

Name

Department of Sociology

August 12th, 2016

Faculty Development Plan

I. Scholarship

Self-Assessment

Having lived outside of my home country for many years in various capacities, I have long felt like an observer of the cultural and behavioral practices taken-for-granted by others in the society. The desire to reconcile and understand these differences has inspired a career as a researcher and teacher where I have tried to examine established sociological concepts (like educational attainment, differences in social class, and the impact of family structure) from a more global and comparative perspective. I am especially interested in how the importance of educational outcomes is affected by globalization and how the strategies employed to achieve these outcomes are influenced by the family unit. What I feel this emphasis contributes to the discipline is a broader focus and fresh viewpoint on patterns and processes often examined through local lenses only. I have tried to narrow these interests to two lines of research.

The first line of research focuses on transnational educational strategies. I began this research with my dissertation, focusing on short-term international students from Asia pursuing global forms of capital at western universities. I have expanded this by focusing on students and families from Asia who have immigrated to the United States, and whose educational attainment and investment tend to be particularly high. My future interests with immigrant groups include focusing on how family structures and parenting practices differ among immigrant families in various countries, and how they affect both positive and negative outcomes in their children.

The second line of research focuses on international educational comparisons and competition. I am especially interested in how educational performance varies cross-nationally, and within countries by socioeconomic status and racial and ethnic grouping. This includes research I am presently doing with a group of researchers where we are focusing on the forms and patterns of inequality among high income nations, among countries making the greatest gains on international testing, and among specific regions known for the highest performance on international tests or the highest standard of living (e.g. East Asian nations, Nordic countries).

Strengths

I believe I have four strengths at this point in my career as a researcher. First, I am passionate about research in these areas. I have lived in Asia for five years and am endlessly fascinated by immigrants from this region and the cultural differences between this region

and western nations across a number of important outcomes. Second, I am on a number of projects that are well developed, with good data and good support from senior faculty who are on these projects with me. As a result, I believe these projects have a lot of potential for output. Third, I believe my research interests have a flexibility that can include different and interesting outcomes. For example, my initial focus of Asian/Asian immigrant parenting and family structure on educational attainment can also be applied to negative outcomes like substance use or other anti-social behaviors. Finally, I believe there is a shortage of research that applies research questions across countries, and across immigrant groups in different countries. An example of this is looking at immigrants to the US in comparisons to immigrant groups in other nations as far as educational practices, anti-social behaviors, and substance use.

Weaknesses

One difficulty with my research is keeping a straight forward and clear research agenda that isn't too diverse or too centered outside of sociology. Because having a successful tenure file requires a clear and established contribution and area, I will be mindful of the potential problem of being too spread out or not sociologically focused enough. Second, while there are many benefits to working on projects with established faculty who are serving as mentors and are a part of projects, it is critical not to lean too heavily on them and to take the lead on more and more parts of these projects. Finally, I am working on more quickly using feedback from the review process to send out revised manuscripts rather than letting manuscripts sit too long before sending them back out. As a new scholar, sometimes rejection and reviews can feel daunting or discouraging, but I am working on welcoming the feedback and more quickly turning around papers.

Goals

My goal as a researcher is to establish a quality research agenda and to be consistently producing manuscripts. To accomplish this goal, I will block off 2 hours daily for writing and research related activities. This 2-hour block includes a minimum amount of time spent daily focusing only on writing new words on page (at least 30 minutes). Otherwise this time can also be spent on important facets of research such as analyzing data, reading important pieces and thinking through the framing of papers. To preserve this important time, I will not answer email, phone calls or meet with students or faculty during this writing block. I will also set weekly, monthly and semester goals for the development and completion of the projects I am working on. To encourage and push completion I will use external deadlines, such as conferences, and rely on my mentor and other senior faculty to discuss the progress, completion and placement of manuscripts.

To help me accomplish these goals I have created a table that outlines the projects I am a part of and my publishing goals and timelines for these projects (see table 1).

