

## **Citizenship Project**

Name

Instructional Psychology and Technology

### **Citizenship Experience**

I believe I am contributing to professional organizations and my field through my service and scholarship in AECT and AERA. I think I am a good leader, setting realistic goal and striving to meet them. I view citizenship as a natural part of participating in a field; it builds personal and collaborative scholarship as well as connections with others.

### **Citizenship Goals**

I plan to continue with the current citizenship activities I am doing, including journal reviewing, committee membership, and leadership roles. I would like to actively develop my professional and personal relationship with my department colleagues and enhance collaborations at BYU and with outside institutions.

### **Citizenship Project**

I plan to continue with the citizenship activities I am currently doing. I propose to enhance and develop collaboration with outside institutions. I will plan the second annual Paper and Poster Party (PPP). This is a new collaborative effort among the universities in Utah who have education technology or instructional technology departments (BYU, Utah State, and the University of Utah) to meet yearly and showcase student and faculty accomplishments. BYU is hosting this in the spring of 2018, so planning for this will begin in late fall and early winter semesters of the 2017-2018 school year.

I will work with the faculty at all three institutions to find the best day to hold the conference (aiming for sometime in early April). With the help of the IP&T faculty and staff, I will locate and reserve an appropriate space to hold the PPP at BYU. With the help of graduate students and the IP&T faculty I will develop an online form for submissions and rsvp for students and faculty planning to attend and/or present at the PPP as well as plan logistics such as advertising, food, name badges, setup on the day, etc. I will also work with Dr. Charles Graham to negotiate any funding the department can supply for the PPP.

## Course Development Project Grant Proposal

Name

Instructional Psychology and Technology

This course development grant proposal has two aims for funding: 1) face-to-face lunches with students in an online IP&T 372 course, and 2) partial registration for the Professors of Instructional Design Technologies Conference. In fall 2017, I will be teaching an online section of IP&T 372. This course is for undergraduates pursuing teaching degrees in K-12 education. Since making connections and having more personal interactions can be somewhat difficult in an online class, especially for students who have never taken an online course, I propose to invite the students in this course to meet with me for face-to-face lunches at different times during semester. Each student will be allowed to attend one lunch with me at The Commons at the Cannon Center on the BYU campus. Ideally this will be in small groups so I can get to know them better, they can get to know me better, and they can get to know each other better. Additionally, I will use this time to gather their ideas and suggestions on how to include more personable interactions and how to make personal connections in an online course. I propose to use up to \$180 for up to 30 students (\$5/person) during the fall 2017 semester, for lunches at The Commons at the Cannon Center. This price at The Commons at the Cannon Center is available to me when I use my faculty id card (Cougar Cash).

In the spring each year, the Professors of Instructional Design Technologies Conference is held. This conference is for faculty in the field of Instructional Design to meet and discuss trends and issues in the field related to teaching, theory, design, development, and more. This conference expects faculty to attend with a graduate student they are 'sponsoring'. This provides opportunities for the graduate student to interact with faculty and students across the field. I intend to use my time and attendance at this conference to pursue the trends and experiences of others in teaching online courses and how other faculty make more personal connections and have more personal interactions with students. I propose to use the remaining funds of this grant, up to \$120, to partially fund my registration for this conference (which will be held in May or June 2018 in Indiana).

**Fall 2017 Course Syllabus  
Writing Courses**

Name \_\_\_\_\_

**Instructional Psychology and Technology**

<b>Development/Evaluation Project Writing Instruction:</b>  <b>Randy Davies</b> randy.davies@byu.edu (801) 422-5229 MCKB 150-L	<b>Thesis/Dissertation and Project Writing Instruction:</b>  Name@byu.edu (801) 422-2765 MCKB 150-G
667R – Evaluation project (PhD) 687R – Development project (PhD) 698R – Master’s project	699R – Thesis 799R – Dissertation 657R – Measurement project (PhD) 677R – Research project (PhD)

**Course Description and Purpose**

The purpose of this course is to support IP&T students working on Master’s and PhD projects, a Master’s thesis, or PhD dissertation. The activities in this course will enlarge their faith, intellect, and character through planning and setting goals, forming good habits, learning about and adhering to deadlines, writing, and meeting goals.

Students who are taking their first credit in one of the courses listed above are required to participate in the activities outlined below.

**Course Outcomes**

1. Students will understand the process for completing a project, thesis, or dissertation in IP&T
2. Students will be aware of the dates and deadlines for completing a project, thesis, or dissertation in IP&T and the McKay School of Education
3. Students will practice good habits for designing, implementing and writing-up a project, thesis, or dissertation in IP&T

**Materials**

*How to Write a Lot* by Paul J. Silvia (optional)

**Participation Policy**

Attendance and participation in class discussions and activities is expected and will be considered when assigning grades. Students are expected to participate in large group classes as well as small groups/individual meetings throughout the semester. See the schedule for details.

