of my research: English teaching and digital technology (completed November 2023)
- Publish in *English Journal* a collaborative manuscript that describes my work on social annotation with a high school teacher in Arkansas (completed December 2023)
- Submit to *Journal of Adolescent & Adult Literacy* a coauthored article reporting on the effectiveness of social annotation activities in cultivating dialogue and increased reading comprehension with high school students (completed January 2024)
- Resubmit (by February 2024) to *Journal of Media Literacy Education* a coauthored piece describing how I used a critical media literacy framework with preservice English teachers to help them evaluate social media content
- Submit (by March 2024) to *English Education* my solo-authored research paper describing preservice English teachers' beliefs about the role of technology in the classroom

TEACHING

Self-Assessment

As an English teacher educator, I claim teaching as my great passion, as the major motivation behind my work in this profession. I love students and the classroom environment. The desire to improve as a teacher is reflected in the time and energy I put into developing and revising curriculum and into my efforts in mentoring students. In past teaching positions, students have reported enjoying my classroom and learning a great deal. I have ample experience in designing curriculum that is intellectually enlarging, but I feel stretched by the opportunities and expectations related to this faculty position at BYU that emphasize the need to also cultivate a learning environment that is spiritually strengthening, character building, and geared toward lifelong learning and service. I am constantly reminding my preservice teachers about the importance of reflecting on their teaching so they can improve, so this development plan helps me do the same.

This past year I taught the first iteration of ENGL 426, which course I helped to design and propose. Focused on teaching digital literacy theories and on creation of digital projects related to English language arts, this course is my baby and is one I will hope to teach throughout my career. I am proud that the first round seemed to be a success, but the next time I teach it I plan to revise some of the readings and projects students create. This is because I got some feedback from students in the first iteration of the course that we were a little reading-heavy and they could have used more direct instruction or collaboration regarding the digital projects we created. I had that same sense while we were going through the semester, so I will adjust for this next fall. I also taught ENGL 377 & 379, the English teaching practicum. Although I had taught this as a visiting professor the previous year, I still feel like I'm learning what those courses should look like and how to help my students succeed in their school district placements and in preparation for student teaching.

2022-2023 Activities & Accomplishments

- Courses taught and composite student ratings
 - ENGL 426: 4.9 (Fall 2022)
 - ENGL 476/496R: NR (Fall 2022)

- ENGL 276R: 4.9 (Winter 2023)
- ENGL 377: 4.7 (Winter 2023)
- ENGL 379: 4.9 (Winter 2023)

2023-2024 Goals (and accomplishments so far)

- Revise ENGL 426, based on student feedback from Fall 2023, for more balance between theoretical readings/discussions and multimodal project creation/application ideas. This will mean bringing in a more practical textbook and focusing digital projects on Utah Core and ISTE standards (implemented Fall 2023 semester)
- Revise ENGL 377 to include more focus on students' development as professionals and their growing expertise in a specific subfield of English teaching. This will mean I maintain focus throughout the semester on the “Professional Communities & Conversations” assignment. I will do this by including a checkpoint activity near mid-semester, where we will take time in class to share experiences we’ve had regarding the assignment and our professional teacher identities
- Revise ENGL 379 to include more practical advice and workshopping related to student teaching and internship expectations. I will need to balance our focus on licensure and PPAT with information related to local school districts’ expectations for their coming internships. I could do this by inviting a local administrator or a few program alumni to speak to us and share a practical overview of the internship experience
- Fall 2023 courses taught and composite student ratings
 - ENGL 377: 4.7–5.0
 - ENGL 379: 4.7–5.0
 - ENGL 426: 5.0

CITIZENSHIP

Self-Assessment

To this point in my career, I have been proactive at the national level to take on opportunities for service to my profession; for example, I sought out a leadership position in the Assembly on Computers in English, a small group from the National Council of Teachers of English (NCTE). I also participate in the Commission on Digital Literacies and Teacher Education, also of NCTE, and I review manuscripts for a couple English teaching and literacy journals. I have not been given an abundance of citizenship assignments within my own institution or department, and I am grateful that they shelter junior faculty in that way. However, I would like to be more proactive in creating my own opportunities for citizenship and collegiality among my English teaching colleagues and more generally across the department, and especially increasing my focus on mentoring English teaching majors.

2022-2023 Activities & Accomplishments

- Served as faculty advisor for English Society, the social arm of the English Department
 - Helped plan and facilitate social events 2-3 times per semester, including activities, food, and advertising
 - Met with student leaders regularly to discuss budget and future club activity ideas

- Ran a booth at New Student Orientation, talking with incoming freshmen about our English major, tracks, and courses in the program
- Ran a booth at the Major Fair, talking with students across campus about our English major, tracks, and courses in the program
- Ran a booth at the English Symposium, talking with current English majors about their experiences and providing department swag
- Served on the Secondary Education Committee, attending meetings and discussing with English teaching colleagues how to improve our teacher education program
- Served as chair of Assembly on Computers in English, planning and facilitating two online webinars and leading an in-person workshop at a national convention
- Served as treasurer of Utah Council of Teachers of English, maintaining the budget and dealing with all finances related to the annual conference (registration, keynote speaker fees, venue fees, etc.)
- Reviewed manuscripts for the *Journal of Language & Literacy Education*