Faculty Development Plan

Table 1. Current Scholarship and Action for Next 16 Months

Paper	SPR/SU16	F16	W17	SPR/SU17	F17
1 Asian-American Advantage in Math (4th Author)	Published				
2 Achievement Gaps in High Income Countries (4th Author)	Resubmitted				
3 Global Capital and Success in South Korea (1st Author)	Submit to <i>Sociological Perspectives, Sociological Forum or Global Networks</i>				
4 A Distinctive Way of Life (Book Chapter in <i>Canada's Mormons</i>) (2nd Author)	Finish final revisions to editor	Submit to publisher			
5 The Church in Canada since 1887: Growth, Distribution, and Ethnicity (Book chapter in <i>Canada's Mormons</i>) (3rd Author)	Finish final revisions to editor	Submit to Publisher			
6 Internationalization of Korean Higher Education (1st Author)	Add Interviews from Global MBA Program	Finish revisions Submit to <i>Asia Pacific Education Review</i>			
7 Do Underdogs Score More? NHL Success and the Relative Age Effect (3rd Author)	Analyzing data Edist on first draft	Complete draft	Submit paper to the <i>International Review for the Sociology of Sport</i>		
8 Family Structure Change in Four Nations: An Examination of the Patterns of Family Transitions (1st Author)	Finish Data Analysis Write Draft	Polish draft and Present at SLLS Conference (October 5-8th, 2016)	Incorporate feedback from conference Submit paper		
9 The Global Degree: Where and Why it Matters (1st Author)		Finish front end	Polish draft Submit paper		
10 Trends in International PISA Scores Over Time (4th Author)	Complete draft, Present at ASA	Work on Draft	Submit paper		
11 Family Structure, Transitions and Educational Behaviors in Korea (1st Author)	Finish data analysis (homework, background, transitions for both waves) Submit Proposal for Univeristy of Michagan Conference (Abstracts, Short and Extended) 8.17.16	Finish draft of paper (if accepted submit to Conference by 10.21.16)	Work on manuscript	Submit paper	
12 Family Transitions and Social Adjustment in the US and UK (4th Author)	Present at ASA	Work on manuscript	Work on manuscript	Submit paper	
13 Underperformance in an International Context (4th Author)		Work on Draft	Work on Draft	Submit paper	
13 Nordic Lessons (4th Author)	Paper submitted to AERA	Work on Draft	Work on Draft	Submit paper	
14 Asian-American Substance Use (1st Author)		Discuss data and story. Talk to Scott about adding Lance or doing the data work ourselves	Finish Data Analysis Write Draft	Work on Draft	Submit paper
15 PISA Scores among East-Asian Immigrants in the US (1st Author)	Reviewing literature	Analyzing data	Analyzing data	Work on Draft	Submit paper

II. Teaching

Self-Assessment

I view teaching as the unique opportunity to combine my passion for general sociological topics with my particular research interests in an interactive student learning environment. I love being in the class with students and I am passionate about providing the best material possible in the best learning environment. What I have learned from my teaching experience thus far is that enthusiasm and passion are vital for engaging with students. Along with this, I have found three things that I believe are improving my teaching.

(1) Personal meetings. I try to meet with students outside of the classroom whenever possible. While this can be difficult in really large classes and time consuming in even smaller classes, the trust and connection that is established by meeting with students one-on-one, is immeasurable. What I found was that not only was I able to improve student research by meeting and discussing topics and writing strategies, but also the atmosphere in class changed dramatically with these meetings. I noticed that students who previously said little, participated. Students seemed to feel more comfortable and wanted to be a part of the class topics.

