Faculty Development Plan

I feel honored and humbled by the opportunity to be a faculty member in the Department of Counseling Psychology and Special Education. As a new faculty member, I have felt warmly welcomed by my colleagues and have had many wonderful interactions with our students while teaching and conducting research. My mentor, has also been delightful, supportive, and instructive in getting me started in the right direction. Below is a summary of my goals in the areas that are under my stewardship.

Self-Assessment

1. Teaching

Strengths

From my own perspective, I feel like I am an engaging and enthusiastic teacher who connects well with students and brings a new outlook on the field of counseling psychology that is based on current research and practice. I have special training in multicultural psychology and counseling perspectives that adds to my teaching repertoire. Adjectives that students have used in their comments in student ratings, both prior to arriving to BYU and currently at BYU include: "passionate," "energetic," “one of the best professors I’ve ever had,” "clear," excellent," "caring," and "helpful." I use technology (iPads, wifi, music, etc,) to benefit student learning while teaching, integrating as many sources of media as are possible to deliver instruction including presentation software and digital video. I am a discussion-based/facilitator of knowledge by training, but also include some brief lecturing to generate questions and discussion. I tend to integrate and facilitate discussion, opportunities for group and small group interaction, and as much practical experience in the areas that I teach as possible. I am welcome to students who challenge me and ask tough questions. Even though there are many positive attributes to my teaching, there are areas that need improvement.

I believe there are 3 main areas that I hope to develop as a masterful teacher: Dynamism, Creativity, and Flexibility. We are teaching a different generation of students. We no longer can rely on long, drawn-out lectures and expect them to be passionate about learning, gain knowledge, and ultimately trigger any motivation in them to attend class. We need to be dynamic, serious and fun, creative, flexible with teaching style, innovative, humorous, and obviously knowledgeable, but deliver and convey that knowledge in a way that makes sense to them. Before each class I ask myself, “What can I do to stretch myself and reach into the world of each student, into their understanding, through their lenses, and impact them profoundly?” This is the key to what I need to learn and know as a BYU professor.

Areas for Future Development

When the university introduced Learning Suite, I didn't take advantage of the trainings that were available. As a result, my organization and communication with students struggles a bit. As a result I am committed to using Learning Suite to benefit and facilitate communication and
organization in the class. I plan to learn how to use Learning Suite to be able to outline assignments, place additional media for students to access, and place presentations and other materials that previously required paper on a web-format.

In general, I am committed to increasing my course organization and outline. That is a weakness that I feel needs improvement. Assessment is another area that I would like to tie directly to objectives to increase organization and logic within my courses. As I teach and reteach courses from semester to semester, I will focus on having clarified objectives and goals to benefit my students.

Perhaps more importantly, another area that I would like to improve is teaching by the spirit and cultivating a connection between the gospel and the course content. I did not attend BYU as a student, so I have had to learn ways to improve spirituality in education based on my experiences as a teacher at church and as a missionary.

**Needed Resources**

I need continued assistance and support from colleagues in the areas discussed above. In particular, I will seek mentoring in ways to increase the spiritual atmosphere in my classroom and connect content to the gospel. I will also seek assistance and feedback from colleagues from my department to improve my teaching by inviting them to sit-in some of my courses.

2. **Scholarship**

**Strengths**

I am developing 2 lines of research that deal with (1) multiculturalism, specifically psychological processes of Polynesian American individuals and (2) perfectionism among highly religious individuals. In particular, my 1st research line is aimed at examining Polynesian/Polynesian Americans related, but not exclusively, to:

1. Identity development
2. Religiosity/spirituality
3. Life satisfaction
4. Gratitude
5. Anger
6. Racial discrimination
7. Hope
8. Forgiveness
9. Self and public mental health stigma
10. Self-esteem
11. Self-seeking attitudes of mental health therapy
12. Rates of seeking counseling across counseling centers and agencies
13. Collectivistic coping strategies
14. Culturally-sensitive, -appropriate, -specific psychotherapeutic interventions
15. Depression
16. Anxiety
17. Stress
18. Personality traits

My second research line includes perfectionism as it relates to (but not exclusively):

1. Religiosity/spirituality
2. Life satisfaction
3. Scrupulosity
4. Depression
5. Anxiety
6. Stress
7. Marital couples

At the present time I am overseeing 2 large nationwide studies with MSE grant money and few small-scale research projects regionally.