Goals (and accomplishments so far)

- Work more closely with the English Society student officers to plan, publicize, and participate in activities. We have a new president and mostly new student leaders across the board, so I will need to meet with them more often to familiarize them with club traditions and procedures (implemented Fall 2023 semester)
- Mentor English Teaching students in academic presentations and publications. I have already started this, having collaborated on two presentations and two articles so far, so I want to keep this momentum and add a national presentation in Fall 2023 (implemented Fall 2023 semester)
- Be more proactive with English Teaching advisees, reaching out to them and setting up meetings to make sure they're on track and doing well. I have been reactive, so I need to be more proactive in seeking out these students and making sure they are successful in our program

MENTORING

I have the benefit, as a teacher educator, of having plenty of mentoring opportunities across my scholarship, teaching, and citizenship. I do a lot of research on best practices in English teacher education, which emerges organically from the courses I teach. This allows me to interview my students, follow their growth throughout the course and, in coming years, into the early stages of their professional careers. The students I teach get to try out the things we talk about in class, and then we get to write and present about our experiences. My current citizenship assignment in the department, faculty advisor for English Society, puts me in close contact with English students, and I am regularly mentoring them regarding logistics, budget, activities, and recruitment. As I consider the importance of mentoring in this faculty position, I am excited and motivated by the potential I have for good in these students' lives.

Course Development Project: Final Report

This past semester I have been focused on developing ENGL 426: Digital Literacies and Technology in Secondary Schools. A required course from English Teaching students, it is centered on digital literacy theories and on creation of digital projects related to secondary (middle and high school) English language arts. This course is my baby and one I hope to teach frequently throughout my career. Based on my experiences in this New Faculty Series and in consultation with Julie Swallow (my CTL consultant), I set the following short-term goals for this past fall semester: (a) rebalance theoretical and practical course readings, and (b) provide more structure and scaffolding for the digital projects my students create.

My first short-term goal, to rebalance theoretical and practical course readings, was in response to some feedback from students in the first iteration of the course that we were a little theory-heavy and students could have used more practical readings and direct instruction about the concepts we read and studied. In response, I dropped a bunch of theoretical, conceptual readings from the course and instead brought in a textbook, *Mindful Teaching with Technology*, focused on digital literacy and technology in secondary English classrooms. The concepts addressed in the book are along the same lines as the original academic readings, but the author presents them to a practitioner audience and includes many examples of tools and classroom activities for my students. I administered a survey at the end of fall semester, and students really appreciated the practical nature of this book and found it to be rife with helpful tools and strategies that they plan to take with them into their future classrooms.

My second short-term goal for Fall 2023 was to provide more structure and scaffolding for the digital projects my students create in ENGL 426. As a major strand throughout the class, students are trying out digital tools through an English teaching lens, creating six digital projects and sharing them with each other. Several of these tasks require tools or practices that my students aren't very familiar with (video editing, podcast creation, infographic design, etc.). After the first time I taught the course, students said that they could have used more support throughout the digital creation process, including modeling, examples, and peer feedback. I had that same sense while we were going through the semester, so I adjusted my plans for this past fall. I revised the rubric for these projects to focus more on the rhetorical situation (genre, audience, and purpose) and less on the digital tool itself. I also created some of my own exemplars and I showed those during class time, giving advice on the tool I used and showing some of the steps I took. We spent more time in class doing peer feedback sessions, dedicating 30 minutes for students to share a rough draft with a small group, give and receive feedback on a graphic organizer I provided, and ask questions of each other as they work toward a final draft. These adjustments have been very helpful for me to see what support students need in these projects, and they've helped students see more clearly what is expected of them and how they might go about the creation process.

Now, as I look forward to future semesters teaching this course, I set my sights on three long-term goals: (a) launch a research study that examines individual student growth as digital creators and consumers, (b) curate high-quality student examples of all major assignments and projects in the course, and (c) implement more active, creative student learning during our time together in class. These goals will keep me focused on continually growing and reshaping the course into a meaningful experience to help my students develop their digital literacy skills and, in turn, be more ready to help their future secondary English students do the same.

Course Development: Grant Proposal

This grant proposal is to help me improve ENGL 426: Digital Literacies and Technology in Secondary Schools, a required course for English Teaching students that is central to my research agenda and is a course I will teach many times in coming years.

Because this course is focused on digital literacy, I will probably consistently be revising the bank of tools we use throughout the semester; for example, because artificial intelligence (AI) has exploded onto the scene since November 2022, I have added a unit on AI. Due to the current need for increased knowledge about AI, I would use some of this grant money to pay for books about AI in the classroom, including one by Matt Miller, a well-known scholar in the digital literacy field. I would also buy several books published by the National Council of Teachers of English, as they have published a recent series on technology use in the secondary English classroom that would be extremely relevant to my course and my students' future classrooms.