(2) I have tried to creatively engage and interact with students in class. At first I tried to do this with thought-provoking questions I hoped would draw students into class discussions. However, I have since found that the use of media is especially effective in this manner. By showing the class an event, or briefly illustrating a concept with multimedia first, I have been able to have much more engaging conversations. Lately I have been using technology to facilitate responses and discussion in large classes. Because certain students never feel comfortable enough to speak in large classes, technological devices allow them to share their opinions, answer questions, and help them overcome the fear of participating.

(3) I have tried to provide assignments that connect students to their communities, and bring social issues to life. Through various assignments I have focused on helping students look for the signs of sociology in their daily lives, and capture this through photos or newspaper articles or interviews with family members. I have found this to be extremely successful as students discover that looking at social problems on a local scale is much easier to process and internalize than when discussed as concepts in class.

I believe these strategies have helped me to better connect with students and present material in a manner that is informative and effective. As a teacher, I believe that engagement and interaction are vital to teaching. Personalizing and packaging materials so students can more easily understand the content and participate, has led to greater learning opportunities.

Goals

One of the most profound lessons I learned from the Faculty Development Series Spring training was the idea that studying at BYU should be more than providing a top-notch classroom experience that students could expect from any good university, it should be unique to BYU. Therefore, my goals for teaching have changed. With this in mind I have outlined three things I plan to implement in my teaching to accomplish these two goals.

1. Clearly organized classes. Providing the best possible material while effectively embedding spirituality into the course curriculum requires a well thought out and organized class. This includes clear and concise learning outcomes and class materials that incorporate these outcomes. First, I will start each class design with a reevaluation of the learning outcomes, to see how well my course content matches these objectives. To translate this to my teaching I will start each unit with a clear objective, and then end each unit with a summary of how we reached the objective. At the end of units, I will have the students get into groups and create a 1 sentence chapter/unit summary to push the students towards seeing themes and synthesizing material. A writing activity I plan to implement that will keep the focus on accomplishing these goals is a 5-minute, in-class writing assignment where the students plan for final papers and actually put their ideas on paper. To evaluate the effectiveness of these goals I will use feedback from TAs and course evaluations to improve sections and assignments.
2. Use the class to develop my research interests. I believe classes can be an invaluable opportunity to present and further research ideas and topics. This can be done by using the classes I teach to include my research and research interests wherever possible and use the class to strengthen my research knowledge. I plan to do this by adding areas from my research to the class curriculum whenever possible. I also plan to assign readings I have used recently or want to add to my research focus as part of the class readings. This will also serve to keep readings in my classes current and fresh.
3. Make my classes an experience they could only get at BYU. As I mentioned previously, this involves embedding the gospel into the topics I will present in my classes. Rather than departing from the class topics and adding spiritual thoughts separately, I'll instead focus on using spiritual experiences and topics as examples and discussion points in my classes around the academic topics. In this way, the spiritual component of the classes feels much more natural. To accomplish this, I have to really know my lecture material and while I prepare for classes, take the time to prayerfully consider how I can include elements that are spiritually uplifting or edifying.

To begin to achieve these goals I met with the CTL liaison (Tyler Halverson) and have redesigned my most recent course (Sociology 404) and have included a link to the syllabus and to the class schedule. I have also included a copy of the syllabus. I plan to meet with Tyler again in the Winter after I tried to implement these changes to discuss how they worked.

<https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=d89646ad-DMnA-kQ2J-tqbp-lh9ae239d385>

<https://learningsuite.byu.edu/.D6Mt/cid-IVFJ3wpEIECi/calendar>

III. Citizenship

Since I have been employed as a visiting professor I have not had to serve on department or student committees during my time at BYU. However, I have worked hard to be a positive influence in the department and contribute by attending department meetings and helping others in the department whenever possible. I have helped other faculty by reviewing their drafts, providing literature for research projects and encouraged a number of students to both become sociology majors and take part in research projects I am a part of. I have attended professional meetings and reached out researchers in my field of interest to create connections and possible collaborations. An example of this is my attendance at the Association for Korean Sociologists in America (AKSA) and the Sociology of Education section meetings.

