Sample 1

Faculty Development Plan (Summer 2021)

[redacted] Department of History

A. *The faculty member's self-assessment of his strengths, skills, competencies, interests, opportunities, and areas in which the faculty member wishes to develop.*

Strengths: As a new faculty member in the history department at BYU I bring a variety of strengths and skill sets including broad and in-depth training in both Latin American and Iberian history. I am equally competent in Spanish and Portuguese within both fields—having published on a variety of topics including the Spanish conquest of Puerto Rico and the development of the Portuguese Baroque. In addition to these, I contribute a strong teaching record to my department. While completing my graduate studies at the University of Florida I was awarded one of only a handful of campus-wide teaching awards for excellence in the classroom. I have continued to develop my teaching abilities at BYU through the help of the Center for Teaching and Learning. Finally, during my years in graduate school I also received a student-nominated award for faculty mentorship. Since joining the history department at BYU I have made it a personal goal to act in that role for students interested in either history or family history.

Areas to Develop: The transition from graduate student in history to a full-time faculty member who teaches and researches in both history and family history has been taxing. However, I am coming up to speed on the major concepts of the field of family history and feel comfortable in the classroom while teaching on that topic. I am currently working on strengthening my contacts among professionals in that field (which are presently limited) and working closely with my colleagues to improve my understanding and abilities. Balancing my desire to excel in both fields will be challenging and I need to learn to be more efficient at managing my time between the two.

B. *The faculty member's professional goals in citizenship, teaching, and scholarship and the plan to accomplish these goals.*

Citizenship Goals: Despite not having an official citizenship assignment during the last academic year at BYU, I have taken the opportunity to engage with my fellow faculty in an effort to learn about the needs of the department and university beyond the classroom. I recognize that both BYU and the history department only function when each of us "lifts where they stand" as Elder Uchtdorf once put it. I, therefore, look forward to my department chair giving me further direction and assignments regarding citizenship.

In the greater university I have cultivated ties with both the family history and Latin American/Iberian libraries ([redacted] in an effort to better introduce my students to the invaluable resources and personnel available. I have also interacted with many professors in the Spanish and Portuguese department in order to offer my services and elevate interest among students in these topics whether from a historical or genealogical perspective. I hope to continue these collaborative efforts with an eye towards increasing student enrollments and involvement.

SAMPLE

Beyond BYU I have attended the largest genealogical conference known as RootsTech. I plan on continuing my attendance, but in the future I would like to participate in some form. I would also like to attend and present at the National Genealogical Society.

Teaching Goals: My highest goal in teaching at BYU is to better integrate gospel learning in my classroom regardless of subject. While spiritual elements are easy to interweave into my Family History lectures, I admittedly struggle with my traditional history courses. To make improvements in this area I have begun to pray more earnestly before class and petition the Lord about how He would have me "light spiritual beacon fires" as Elder Holland once said.

The development of new courses also contributes to my progression as an instructor and is also a teaching goal. Despite not yet having had the opportunity to develop any additional courses, I have already made efforts along those lines. My last goal is to make my courses more engaging and I make every effort to improve my courses each time they are taught. To continue improving I plan on reding Robert McKeachie's book *Teaching Tips* and implementing new strategies in the classroom.

Scholarship Goals: My scholarship goals reflect both my fields. The first goal is to receive my professional genealogical credential. My second goal is to finish my book manuscript *Atlantic Crossroads: Lisbon from Restoration to Baroque Splendor, 1668-1750.* The book examines the effects of empire on the Portuguese capital in Lisbon after the loss of the eastern empire based in India and the subsequent shift towards a greater focus on Brazil during the middle of the seventeenth century. Each chapter analyzes a subset of Lisbon's population and the effects of greater Atlantic influence in their lives. I plan on finishing the revisions by the end of summer 2021 and then submitting to a press. Thinking long term, I have already begun an open dialogue with an array of international scholars on a future edited volume on the Portuguese Atlantic world. Lastly, I plan on reforming two of my chapters from my book manuscript into journal articles after submitting the manuscript to the press for review. The first is on African participation in the formation of empire and the second will be a family history piece on the English merchant community in Lisbon.