Areas for Future Development

I feel like I need to improve my writing productivity on the road to publications. I believe I have the potential to publish in top-tier journals throughout my career, but I also know that this takes skill-building on my part to write extensively at a high caliber level. I currently work with 2 doctoral students and 1 masters student who help me with my research program as I assist in their dissertation and thesis projects. I plan to pick up more students in the next 5 years.

3. Citizenship

Strengths

I strongly believe that collegiality is one of the greatest strengths in my department. I feel like I have developed strong relationships with my colleagues on a personal and professional level. These relationships allow me to feel at home in the department and in the larger BYU community. These associations also facilitate opportunities to collaborate on research projects where many of our research interests align. Also, I feel really comfortable consulting with others in the department about my teaching, research, and other matters to improve my work here.

Areas for Future Development

I am hoping to serve on editorial boards across several different journals in my field. In addition, I plan to continue to publish with colleagues within and outside of my department. I hope to also serve my department, school, and BYU through working on committees.
Scholarship Strategies Project Proposal

I have already developed a research team called “Poly Psi Team” looking at Polynesian American Psychology Research (PAPR). Historically, the multicultural psychology literature has focused primarily on Latinos/as, Asian Americans, African Americans, and Native American Indians, and those groups are represented in general psychology research (Case & Smith, 2000). Polynesian Americans have been substantially underrepresented in all aspects of psychological research. A few studies have examined Native Hawaiians and/or Pacific Islanders in general (McCubbin, 2006; McCubbin & Dang, 2010; McCubbin, Ishikawa & McCubbin, 2007), but very little empirical investigation has specifically focused on Polynesian Americans, particularly their psychological well-being in the mainland U.S. (Allen, Garriott, Reyes & Hsieh, 2013; Allen & Heppner, 2011). For decades Polynesian Americans have been lumped under the Asian American/Pacific Islander census category, but they represent a group that is unique culturally, historically, linguistically, and religiously. In order to obtain accurate and valid research findings on Polynesian Americans, this "ethnic lumping" and oversimplifying/categorizing of ethnic groups need to be addressed and resolved. Research about Polynesian Americans can not only provide necessary descriptions of unique and specific cultural characteristics but also facilitate understanding of specific psychological processes in the Polynesian American cultural context (e.g., Allen & Smith, 2014; McCubbin, 2006). This is a new, pioneering area of research among a racial ethnic minority group that has been misrepresented and underserved for far too long in the U.S. It is time for this movement of exciting research to begin and for a longstanding U.S. population to have a voice. The Poly Psi Team is committed to promoting, conducting, and expanding the uniqueness and specificity of Polynesian American Psychology Research through accurate, valid, and rigorous scientific methods.

Goals
I plan to produce multiple data-driven papers for a major contribution to the field of counseling psychology based on this research around Polynesian Americans. I was able to secure funding (and plan to seek extramural funding) for a nationwide project that will produce at the very least 4 papers related to psychological processes among Polynesian Americans. Data collection will be complete by the end of Summer 2014 with over 500 usable participant responses making up a full dataset with variables (listed above) to analyze. Our Poly Psi Team of 9 members (4 professors, 4 doc students, and 1 masters student) will contribute equally to preparing manuscripts and submitting to top-tier journals, including a major contribution to The Counseling Psychology (TCP), a top-tier journal in my field. We hope that by Summer 2015 our paper will be submitted and accepted for publication.

If awarded the financial assistance based on my work during the New Faculty Development Spring Seminar, I plan to use the $300 for continuing research opportunities towards my work with Polynesian American Psychology Research. The Poly Psi Team and I will use the money to recruit participants (as incentives), present at conferences (conference fees and expenses), and for materials to collect data for research. This will be a helpful assistance to our movement of expanding and promoting Polynesian American Psychology Research.