I would use the remainder of the grant money for two purposes: first, I would pay for subscriptions to a variety of digital platforms (e.g., Mote, Padlet, Sudowrite, Book Creator, CommonLit, Equity Maps) that English teachers around the country often use for their classrooms. This would enable me and my students to experiment with these tools in our course and to evaluate the benefits and constraints of each. It would also help me identify the few apps or programs that I would like to keep in the curriculum over the long term, as I haven't been able to experiment with some of the tools because I didn't have money to pay for them. Finally, I would use a small portion of the grant money to invite a couple guest speakers (either in person or virtually) to show my students how teachers around the country are employing technology in their classrooms. My students are always hungry to see examples of how real teachers are doing these things in their classrooms, so I would love to offer a small incentive for a couple teachers to come demonstrate and explain the role digital tools play in their classrooms.

Thank you for considering this grant proposal!

Scholarship Development Project: Final Report

As reported in my initial scholarship goals document, I came into this position having developed the habit of scheduling time each week for scholarship efforts. This habit helps me maintain consistent scholarly productivity. As an English educator, I focus on practical aspects in my field, allowing organic overlap between my research and teaching. I consistently seek opportunities to collaborate in writing with others, both peers and students—and I have continued that effort—but I have also focused since my appointment here at BYU on more on first-author pieces to evidence my growing skills as a scholar and expert in the field of English education and digital literacy. My system for consistent productivity is to always have work at the various stages of publication; for example, I should always have something that is being reviewed by a journal, something else I am drafting or revising, and yet something else for which I am gathering data or researching. As for my conference presentation agenda, I reported in the initial document my plan to consistently present at the state, national, and international levels.

Between August 2023 (when I submitted the initial report) and now, I have submitted a piece I coauthored with a BYU student to a state journal in my field. The article was accepted and will be published next week! I was also published in the flagship journal for my field, *English Journal*, this past November. Those were the two biggest goals I had set in my initial scholarship report, and I feel proud to have accomplished them. I had also set the goal to resubmit an article by November 2023 to *Journal of Media Literacy Education*, which I have not done. That piece was placed on the backburner as I worked on the two aforementioned publications, in addition to a couple presentations, but I have since placed that manuscript at the forefront of my efforts for this semester, Winter 2024. I will resubmit it by March. I did present at two national conferences, ISTE and NCTE, as was my goal, and those two presentations were helpful in connecting me with other researchers with whom I could collaborate down the road. I also submitted a manuscript just last week to *Journal of Adolescent & Adult Literacy*, and I'm working on an *English Education* piece currently, both of which were goals identified in my initial scholarship report.

While these efforts show a level of productivity, I recognize the need to start conceptualizing new ideas to spark new research. The majority of my current work has been cleaning up and reworking research projects that I've been working on over the past three years, so I need to now shift to new ideas, new projects, new IRBs and literature reviews. As I do so, I will be strategic with the topics of my research. I have a couple strands that I probably won't pursue (e.g., social annotation and online dialogue), and I have new topics I hope to dive deeper into (e.g., artificial intelligence and English teacher education). This will stretch me to continue reading and researching current thinking on these topics so I can strengthen my expertise and shape my research.

This shift will help round out my goal of always having research at varying stages of the publication process (from idea to manuscript), but it will only be possible if I'm dedicating substantial time each week and month to writing, revising, data collection, and all that comes with scholarship. So, I am recommitting to carving out permanent blocks of time in my weekly calendar for research and writing. I have done this to some extent so far in this position at BYU, but I often find myself deleting a research calendar event if I need to catch up on grading or lesson planning, or if it just feels easier to respond to emails and do menial tasks. I am going to reset my approach to this calendar event, holding myself accountable to actually researching and writing during those blocks of time. I will schedule them for

Monday, Wednesday, and Friday, from 9:00-11:00am each week, and I will label them as meetings so I won't be available for other tasks during those times.

I do feel good about my growth as a scholar and academic writer, and I hope my productivity to this point reflects that growth. I have benefited from trusted mentors here at BYU and I feel blessed by the resources that are offered to me at this institution, like this New Faculty Series, which have provided an environment that is fertile for scholarly productivity. I'm grateful for those people and resources!

Citizenship Development Project: Final Report

As I described in my initial citizenship report, I have been proactive at the national level to take on opportunities for service to my profession; for example, I sought out a leadership position in the Assembly on Computers in English, a small group from the National Council of Teachers of English (NCTE). I also participate in the Commission on Digital Literacies and Teacher Education, also of NCTE, and I review manuscripts for a couple English teaching and literacy journals. I also mentioned in the first citizenship document that I have not been given an abundance of citizenship assignments within my own institution or department, and I am grateful that they shelter junior faculty in that way. However, I set goals to be more proactive in creating my own opportunities for citizenship and collegiality among my English teaching colleagues and more generally across the department, and especially increasing my focus on mentoring English teaching majors. In this follow-up document, I share what has worked so far and which areas I need to focus on as I move forward.

Based on a conversation with my department chair, Lance Larsen, last year, I have maintained an effort to make myself known as a digital literacy researcher across the state and country (where feasible). I feel rewarded by my work in the Assembly on Computers in English at the national level, and that citizenship work is helping me connect with some bigger names in my field (e.g., Troy Hicks, Donna Alvermann, Kristen Turner, and Bill Bass). Because I have been counseled by my mentor (Jon Ostenson) and other senior faculty in my department to not overextend myself in citizenship roles, I am maintaining national citizenship roles like this one and not actively seeking new ones. This feels like the right balance for me as a pre-CFS faculty member, and I'll grow my visibility as I move down the road. I have, however, spent more time connecting with state-level colleagues, through the Utah Coalition for Education Technology and a Google Educator Group for Utah educators. These networking efforts are helping me recognize likeminded academics and helping them recognize me.