C. *The relationship between individual goals and department and university aspirations and needs.*

My position as the Southern European/Latin American family history specialist means I teach courses related to Spanish, Portuguese, French, and Italian in both Europe and Latin America. I believe that research and teaching should inform one another and endeavor to do so. Just as I mentioned above, my work in the field of family history has already begun to influence my teaching as I integrate my knowledge gained through research into various case-studies and pedagogical activities. I have also begun to work closely with students in my teaching and research. For example, I have each of my teaching assistants read over the anonymous student reviews during our last meeting of the semester and provide their feedback of how I could improve as an instructor. I believe this practice helps them to understand the commitment to improvement that the BYU faculty espouse. Furthermore, I have also incorporated the insights and efforts of research assistants who have not only enriched my own work but encouraged me to expand beyond my self-imposed chronological comfort zone of historical scholarship by pushing me to pursue understudied topics related to medieval history—something which has

SAMPLE

always fascinated me. Lastly, my volunteer efforts to take on a variety of unofficial and official responsibilities within the department show my dedication to the wellbeing of our department and the success of our students and university. Overall, I believe my scholarship, teaching, and citizenship goals are in line with the unique mission of BYU with its equal focus on research and teaching while remaining grounded in a gospel sense of unity among all.

D. *Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.*

The resources needed to accomplish my current scholarship goals primarily include time to write and revise. Thus, I have worked with my department chair and arranged my schedule to have Tuesdays and Thursdays entirely free for the next few semesters. He has also assured me that the department will not require me to do an inordinate amount of new course prep in the meantime. My future research goals will by necessity require budgetary support as I will certainly be required to travel back to Portugal to consult the various archives. I will also benefit from a continued use of research assistants who not only gain valuable experience but also allow me to streamline my efforts toward publication. Lastly, my desire to be more involved in both historical and family history conferences will also require continued budgetary support to attend these meetings.

E. *The faculty member's activities and accomplishments so far in achieving the goals.*

Citizenship: While I have not yet officially received a committee assignment from my department chair, I have volunteered to be the next Family History Club advisor. I have worked closely with our program coordinator, Dr. [redacted] in preparation for this role. Additionally, I have actively worked as a faculty mentor to a handful of students who are majoring both in history and family history. In addition to these efforts, I have attended every department meeting and various brown bag seminars (race and ethnicity/World Civ) with an eye focused on learning and improvement. This last year provided me with an unofficial opportunity as I helped a colleague with some class prep and instruction due to an unforeseen illness. This time has been beneficial for me as I have reviewed his course materials and made notes of what I want to improve in my own classroom.

Teaching: With regards to improving the spiritual aspects of my classes I have so far decided to begin each class with a prayer and to bring in relevant parallels from church history and my own experiences. The dividends are already paying out and I look forward to learning from my colleagues on how to best improve spirituality in the classroom.

Efforts at developing new course offerings have already begun. The most concrete example is with my course on Spain. I have proposed to remake the course into a regional offering that more fully targets my expertise in Portuguese history to the department chair. He has agreed that any attempt in that direction would be not only beneficial to myself, but also to the students as they would be exposed to the broader effects of history beyond the confines of national borders. I have also begun to seriously think about a future course on the history of the Caribbean. This would simultaneously fill a departmental need, considering we have no course offerings on this region of the world, and take advantage of my training and research experience in that subfield.