**Assignments**

1. Writing contract: Students will create a writing contract indicating their goals for the semester and how they will accomplish their goals. They are expected to follow this contract throughout the semester.
2. Participation: Students will have at least 80% attendance at large class and small class/individual meetings.
3. Writing logs: Students will track their weekly writing in a shared writing log. They will have at least 80% active participation in tracking their writing progress throughout the semester.
4. Reflection and self-evaluation: Students will write a reflection and self-evaluation on how well they followed their writing contract and met their planned goals. They will write critically about how well they have met the outcomes for the course.

### Course Schedule and Activities

Week	Activities	What is Due
1: September 5-10	<ul style="list-style-type: none"> <li>• Course purpose</li> <li>• Review of the process for conducting a project, thesis, and dissertation</li> <li>• Important dates and graduations deadlines</li> <li>• Goal setting and writing contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> </ul>
2: September 11-17	<ul style="list-style-type: none"> <li>• Time and writing management</li> <li>• Tracking progress</li> <li>• Accountability for individual milestones</li> <li>• Department requirements for IRB and Plagiarism checks</li> <li>• APA styling templates</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> <li>• Writing contracts</li> </ul>
3: September 18-24	<ul style="list-style-type: none"> <li>• Writing the introduction and research questions for a prospectus</li> <li>• APA styling templates</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
4: September 25-October 1	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Writing results/findings</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
5: October 2-8	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
6: October 9-15	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
7: October 16-22	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>

8: October 23-29	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
9: October 30- November 5	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
10: November 6-12	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
11: November 13-19	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
12: November 20-26	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
13: November 27- December 3	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
14: December 4-10	Small group meetings and individual reviews	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> </ul>
15: December 11-14	<ul style="list-style-type: none"> <li>• The final report and the defense process (rubrics)</li> <li>• MSE/Dept. checklist for deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Writing log</li> <li>• Reflection and self-evaluation on writing contract</li> </ul>

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students,

university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words,

ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## **Faculty Development Plan**

Name

Instructional Psychology and Technology

### **Teaching, Mentoring, and Advising**

#### **Personal Teaching Philosophy**

I feel strongly that educational experiences should be based on solid instructional theory and practice, whether it is taught face-to-face, online or in a blended environment. Additionally, I believe that learning and teaching should be exciting and flexible, incorporating technology where it is most useful, and providing an authentic learning experience for the student. When I develop a class, I strive to make it interactive and student-driven, with less lecturing from me and more student discussion, questions, and group work – where I am the linchpin and facilitator of the learning experience.

#### **Current Status**

During my first year at BYU I taught online and face-to-face sections of the undergraduate service course IP&T 286, as well as face-to-face sections of graduate level courses in Qualitative Research and Evaluation. Over the next two years, I will continue to teach IP&T 286 (beginning fall 2017 it will be IP&T 371) and Qualitative Research. Additionally, I will begin teaching a section of IP&T 372 (another service course for undergraduates), and graduate courses in Design-Based Research, our Foundations course, and a newly-developed writing and accountability support course.

#### **Strengths**

I believe my strengths in teaching are in my genuine care and concern for my students. I strive to provide high quality and rigorous materials and activities in a course as well as an opportunity to make personal and spiritual connections. I want my students to feel that they know me as a person and that I reciprocate that to them. My student ratings so far have been 4.5 and higher.

#### **Weaknesses**

My main struggle with teaching is keeping up grading to provide timely feedback to my students on their assignments. In my undergraduate courses that have more than 20 students, it has been a struggle to grade more complex assignments where the students have many choices on what they can do (which I believe is great), but it requires me to be familiar with all the requirements for each option they have.

#### **Short-Term Goals**

1. Develop and prepare for all my courses to be taught in the 2017-2018 school year
2. Improve the course design for IP&T 653 (Qualitative Research) by inviting formative feedback from students and consulting with CTL professionals to integrate decision-based learning in a lesson.
3. Improve my familiarity and ability with the tools in the IPT371 and 372 service courses.



4. Attain a response rate of at least 50% in student ratings, work toward a higher response rate of at least 80% by building it in as an assignment in the course.
5. Search for and take on one student that I can chair.

### **Long-Term Goals**

1. Create an online learning experience for any online course I teach that includes opportunities for me to make personal connections with the students and for them to make a personal connection with me.
2. Incorporate research opportunities for my students in my courses.
3. Include real-world problems and opportunities for students in my courses to carry out their assignments.
4. Improve my response time with grading and feedback to be within one week of an assignment being submitted.
5. Carry my share of mentoring and advising in the IP&T department

### **Resources Needed**

1. Teaching Assistants for my undergraduate courses (IP&T 371 and IP&T 372).
2. Help incorporating more writing experiences into my graduate level courses.