In my first citizenship report, I set a goal for my work here on BYU campus to spend more time mentoring English Teaching advisees, being proactive in reaching out to them. I have not done great at that, so I'm going to revisit that goal. First, I'll connect with my advisees via email to set up a time to visit. Then I'll actually meet with them to get to know them better and get a sense for their timetable at BYU and in our English Teaching program. Afterward, I'll stay in consistent contact with them to make sure they are progressing and that their questions are getting answered. I'm confident this will help them be more successful and it will help me feel like I'm contributing more to the whole body of students in our program, not just those in my classes.

Finally, I am proud of my work to mentor English Teaching students in academic presentations and publications. I have coauthored two peer-reviewed articles with two different BYU English Teaching students (now recent graduates), and I have presented at two statewide English conferences with those two students. I am now involved with another student who received a HUM Grant (Humanities Undergraduate Mentoring), so I'll be working with her for the next eight months on that research project, culminating in a national presentation and academic article. These efforts have been deeply rewarding, and I feel like I'm catching our vision's institution for the relationship faculty can have with students as collaborators. I will certainly continue this momentum as an important part of my informal citizenship efforts.

SAMPLE 2

Assistant Professor

English

Department

February 2024

Faculty Development Plan

Self Assessment

Scholarship:

Strengths:

1. I can get a lot of words on the page when I make time for it.
2. I have a strong voice and I know the stories I want to write.
3. I am good at revision--I push through even when it gets hard.
4. I read widely--in and out of my genre/audience.

Weaknesses:

1. Sometimes I let less important tasks get in the way of my time to write.
2. I can be lured away from a project when the writing gets complicated.
3. I sometimes have too many ideas and can get my attention divided.
4. I want to publish craft articles which are not my primary concern.
5. I need to find more ways to get feedback on my work.
6. I need a stronger theoretical foundation.

Teaching:

Strengths:

1. I work to be authentic in the classroom so that students are at ease and feel they can be open with their thoughts and experiences.
2. I communicate regularly with my students and try to make sure they feel known in the classroom.
3. My classes are discussion and/or workshop-based which leads to a lot of student interaction and encourages active collaborative learning. I try to be respectful of all points of view.
4. I try to have diverse readings, podcasts, and other media to encourage an environment of belonging.

Weakness:

1. I can get carried away with my reading list. I want to work on that balance.
2. I want to be clearer with the learning outcomes from the outset.

3. I want to revise my 418 Fiction Capstone syllabus and rethink what I want my students to know at the end of the major. I have ideas of assignments I want to introduce that I hope will be useful as they enter the next phase of their lives. I hope to ask other faculty about 418 and their methods of teaching the course.

Citizenship:

Strengths:

1. I work hard to mentor students both in and out of the classroom.
2. As a member of the advisement committee in my department, I try to prepare for each student, answer any questions that I have the capacity to answer and find resources for the ones I can't, and follow up when applicable.
3. I am working to connect with colleagues both in and out of the department.

Weakness:

1. I want to find one way to engage in national-level service.
2. I want to be more familiar with the various programs/organizations/offices on campus so that I can be better at helping students and peers.
3. I can have anxiety in meetings and other social settings. Managing my stress levels can at times be difficult.

TEACHING PLAN

Overview:

Though I have been teaching at the university for quite some time, the transition to full-time faculty has shifted my perspective on teaching. I have always wanted my students to feel open, comfortable and challenged in my classroom. I've worked hard to have content and discussions that push them and better equip them as writers and thinkers. I now see that I need to also think of my students as future peers in the field. I've had some ask why I don't talk about my own career and publishing journey frequently in the classroom. I've also been asked why I don't include some of my own writing. I can see how I have underestimated the value of my experience outside the classroom. I am going to try to incorporate that more into the classroom and include assignments connected to the industry. I encourage robust discussions that include all students in the classroom and make time for the students to feel nurtured and seen.

I have plans to revamp English 418R, Fiction Capstone, after one semester of teaching it. I want the students to feel more prepared to contextualize their creative writing journey, prepare a work to be submitted for publication, and teach them about the querying process.

I also want to work on the courses I have taught several times, specifically English 320R, Writing for Children and Adolescents, and see how I can trim down some of the assignments and make it more streamlined. Right now I try to cover the full range from picture books to young adult novels in the course. I can see how specialization might be better or even shifting from chapters of novels to magazine stories that could possibly be published. I've also been working hard to bring in diverse guest speakers, assign diverse readings and other media, and have authentic discussions about what it means to belong. I also want to work on ways to bring the spirit into the classroom and connect with the students about my own experiences with inspired learning.

2023 Activities and Accomplishments:

Taught English 418R, 420R

Attended AWP and attended sessions that will directly impact my future teaching.