SAMPLE

To make my courses more engaging I have taken advantage of a variety of tools offered by BYU's Center for Teaching and Learning. A most useful tool has proven to be the student evaluations. After my midterm reviews of my course on Family History revealed a pattern of student concern over their ability to engage in meaningful research, I decided to revamp my course to include more hands-on modeling. I then overhauled my lectures and PowerPoint presentations to include collaborative case-studies and integrated group work. I also spent additional time outside of the classroom recording a series of video tutorials on a host of difficult topics ranging from operating genealogical software to source citation. Lastly, I added detailed rubrics to every assignment for all my family history classes and replaced readings that were not engaging the students. I have done much of the same for my history classes. With regards to how these changes affected student performance, at the end of each semester my student reviews in both history and family history classes revealed an increased engagement in class and a greater confidence in research. I have since reorganized each of my Family History courses to include these modifications in addition to implementing a scaffold organization where each assignment builds on the previous in preparation for the final exam and project. This approach allows me to keep a regular check on progress and to offer additional help to those who may be falling behind through individual feedback and attention. I also invited our resident pedagogy specialist, Dr. Jeff Nokes, to visit my classroom and provide useful feedback on my teaching. Additionally, I met with my CTL consultant privately and received great suggestions for improving my syllabi.

Scholarship: I recently submitted my portfolio to the International Commission for the Accreditation of Professional Genealogists (ICAPGEN). The portfolio includes a four-generation genealogical report that focuses on a particular country. Using a variety of genealogical and historical records I traced a female ancestral line in a small fishing village in Portugal from 1665-1850. I am currently waiting for the project to be evaluated before I can prepare to take the requisite exams on historical knowledge of Portugal, paleography skill, and research ability. Upon completion of these exams I will be awarded the credential. In the future I hope to integrate this research into my teaching and scholarship by demonstrating to my students and the family history community the relevance of Portuguese genealogy.

Regarding my book manuscript, I am currently in talks with Pennsylvania State University Press. They have expressed a sincere interest in the project as part of their new series entitled "Iberian Encounter and Exchange, 475-1755." If the press ends up accepting the project, I plan on receiving revisions by December and then implementing those in preparation for final publication by summer 2022. In case Pennsylvania State University Press declines the project, I have already begun to scout out other options including Louisiana State University Press, which has a record of Iberian publication.

In preparation for a potential book contract from Pennsylvania State University Press, I have been working every day on the last revisions to my manuscript and am on schedule to have these completed by the end of summer 2021. Additionally, I am studying for the ICAPGEN test in preparation for the exam portion of the genealogical credential. Lastly, I have streamlined my research by employing a research assistant. I have also begun to monitor calls for papers from historical conferences in my subfield.

Since coming to BYU my scholarly production has included a co-authored book chapter and four book reviews in journals of repute (see CV for more details).

SAMPLE

Teaching Development Project 2021-2022

Course Background: My teaching development project is focused on ***HIST 217: Family Historian's Craft.*** The course covers the methodologies and techniques vital to successful genealogical work including exposure to census and vital records and a familiarity with genealogical software and databases. This course fulfills credit for general education and is foundational for family history majors and minors. As such the student body is varied in background and experience. I am one of three faculty who teach the course. Generally, enrollment has over twenty students.

Teaching Goals

- Develop an ability to solve genealogical problems through proper methodology
- Develop greater confidence in writing mechanics by learning how to craft effective research
- Develop genealogical consciousness

Assessments of Student Learning

- To track the development of genealogical consciousness:
  - Select appropriate readings that teach the unique doctrinal foundation of family history and one's role in that work
  - These readings will be integrated into lecture and in-class discussion or group work
  - The final exam will include a written component assessing the development of genealogical consciousness over the course of the semester.
- To track the development of writing mechanics and effective research:
  - A series of component assignment targeting specific writing or research skills will be assigned over the course of the semester
  - A final research project that includes a written report on genealogical findings and a research log of fifty hours will be required as the final project. This final research project will be the serve as the vehicle to examine successful completion and comprehension of the course purpose.
- To develop the ability to solve genealogical problems:
  - Students will be taught the Genealogical Proof Standard and proper citation
  - Select appropriate readings that are of a pedagogical nature and expose students to the most up to date methods
  - These readings will be integrated into lecture and in-class discussion or group work
  - The final exam will include a written component assessing the development of genealogical methods and application over the course of the semester.