### **Self-Assessment Standards**

1. Begin working with CTL to incorporate decision-based learning into IP&T 653. Should be ready to pilot this work in the Winter 2018 course. (already started)
2. Meeting graduate students and seeking those who have similar interests as me, so I can be a chair/mentor.
3. Pattern of student rating improvements
- 4.

### **Relationship to Department/University Goals**

1. IP&T 371 and IP&T 372 are service courses for undergraduate students that are required for all education majors, thus directly aligned with department/university goals.
2. I hope to design my courses to include activities that are spiritually strengthening, intellectually enlarging, and character building; with my graduate level courses involving opportunities for students to have hands-on experiences and publishing opportunities.

## Research

### Current Status

I have a couple of projects at different stages of completion that will provide the opportunity for several journal articles to be in my pipeline over the next 6 months. Additionally, I am finalizing writing and edits on previous research papers that will be submitted for review in the next month. I am working on building collaborations with local K-12 school districts and BYU faculty to begin new projects.

### Strengths

I have had many years of experience developing, implementing, and publishing research projects. My excellent organizational and managerial skills keep me on target for project activities and milestones. Prior experiences indicate my ability to work well with others and to form collaborative relationships to carry out high quality research projects. I have a good track record for publishing, presenting at conferences, and collaborating within and across institutions.

### Weaknesses

My main weakness in research is in managing the number of projects I pursue and juggle at one time. It is often difficult for me to reject an opportunity to participate in or lead a research project. I am learning it is more difficult to be overwhelmed and unable to complete all projects well than to say no to various opportunities.

### Short-Term Goals

1. Write and submit manuscripts
  - a. CCS Clark (This paper is focused on professional development with teachers in a school district in Nevada who used an online tool developed to help in planning lessons. This paper was submitted earlier this year and rejected, so we are reworking it to submit again to another journal. We plan to have it submitted by the end of June 2017).
  - b. CyberPD (This paper focuses on a model we developed to do evaluation with teachers living across the country of an online professional development website. It was submitted earlier this year and then rejected in a journal, so we are reworking it based on reviewer feedback and then submitting to another journal. We expect to have this submitted by the end of the June 2017).
  - c. Online PD lit review (This paper is a literature review focused on online professional development. I'm working with Dr. Graham, one graduate student, and two undergraduate students. We are in the analysis and writing phase, with a goal to have the paper submitted to a journal before the fall 2017 semester).
  - d. BYU-Idaho PD model (This paper is focused on understanding and describing the professional development model for the BYU-I online program. I am working with Dr. Graham, one graduate student, and two undergraduate students on this paper. We are in the late analysis and writing phase of the paper, with the expectation that it will be submitted to a journal before the fall 2017 semester).

- e. BYU-Idaho PD study (This paper is focused on the BYU-I professional development activities, specifically what makes an expert and novice instructor. I am working with Dr. Graham, two graduate students, and two undergraduate students on this paper. We are still analyzing data, with the expectation to submit this to a journal before the fall 2017 semester).
2. Plan and conduct a feasibility study on STEAM in K-12 education, regarding adapting existing curriculum and conducting professional development with teachers. Plan to do this during the 2017-2018 school year.
3. Write and submit an internal MEG/MSE grant.
4. Improve academic writing by scheduling and writing for at least 30 minutes a day (M-F).

### **Long-Term Goals**

1. Publishing with more IP&T graduate students.
2. STEAM synthesis (This paper is new research focused on synthesizing the existing literature focused on science, technology, engineering, arts, and mathematics in K12 and higher education. I am working with two undergraduate students on this and we are gathering data. I expect to submit this paper by the end of the fall 2017 semester.)
3. Paper on PBL and DBIR (This paper is a new idea to write with a collaborator in Colorado around the intersection of PBL and DBIR. I plan to have an outline of this paper by the end of fall 2017 with a goal to submit by the end of winter 2018).
4. Plan to write and submit an NSF CAREER grant in summer 2018.

### **Resources Needed**

1. Graduate research assistant to help in data collection, analysis, and writing for proposed STEAM project
2. Travel funds to attend conferences in 2018. I would like to present at AERA, ICLS, and AECT.

### **Self-Assessment Standards**

1. Submitted 2-3 papers each year
2. Publishing with my students
3. Planning for my next research project

### **Relationship to Department/University Goals**

Working on research projects and publishing with graduate and undergraduate students at BYU supports the department and university goals for mentoring and developing my portfolio.