Attended university New Faculty Seminar and Effective Teaching Principles Workshop

2023-2024 Goals:

Discuss and assess my 418R course with my mentor and one other faculty member

Develop a multimodal writing unit (graphic novels, game story, social media) that could be expanded to a full course in the future--invite a mentee to help in this process

Create a semester final assignment that pushes students both to revise a major piece but also to re-envision that piece in another form

Incorporate more career assignments

Write a graphic article/story/essay

Connect with an illustration professor about graphic novels

Progress:

I discussed my 418 course with my mentor and with John Bennion, a former faculty member.

I am in progress developing a multimodal unit and a full course syllabus.

I had my students do a larger final assignment and find a literary journal as an audience for their final draft.

Mid-semester, after hearing student feedback, I switched the syllabus and invited in an agent, an editor, two published authors and assigned career focused discussions.

I am attending and presenting at AWP.

I am working on a graphic essay with my student Sharlene Swan.

Got funding to start a magazine for children on campus. Will be collaborating with Chris Crowe.

Relationship between My Goals and those of the Department and University:

I work to connect the course material to the aims of a BYU education, focusing on inspired learning. I try to foster empathy and understanding both through the literature we read and the stories we write.

On that note, I try to create a culture of diversity, equity, and belonging both in and out of the classroom. I pick texts that center a variety of voices, I encourage robust discussions that include all students in the classroom and make time for the students to feel nurtured and seen.

SCHOLARSHIP PLAN

Overview:

At the beginning of winter semester, 2023, I sold a middle grade novel tentatively called Rat Pak to Peach Tree Publishing, a national publishing house focusing on literature for children and young adults. The novel is slated to come out in 2025. The final draft is due spring 2024. I have been writing novels for middle grades exclusively the past few years and I hope to continue to do that in the future but also expand to other audiences. I have two middle grade manuscripts that need revision--one that I hope will be able to be a graphic novel with some modifications. While I prepare my Peach Tree manuscript, I hope to get both of these novels ready for submission. Peach Tree has indicated they want to take my next MG novel and I hope to have that ready by the time Rat Pak is done.

In addition to my middle grade work, I am working on an older young adult novel. Because traditional publishing is notoriously slow and it's difficult to sell a novel in a category when a novel is pending, I want to expand and write for an older audience and also write in different forms. My goal is to have a submittable draft of my YA novel done by spring 2024 or earlier. I am also working on a middle grade memoir about my mom's battle with Alzheimer's disease and her life growing up in a mortuary in the 1940s.

Books in progress:

Rat Pak (MG)--sold, in edits

The Quarry (YA)--drafting

The Adventures of Anyone and Cannondale (MG)--revision

Hannah and the Bird (MG)--revision

The Golden Arm (MG-CYOA)--drafting

The Mortuary and the Library (MG-Graphic Novel)--drafting

2023 Activities and Accomplishments:

Sold Rat Pak to Peach Tree Publishing.

Completed drafts of two short stories and submitted them to multiple journals for review.

Attended a writing retreat with prominent writers in the field and networked.

2023-2024 Goals:

Finish Rat Pak.

Revise and submit The Quarry to agent.

Revise and submit The Adventures of Anyone and Cannondale to agent.

Revise and submit Hannah and the Bird to agent.

Complete draft of Mortuary.

Write graphic novel article for AWP.

Finish personal essay about Shirley Jackson and aging.

Finish personal essay about L.M. Montgomery.

Submit story to Just YA: Short Poems, Fiction, & Essays Anthology.

Progress:

I am on a second draft of Rat Pak with my editor's guidance. This draft will be done by March 4th.

The Quarry has been revised but still needs more work. I am actively working on it.

I have not had time to get to this novel but I anticipate as soon as Rat Pak has gone through copy edits, I'll have more time.

I submitted Hannah and the Bird for consideration for the Highlights Foundation full novel workshop. I hope this will be my next MG novel.

I am presenting at AWP on writing YA literature and also on visual narrative with my student Sharlene Swan.

Still working on the Jackson essay.

Still working on the Montgomery essay.

Have three stories I'm currently revising before submitting to Just YA.

Got funding to start a children's magazine on campus.

Relationship between My Goals and those of the Department and University:

My goal to have one (or more) novel/s published in the next two to three years aligns with the rank and status requirements for CFS faculty. Additionally, my desire to write in various forms that are popular with MG and YA audiences, and university students, aligns with the university's goal for

faculty to have both depth and breadth in their chosen field. It also allows me to mentor students in a variety of ways.

CITIZENSHIP PLAN

Overview:

Overview: Winter semester, I tried to achieve a balance between my teaching, writing and service responsibilities. I'm on the advisement committee and worked to mentor students both formally, appointments through that committee, and informally, I met with all my capstone students plus many in my YA literature course multiple times. I have a few students from semesters past who still check in and whom I mentor on continuing projects. Many have taken multiple courses for me which pushes me to think through my pedagogical approach across my curriculum. This coming year I hope to prioritize my writing in the morning and my teaching/service in the afternoon. I also hope to model being a professional in the field by sharing success and failures more openly with my students.