Goals

- Serve on department committees and make quick and helpful comments and contributions
- Serve on student committees
- Present at department brown bags and attend when others are presenting
 - Read the papers they are presenting
- Include students in research
- Be a part of sections I am interested in at the American Sociological Association annual meetings
 - Attend the AKSA conference yearly
 - Serve on the Asian and Asian American section meetings at the American Sociological Association
 - Attend the Sociology of Education section meetings at the American Sociological Association
- Network with the people in the field who are moving the dialogue from these areas
 - Meet with researchers in my areas of interest at conferences and create connections
 - Look for ways invite these researchers to BYU to present their research

Course Development Project Grant

Name Department of
Sociology August 12th,
2016

Course Development Project Grant Proposal

What I would like to use the course development project grant for to develop a new course.

Over the past few months two faculty in my department have spoken with me about designing a new course that focuses on globalization. Because this course would be in an area of my research emphasis I am very excited about doing this. I would use this grant to develop this course in the following manner.

- Purchase books and periodicals to expand my understanding of this topic and to provide the best materials for this course
- Purchase DVDs of films I would like to use in this class to illustrate how complicated and far-reaching globalization is
- Purchase the Complete Open Doors Report 1948-2015 on the International Educational Exchange to use as a class resource to demonstrate how International Student Mobility is a key outcome of globalization

Qualitative Research Methods - Sociology 404

M/W/F 11am to 11:50am, JFSB B030

Name@byu.edu Office

Hours: TBD

Michelle Wohlgemuth

wohlgemuthmichelle@gmail.com

Office Hours: TBD

COURSE DESCRIPTION

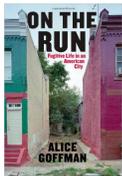
This course is designed to provide students with an understanding of the purposes, methods, and limitations of qualitative research. Students will learn techniques for conducting sociological fieldwork, collecting qualitative data, analyzing, and presenting findings. The primary focuses will be on the techniques of field observations, recording field notes, interviewing, conducting focus groups and the subsequent coding and analysis of this data.

MATERIALS

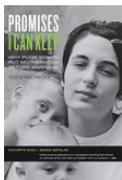
Books



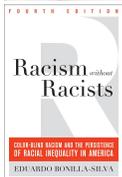
Salsa Dancing into the Social Sciences: Research in an Age of Info-glut
By Kristen Luker



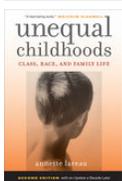
On the Run: Fugitive Life in an American City
By Alice Goffman



Promises I Can Keep: Why Poor Women Put Motherhood before Marriage
By Kathy Edin and Maria Kefalas



Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America
By Eduardo Bonilla-Silva



Unequal Childhoods: Class, Race, and Family Life (2nd Edition)
By Annette Lareau

Supplemental Readings

Readings will be provided through by the instructor through BYU Learning Suite, under the Content tab. You are expected to have these readings completed on the day they are scheduled.

Dedoose

We will use [Dedoose](#) to code textual data. Dedoose provides a free 30-day trial. To complete the course project, you will also have to purchase 2-3 one-month extensions, each of which costs about \$10-12.

Recording Equipment

You will need to be able to record interviews. Most students use their smartphones, tablets or computers to do this. You may also check out a recorder from Margaret McCabe, the department secretary, in the main sociology office. You do not need to purchase recording equipment of this course

ASSIGNMENT DESCRIPTIONS

There are 300 points available to over the course of the semester. They are distributed in the following manner.

Readings and Reading Notes – 30 pts (10% of total grade)

The required readings are listed on the schedule according to the date they are due. I expect you to have the readings completed and a summary submitted, before coming to class. For every assigned reading (10), you are to write five sentences that summarize the text's central argument or point, a new insight you gained and a question you had from the reading. Submit your summaries on Learning Suite. You will not receive points for submitting a reading summary after the class has passed.