## **Citizenship**

### **Current Status**

I am actively involved in professional organizations in my field, including AECT, AERA, and ISLS. I review conference proposals each year and typically present at each conference. I am a board member for the *Interdisciplinary Journal of Problem-Based Learning* as well as in leadership positions in AECT as the History and Archives Chair and a member of the Leadership Development Committee. Beginning in fall 2017 I will be the Professional Development Coordinator for the Research and Theory Division at AECT (3 year term). I am a regular reviewer for *Educational Technology Research and Development* and the *Interdisciplinary Journal of Problem-Based Learning*. I am also a new member of the Research-Practice Partnership Committee in the McKay School of Education.

### **Strengths**

I believe I am contributing to professional organizations and my field through my service and scholarship. I think I am a good leader, setting realistic goal and striving to meet them. I view citizenship as a natural part of participating in a field; it builds personal and collaborative scholarship as well as connections with others.

### **Weaknesses**

My main weakness with service is like with research, it is hard for me to turn down opportunities to serve. I am learning to prioritize high quality and high yield citizenship opportunities.

### **Short-Term Goals**

1. Actively get to know my department colleagues better by learning more about their research interests and scheduling lunch/dinner meetings to get to know them and their families personally.
2. Continue with current citizenship activities in journal reviewing, specifically for the *Interdisciplinary Journal of Problem-Based Learning* (IJPBL) and *Educational Technology Research & Development* (ETR&D).
3. Continue with current membership on the Leadership Development Committee and as the chair of the History & Archives Committee at AECT.

### **Long-Term Goals**

1. Explore potential leadership opportunities with ISLS and AERA.
2. Enhance and develop collaborations at BYU and with outside institutions.

### **Resources Needed**

Travel funds to attend conferences and leadership meetings.

### **Self-Assessment Standards**

1. Citizenship activities enhance my scholarship and teaching
2. Balanced with research, teaching, and mentoring activities

**Relationship to Department/University Goals**

Professional service enhances the department and university reputation. It also helps me mentor students better by connecting them with my colleagues.

## Scholarship Strategies Project

Name

Instructional Psychology and Technology

### Research Experience and Topics

I have a couple of projects at different stages of completion that will provide the opportunity for several journal articles to be in my pipeline over the next 6 months. Additionally, I am finalizing writing and edits on previous research papers that will be submitted for review in the next month. I am working on building collaborations with local K-12 school districts and BYU faculty to begin new projects.

I have had many years of experience developing, implementing, and publishing research projects. My excellent organizational and managerial skills keep me on target for project activities and milestones. Prior experiences indicate my ability to work well with others and to form collaborative relationships to carry out high quality research projects. I have a good track record for publishing, presenting at conferences, and collaborating within and across institutions.

### Research Goals to Meet Before February 2018

1. Write and submit manuscripts
  - a. CCS Clark (This paper is focused on professional development with teachers in a school district in Nevada who used an online tool developed to help in planning lessons. This paper was submitted earlier this year and rejected, so we are reworking it to submit again to another journal. We plan to have it submitted by the end of June 2017).
  - b. CyberPD (This paper focuses on a model we developed to do evaluation with teachers living across the country of an online professional development website. It was submitted earlier this year and then rejected in a journal, so we are reworking it based on reviewer feedback and then submitting to another journal. We expect to have this submitted by the end of the June 2017).
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students on this paper. We are still analyzing data, with the expectation to submit this to a journal before the fall 2017 semester).

2. Plan and conduct a feasibility study on STEAM in K-12 education, regarding adapting existing curriculum and conducting professional development with teachers. Plan to do this during the 2017-2018 school year.
3. Write and submit an internal MEG/MSE grant.
4. Publish with more IP&T graduate students.
5. STEAM synthesis (This paper is new research focused on synthesizing the existing literature focused on science, technology, engineering, arts, and mathematics in K12 and higher education. I am working with two undergraduate students on this and we are gathering data. I expect to submit this paper by the end of the fall 2017 semester.)

### **Strategies for Scholarly Productivity**

To improve my scholarly activity and productivity, I plan to incorporate the following activities into my routine:

1. Continuing writing for at least 30 minutes a day (M-F) and meeting with my writing group.
2. Setting aside time each week for keeping current and reading scholarly literature in instructional design and learning sciences.
3. Regularly involving students in my research and publishing with them.
4. Begin list of scholar who might write letters for CFS, read their research and develop relationships with them.

### **Evaluating Scholarly Success**

To evaluate if I am succeeding in accomplishing my goals and implementing my scholarly strategies for improvement, I will track my writing and continue to be accountable to my writing group, I will schedule in my calendar time for reading scholarly literature, track students I work with and publish with, and track the scholars I wish to meet and develop relationships with. I will re-evaluate these strategies and accomplishments at least once a year and update them as needed.