I am a member of the Society of Children's Book Writers and Illustrators, The Assembly for Assembly on Literature for Adolescents of NCTE, and the Association for Writers and Writers Programs.. I'm hoping to become more involved in these organizations and plan to consult with colleagues in the department to know the best way to enter into the ongoing conversations in my field. I have submitted a proposal to present at the national conference for AWP in Kansas City this February.

In addition, I have agreed to speak at the summer teen writer's conference at BYU, to offer a writing workshop at local bookshops and to act as a judge for writing contests in the valley. I would like to create or join a writing group within the department to foster camaraderie and be more familiar with the work of my colleagues. I would also appreciate the help and mentoring on my own work.

2023 Activities and Accomplishments:

Spent over ten hours advising students and learning about advisement options.

Met with graduate students to discuss their thesis projects and course of study.

Met with over 30 students to discuss class projects, writing and career opportunities.

Organized a career session for capstone fiction students.

Mentored several students in developing individual projects: novels, an essay for college contest, a proposal for an honors thesis, a prospectus for a graduate thesis, essays for graduate school admissions.

Wrote many letters of recommendation for graduate school, career opportunities and internships.

2023 Activities and Accomplishments:

Advised several students during the winter semester.

Familiarized myself with the services and offices available for student advisement.

Attended AWP.

Reached out to SCBWI leaders both locally and nationally.

2023-2024 Goals:

Get research funding for one RA to help develop a graphic novel course.

Write a graphic article with Sharlene Swann--undergraduate.

Develop a clear yearly schedule/strategy for my role on the Advisement Committee.

Help in some way with one or more national organizations--review a novel, submit a craft article, participate in a panel.

Volunteer for local SCBWI events.

I got funding for Sharlene Swan to be my research assistant.

We are working on our article.

I've met with many English students for advisement.

I haven't had an opportunity to work with the national kidlit organizations though I am presenting at AWP.

I plan to attend a local SCBWI event.

I am attending AWP.

Relationship between My Goals and those of the Department and University:

As I work to increase my visibility as a writer and scholar in my field, I will increase my ability to model what it means to be a member of a creative community--how collaboration and mutual respect and work extends beyond the classroom into professional and real world situations. As the intellectual aims of the university state, "a BYU education are intended to give students understanding, perspective, motivation, and interpersonal abilities--not just information and academic skills." I hope that my work advising students, connecting them with university programs and offices, and my dedication to national and international organizations will expand my vision and the resources I can bring to the classroom. This in turn will hopefully help my students expand their own vision of their potential, build character and see the ways they can influence others through their work and their service.

MENTORING PLAN

I am actively working to include students and their needs in my research and teaching goals. I am aware that many students are anxious about what they will do after graduation. I am committed to

finding ways to give students practical knowledge, skills, and connections for their transition from student to professional. I have invited my agent to speak over zoom to my capstone class this fall about the career opportunities in both agenting and editing. I'm hoping to also have my editor zoom with the class to help them understand what it means to be an editor at a national house--the work, the life and the salary. I am also hoping to have editors from the church magazines and curriculum speak with my Writing for Children and Adolescents students. It's my hope to ultimately take students to New York City to get a feel for how publishing works at the major publishing houses and network with professionals in the field. I would like to collaborate with the Editing and Publishing department for mentorship partnerships and opportunities.

2023 Activities and Accomplishments

Met with over 40 students individually to discuss goals and class projects.

Read full novels for several students.

Working to get funding for an RA to help collaborate on an article for AWP about graphic novels.

2023 Goals:

Mentor Sharlene Swan with her graphic novel project and get funding to have her help me as a research assistant to develop a graphic novel section for my fiction courses.

Introduce Sharlene to my agent when her graphic novel is completed.

Work with Ben Sheffer on his novel and help him with professional goals.

Work with Coleman Numbers on his HUM grant project that investigates the limits of ChatGPT in creative writing.

Meet with Editing and Publishing faculty member to see about collaboration.

Meet with Illustration faculty member to discuss collaboration.

Committees

Chair for Honors Thesis Alanna

Chair for MiKayla Johnson

Committee Member for Ariel Renae Hochstrasser

Committee Member for Mackenzie Anne Jaggi

Committee Member for Megan Amy McOmber

Committee Member for Janaya Lucile Tanner

Committee Member for Noelle Cosette Valencic

Progress:

I mentored Sharlene Swan and she is coming to AWP to present along with me and Chris Crowe

We are creating a graphic novel writing course that we hope to roll out in some form in the next year
Sharlene hasn't finished her graphic novel.

Ben switched to UVU.

I read and consulted with Coleman Numbers.

I met with Holly Baker in editing to discuss collaborating, I also collected manuscripts for her students to practice editing full novels.

I met with Melissa Crowton in illustration to discuss a graphic novel course and the possibility of a childrens magazine.

Additional Committees

Reader for Honors Thesis Kayla LaFroth

Chair for Ammon Gillons

Committee Member for Tacey Giraldez

Relationship between My Goals and those of the Department and University:

As part of the university mission, my goal is to prepare students to "be capable of competing with the best in their field." I can do this by reaching out to the students individually, nurturing their talents and showing them the merits of hard, consistent work in a creative field. I also believe opening their perspective to the various opportunities in publishing, both traditional and non-traditional will help them see the many possibilities for careers and service. In addition, working with the students on their individual projects will allow me to share my own journey: what is important to me, why I chose the field I did, how I believe the spirit has been and will continue to be an integral part of my career, my writing, and my teaching. Mentoring is an important part of providing a spiritually strengthening education.

