

## Annual Performance Dialogue Personal Statement: 2024 in Review

This reflective, dialogic statement offers a concise summary of my main professional accomplishments in 2024 and outlines my goals for 2025 from the aspects of teaching, research, and service. My contracted workload distribution for the Global Professor of English position is 80% teaching and 20% service. My annual performance, in fact, seems to carry a “50-30-20” workload (i.e., 50% teaching, 30% research, and 20% service). I am not saying that I failed to finish the assumed workload; instead, my career development trajectory to become an Assistant Professor (tenure-track) suggests a different pattern for me to go far beyond the contracted percentage expectations. More details about my professional activities in the calendar year of 2024 can be read from the enclosed curriculum vitae.

### Summary of Accomplishments

Teaching-wise, I lectured the three Foundations Writing courses (i.e., ENGL106, ENGL107, and ENGL108) to two cohorts of NWAUFU students (*Enrollment Number = 211*) in our Environmental Science partnership program, including six sections in Spring (four ENGL107 sections and two asynchronous online ENGL108 sections) and four ENGL106 sections in Fall. In total, I graded 9,132 assignment items and offered various forms of feedback to help students develop academic literacy and thrive in academic writing. Throughout the year, I continuously developed and adapted course materials to meet the unique learning needs of my students; three exemplary teaching documents can be accessed here for reference ([ENGL106 APA In-text Citations and References](#); [ENGL107 Rhetorical Moves in Reading Response](#); and [ENGL108 Stance in Literature Reviews](#)). Impressively, my [Student Course Surveys](#) got 100% response rates and presented 99% agree-grouped statistics in terms of assessment, instruction, learning, and student-instructor interaction. Of particular note, students indicated somewhat lower agree-grouped rates for instruction and learning dimensions in ENGL108; potential reasons in this regard can be that the brand-new asynchronous online ENGL108 course demands more independent learning on students' ends. As a further testament to my teaching, my three ENGL106 students from the 2022 cohort are the three finalists in the Writing Program's [2024 Student Essay Contest](#) in the category of Reflective Writing; they are also the only winners not based on Tucson's main campus. More recently, another 2022 cohort student has been nominated for the China Scholarship Council Funded Research Internship in partnership with the University of Alberta. I personally was also recognized by the Writing Program as the recipient of the inaugural Global Professor Teaching Award in April. Besides these remarkable teaching achievements, I proactively sought professional development opportunities to advance my teaching skills and deepen my understanding of the use of technology in classrooms, such as the Teaching EAP Professional Development Program hosted by The University of Hong Kong and the Online Writing Instruction Bootcamp and Faculty Learning Community Program: The AI-Savvy Educator at our university. Program-wide, I regularly engaged in teaching meetings, IFW collaboratives, and SLW collaboratives.

Research-wise, my research output this year centered on book projects and book chapters. In detail, my first edited volume (co-edited with Dr. Cassandra Sligh Conway), [Preparing Students from the Academic World to Career Paths: A Comprehensive Guide](#), was published by IGI Global in April. In this volume, I co-authored the Preface and independently composed a chapter highlighting important considerations for graduate students to succeed in academic

conferences as an audience, a presenter, and a reviewer. I have also been co-authoring a book tentatively titled *Teaching Social Studies to Multilingual Learners of English* (under contract with TESOL Press) with a group of social studies practitioners. The book manuscript was submitted in early January 2025 and is now out for external review. Further, my Springer book chapter regarding emotional labor and identity crises was accepted for publication and will be available online around Summer 2025; I also submitted a revised Routledge chapter manuscript and a co-authored Routledge chapter for further review. Additionally, it is rewarding to note that I am co-editing a Special Issue themed Emotions in Teaching Second Language Writing for the *Journal of Second Language Writing* (with Dr. Chengyuan Yu and Dr. Ryan T. Miller). The open call for proposals received 182 submissions, indicating an exciting collection of articles ahead. In my co-editor role for TESOL's *Applied Linguistics Forum*, I co-edited two issues and co-authored two editorials ([February Issue](#) and [October Issue](#)) for the calendar year of 2024. Conference-level, with funding support from the Faculty Professional Development Grant (\$800), I traveled to Innsbruck to attend the 45<sup>th</sup> Language Testing Research Colloquium (LTRC), delivering a poster presentation and co-organizing a Special Interest Group colloquium session named *Embracing Artificial Intelligence in Classroom-based Assessments: Global Views*. Besides, I organized an academic session themed Emotions in Teaching Writing for the TESOL 2025 Convention & Expo, which will take place in late March 2025. A pity, yet worth-mentioning thing, is that my proposal for SSLW 2024 was accepted, but my travel was canceled days before the conference due to unexpected personal factors.

Service-wise, I have thrived in my existing leadership position at the International Language Testing Association (ILTA) and was elected or nominated to embrace new leadership capacities at TESOL and the Council of Writing Program Administrators (CWPA). Specifically, besides the said colloquium session at LTRC, I, as the Co-Chair of the Test-taker Insights in Language Assessment SIG, co-organized two webinars featuring methodological considerations and validity arguments development in language testing and assessments for ILTA members and beyond. At TESOL, I was elected as the Chair-Elect of the Second Language Writing Interest Section (SLWIS) in April and will step into the role of the SLWIS Chair after the TESOL 2025 Convention & Expo. Extending from my previous role as a member of the CWPA Graduate Research Award Committee (2023–2024), I was nominated by the past chair and invited by the CWPA Vice President to serve as the Chair of the Graduate Research Award Committee (2024–2025) in October. Regarding editorial responsibilities, in addition to the above-mentioned projects, I have worked as an assistant editor for the *Best of the Journals in Rhetoric and Composition 2023* (Parlor Press), a Stellar Copyeditor for *Language Learning & Technology*, a Section Editor for the *International Handbook of Evaluation and Assessment in Education* (Springer), and an invited editorial board member for two book volumes (IGI Global). Of special note, I am now sitting on the Editor Search Committee of *TESOL Quarterly* to identify, select, and recommend competent co-editors for the next five years of TQ. Reviewing-related, my service particularly focused on reviewing proposals for seven conferences (e.g., AERA and TESOL) and manuscripts for two journals. Furthermore, I gained opportunities to review grant proposals for the CWPA Graduate Research Award and the 2024 Association for Writing Across the Curriculum Research Initiative Grant; I also reviewed multiple awards applications for the TESOL Award for Excellence in Research and TESOL Teacher of the Year Award. Institution-level, I reviewed submission packages for the Oscar Holmes Scholarship and the Students' Guide for Foundations Writing Contest 2024, co-organized an IFW Orientation session

regarding Teaching in China, and served as a judge for the speech contest hosted by our NWAUFU partnership program.

### **Future Goals**

Collectively speaking, 2024 is a very special year in my career development trajectory, as I gained many “first-time” opportunities to advance my career and expand my professional networks. Looking ahead, I will keep up my great work in delivering informative and meaningful lectures to help students become competent writers in ENGL107 and 108 and revising my course materials as needed to better suit their learning needs. Research-level, I will work on finishing the in-progress projects, making plans for conference presentations in the States and beyond (e.g., 46<sup>th</sup> LTRC in Thailand), and submitting proposals for an edited book volume and a journal Special Issue. Service-level, I will strive to thrive in my existing leadership positions, bring possible initiatives to different professional organizations, and seek new opportunities, if possible, to advance my leadership engagement in the discipline.