Grades will be assigned in the following manner:

- 10-12 acceptable summaries = 30 pts
- 8-9 acceptable summaries = 25 pts
- 6-7 acceptable summaries = 20 pts
- 4-5 acceptable summaries = 15 pts
- 2-3 acceptable summaries = 10 pts
- 0-1 acceptable summaries = 0 pts

Practice exercises – 75 pts (25%)

You will complete and submit four practice assignments that give you experience conducting different types of interviews, making field observations, and coding data. More details will be provided when the due dates for these assignments draw nearer. These exercises designed to provide opportunities to practice these methods.

1. IRB Certification = 5pts
2. Practice Proposal = 10 pts
3. Observations and field notes = 10 pts

4. Interviewing = 10 pts
5. Focus group interviewing = 10 pts
6. Coding = 10 pts
7. Final Report = 20pts

Mini-reports - 60 pts (20%)

You will produce four mini-reports in preparing for a final report at the end of the semester. These reports will be incorporated in the final report. You will work in small groups and will be graded according to the quality of what you do.

1. Observation Report = 20 pts
2. Focus Group Reports = 20 pts
3. Interview Reports = 20 pts

Final report and presentation – 60 pts (20%)

As a class, we will produce a final report that incorporates the best parts of the summary reports produced in small groups. This report will be delivered and presented to the client. You will be graded as a group and according to your individual contribution.

Midterm – 45 pts (15%) - 2.10.16 – 2.12.16 in testing center

There will be a midterm, which will cover the material from the first third of this course. More details will be provided when the test date draws nearer.

Attendance – 30 pts (10%)

I expect you to come to class on time and to be prepared by having assignments read and/or ready to turn in. Because we will be doing collaborative work, attendance is required and will be recorded. You may miss the following number of days in order to receive the corresponding attendance score at the end of the semester:

- 0-2 days missed = 30 pts
- 3-5 days missed = 15 pts
- 6+ days missed = 0 pts

I take attendance once, at the beginning of class. If you arrive after I have taken attendance, then it is your responsibility to ensure that I marked you as present. If you arrive late but within 20 minutes of the start of class, you will receive an “L” on the attendance sheet. You may have up to two Ls without your grade being impacted.

LEARNING OUTCOMES

Qualitative Research Epistemology

Students will be able to explain the epistemological assumptions of qualitative research methods, how to select the appropriate qualitative research method to address a research question, and the criteria for evaluating qualitative research methods.

Qualitative Research Methods: Design and Data Collection

Students will be able to design and conduct an in-depth interview study, an oral history

interview study, a focus group study, an ethnography, a qualitative content analysis study, a qualitative case study, and a mixed-method study.

Qualitative Research Methods: Analysis

Students will be able to code and interpret qualitative data. (This may include the use of qualitative data analysis software.)

Writing and Representation of Qualitative Research

Students will be able to write a qualitative methods and findings section, as for a qualitative research article.

Educational and Career Planning

Students will be able to connect what they are learning in the sociology program and/or classes with educational and career options.

POLICIES

Online Priority

I will try to make as few changes to the syllabus as possible. However, it is possible that some modifications will be necessary. I will announce any changes and alter the online content accordingly, but I will not reprint paper copies of the syllabus. Students should therefore give priority to the online course documents over the printed documents distributed at the beginning of the semester.

Changes to the Schedule

Please check the class schedule on Learning Suite regularly. I will be updating this often to more accurately reflect the pace of the class. Any changes in readings will be announced in class and will appear on the Learning Suite schedule well before class. I reserve the right to adapt the schedule as a result of class discussion and/or guest speakers.

Grading Scale

A (93-100), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (70-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9), F (59.9 or lower)

Classroom Behavior

I expect all class members to interact with their fellow students in a professional, respectful, and considerate manner.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination,

please talk to me or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, 1-888-238-1062 (24-hours).

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.

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, 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 my own 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.