Course Development Project Report: 2024

English Assistant Professor

In the fall semester of 2023 I taught English 418R: Capstone Fiction for the second time. My goal was to help my students be active learners. I had the students do two new assignments that I discussed with CTL consultant Julie Swallow. I also had an unexpected course shift after the mid-course assessment discussion.

The first new assignment that I implemented was an AI exercise. Here is the description: Write a 1000 word story. Prompt ChatGPT to write a 1000 word story with elements from your story (give the AI the characters, the basic plot, etc). Have it revise the story two times. Bring the two versions to class. 2 points

The students were excited to try this. All of them had used ChatGPT in other classes but hadn't considered it for fiction. The discussion in class was robust. They were eager to share what they'd written and then discuss the three iterations of the story that AI had written. They read parts out loud and we dissected what the computer was trying to achieve. We also looked at their versions--first drafts but human drafts nonetheless. It was clear that human-written stories are more complex, more messy, more nuanced and in most cases, better stories (there was some push back on that). We also discussed what has been happening in publishing in regards to AI, copyright, censorship and gatekeeping. It was a fruitful and useful discussion.

The second assignment was what I termed a springboard assignment. This was a big semester-long project that I had high hopes for. I wanted the students to craft their own learning experience starting with a medium of their choosing about one aspect of writing fiction--podcast, book review, interview, documentary--and then use that as a springboard to the next medium. I asked them to take notes, to notice connections, and follow their interests and questions to pick each move through the assignment. I had envisioned this as a 30 hour project but in consultation with Julie Swallow, my CTL consultant, I cut the hours in half. That was an important adjustment and I'm glad I listened to her feedback.

The students were confused at first. Because I didn't have a model for them (though I showed how I would do it and gave many examples), they still struggled with the lack of structure. They wanted to be told what to do and how to do it. This assignment was not built for that kind of control. I wanted them to practice lifelong learning, practice being pro-active about their education and practice

following their interests in an academic setting. I made sure students shared what they were doing at various points throughout the semester and once they got traction, the students were engaged and excited about the project.

I had anticipated they would present the second half of the semester before we workshopped each day. That was going to take a significant amount of time and when we had a mid-term assessment (another English Faculty member came in and interviewed the class because it was a capstone and I sat in and heard their feedback), I realized they wanted more real-world instruction. Most of them were graduating and felt they had learned solid principles of craft but wanted more discussions about careers, the publishing field, etc. I adjusted my syllabus and had them make short videos of their springboard assignments to post on digital dialogue, scheduling a day to discuss at the end of the semester. They loved making the videos and they were able to make comments on digital dialogue, respond in person and have permanent access to the materials.

This also opened up the time I had set aside for presentations to use for more career readiness assignments and guest speakers. I brought in an agent, an editor, and a couple of published authors to speak to the class. I also talked about my own career and assigned readings and experiences that helped them ground themselves in the industry.

It was a great move mid-semester though stressful. The next time I teach the course I will be better prepared to implement both of these assignments and include more industry-focused assignments and speakers. I have examples I can use in the classroom and on Learning Suite. I have adjusted my course outcomes to reflect what I found the students want and need.

Scholarship Development Goals: 2024

Assistant Professor, English Department

Because I'm a fiction writer, my goals are simple: publish novels. I have various novel projects in process and I wanted to make significant progress on many of them. Right after I was hired, I sold my book *Rat Pak*, a middle grade novel to Peach Tree Publishing, a national publisher specializing in books for young readers. I have been working with an editor at Peach Tree all year revising the novel. The final revision should be completed by summer 2024 and the novel will be out summer 2025. Part of that contract includes rights for Peachtree to consider my next MG novel six months before the publication of *Rat Pak*. I have two novels in progress that I'm hoping will be ready by that deadline-- *The Adventures of Anyone* and *Cannondale and Hannah and the Bird*. Both novels need full revisions and I have been working on them consistently when I have breaks in my revision schedule with *Rat Pak*.

I have also been revising a draft of a YA novel *The Quarry*. I have been writing primarily middle grade novels. Publishing in the same age category creates a queue that can be problematic. My goal is to have books in process that have different audiences so they can be on different publications schedules. *The Quarry* is firmly YA and I am near completing a draft for my agent.

In addition, I've been working on a graphic novel, a craft article about teaching and writing graphic novels, two personal essays and some short stories. In the spirit of exercising many muscles, I'm trying to use novel-fatigue time to work in other areas that might grow into something in the future. I also received funding, along with my colleague Chris Crowe, to start a childrens literary magazine in fall of 2024.

I am trying to be more strict with my writing time--making sure it happens consistently. That has been a hard thing to work through as I juggle teaching, mentoring, citizenship and writing. I am starting to feel more capable of managing my time and staying on top of my assignments. I also have a monthly writing group that is reliable and gives strong feedback. I'd like to exchange full manuscripts with some colleagues for feedback.

2023-2024 Goals:

Finish *Rat Pak*.

Revise and submit *The Quarry* to my agent.

Revise and submit *The Adventures of Anyone* and *Cannondale* to my agent.

Revise and submit Hannah and the Bird to my agent.
Complete draft of Mortuary.
Write a graphic novel article for AWP.
Finish personal essay about Shirley Jackson and aging.
Finish personal essay about L.M. Montgomery.
Submit story to Just YA: Short Poems, Fiction, & Essays Anthology.

Progress:

I am on a second draft of Rat Pak with my editor's guidance. This draft will be done by March 4th.

The Quarry has been revised but still needs more work. I am actively working on it.

I have not had time to get to this novel but I anticipate as soon as Rat Pak has gone through copy edits, I'll have more time.

I submitted Hannah and the Bird for consideration for the Highlights Foundation full novel workshop. I hope this will be my next MG novel.

I am presenting at AWP on writing YA literature and also on visual narrative with my student Sharlene Swan.

Still working on the Jackson essay.

Still working on the Montgomery essay.

Have three stories I'm currently revising before submitting to Just YA.

Got funding to start a children's magazine on campus.

Citizenship Development Goals: 2024

English Assistant Professor

I'm on the advisement committee and worked to not only mentor students according to what was expected, but also to get to know the students, try to meet their needs and encourage them to come back and see me if they felt overwhelmed or had questions. In addition to advising students formally through my assignment with the department, I also met with students in my own courses multiple times over the semester.

The advisement assignment at the beginning of my time at BYU has been valuable. Through this assignment I've been able to engage with the new major, understand the course tracks and how they benefit different students, and explore the English+ options. This has helped me as a new faculty member see the scope and breadth of what we're teaching in the major and how I can contribute.

At first it was daunting when new students came in wanting to know what classes to take and when to take them. Some of them were new students, some of them were transfer students and others were changing their major. They had valid and important concerns and I felt the weight of my role as an advisor. I got familiar with MyMap, with the English Department website, and the various resources across campus for English students (the Liberal Arts Advisement and Careers, the internship coordinator, the career center, etc.). I attended the English Symposium session about English+ and felt encouraged by the many opportunities the department gives our students to think about careers and how an English major can help them after graduation. Many students didn't realize how much the department, college and university want to support them, how many systems are in place to guide them, and how important it is to ask for help.

I spoke with many students who specifically want to write fiction and helped them think through the creative writing track and creative writing minor options. Some of these students ended up in my beginning creative writing course. I also helped man the English department booth at the major fair and talked to potential students. One of the best parts of this assignment has been having casual real-life discussions with students I wouldn't otherwise interact with. I've felt more connected to the department, to the curriculum and to the students.

In addition to advising my own students and the students through the department, I've also had the opportunity to be on three honors thesis committees and several MFA committees. I've seen first-hand the impact of mentoring, advising and collaborating. My goals for the future are to continue to meet

with students liberally and often, to physically go to some of the advisement centers to understand the spaces, to look for opportunities to help in my field and to attend and support the various activities our department puts on: the reading series, master workshops, lectures, the English Society activities, etc.

2023 Activities and Accomplishments:

Spent over ten hours advising students and learning about advisement options.

Met with graduate students to discuss their thesis projects and course of study.

Met with over 30 students to discuss class projects, writing and career opportunities.

Organized a career session for capstone fiction students.

Mentored several students in developing individual projects: novels, an essay for college contest, a proposal for an honors thesis, a prospectus for a graduate thesis, essays for graduate school admissions.

Wrote many letters of recommendation for graduate school, career opportunities and internships.

Familiarized myself with the services and offices available for student advisement.

Attended AWP.

Reached out to SCBWI leaders both locally and nationally.

2023-2024 Goals:

Got research funding for one RA to help develop a graphic novel course.

Currently researching and writing a graphic article with Sharlene Swann--undergraduate.

Help in some way with one or more national organizations--review a novel, submit a craft article, participate in a panel.

Volunteer for local SCBWI events.

Teaching Grant: February 2024

Assistant Professor: English Department

I am requesting \$500 to purchase books and materials to help with my creative writing courses and Young Adult Literature course. There are several craft books I'd like to purchase to enhance my creative writing approach to the classroom. I also would like to purchase the American Library Association award books, specifically the Printz Award novels (awarded to the best Young Adult novel in the nation), the National Book Award for Young People novels, and those that won the other major categories (Coretta Scott King, Caldecott, Newbery, Pura Belpré Award, etc.).

I have been developing a graphic novel course with my former student, Sharlene Swann and I'd like to take an online workshop to help better understand how to teach visual narratives more effectively. I have approval to start a childrens magazine with my colleague Chris Crowe. I'm hopeful that this workshop will help me with that project. I'd also like to get some subscriptions to various children's magazines to use as models in my classroom and possibly invite some authors to speak to the students..

Finally, I'd also like to attend a local conference for the regional chapter of the SCBWI (Society for Children's Book Writing and Illustrating). This would be a way to connect with Utah authors, meet national editors and agents, and hopefully make connections that would benefit my students (guest speakers, contacts, possibly collaborators, career development opportunities, etc.).