History 217: Family Historian's Craft

Fall 2021 MWF 11:00-11:50 3016 JKB

SAMPLE

Dr. [redacted] [redacted]byu.edu 2119 JFSB Office Hours: MW 3:00-4:00 and By Appointment	TA: [redacted] [redacted]gmail.com

The Eternal Family Through Christ by Judith Mehr, Family History Library, Salt Lake City, Utah

Course Description

This course is an introduction to genealogical methods that are applicable in American and international research. In addition to covering general methods and skills, this course introduces methodology for internet genealogical research (including the analysis of compiled data and locating original, digital, and indexed records). It introduces major online genealogical collections, including FamilySearch Family Tree. It focuses on census and vital records – both in the US and internationally–and on the genres of genealogical writing. History 217 is both a GE social science elective and a pre-requisite for more specialized or advanced family history/genealogy methodology courses.

Learning Outcomes

1. Students will be able to demonstrate content knowledge and research methodologies of electronic and online sources (including census and vital records) through primary and secondary source research.
2. Students will be able to produce genealogical research reports and narrative family histories and compiled lineages that are clear, precise, well-written, and well-documented

Required Materials

- *Genealogical Proof Standard* (4th edition) by Christine Rose
- *QuickSheet: Citing Ancestry Databases & Images Evidence Style* (2nd edition) by Elizabeth Shown Mills
- *Family Trees: A History of Genealogy in America* by François Weil (Available as an ebook through HBLL)
- *Who Do You Think You Are?: The Essential Guide to Tracing Your Family History* by Megan Smolenyak
- *The Spiritual Practice of Remembering* by Margaret Bendroth
- Additional texts will be available on Learning Suite or as links in the course schedule on Learning Suite

Optional Texts

- Evidence Explained: Citing History Sources from Artifacts to Cyberspace by Elizabeth Shown Mills (Course Reserve)

Additional Resources and Materials

SAMPLE

Family History Computer Workshops
The Family History Lab offers frequent computer workshops on a variety of topics, intended to help you improve your skills. This is the place to get training on using RootsMagic and other applications. These are held in 1031 JFSB (the door faces the elevator lobby). I will post a schedule to Learning Suite when available.

TA Labs
For individual help, all family history students are welcome to use the computers and TAs in the Family History (HIST 205) Lab, which will be in the HBLL Library. Be aware the TAs will not do your research for you.

Center for Family History and Genealogy
In addition, BYU runs the Center for Family History and Genealogy which employs scores of students to work on genealogical projects, such as the Nauvoo Community Project and the Immigrant Ancestors Project. The Center is in 1031C JFSB (connected to the workshop space), but please do not use these computers or disturbed the student employees. While some might answer a quick question, in general they should not be consulted for help. After successfully completing this course, you can apply to work in the Center—you need not be a Family History major.

Family History Libraries (at HBLL and Salt Lake City)
It is expected that you will consult books and microfilms as part of your research. Some of these may be available at the Family History Library on the second floor of the HBLL. You would do well to plan a research day at the Family History Library in Salt Lake City; October or November is probably the best timing for your projects. The FHL will have the films you need handy, as well as many useful printed sources. The SLC FHL is easy to reach using the Frontrunner train. Simply connect to the free Trax trolley at the SLC Central station (or at the SLC North Temple station) and it will take you to the FHL near the corner of South Temple and West Temple. Note that you can ride the train/trolley for free with your student ID.

Grading

- Final Research Project: 40%
  - Compiled Lineage: 15%
  - Research Report: 15%
  - Research Hours: 10%
- Attendance: 10%
- Participation: 5%
- Component Assignments: 30%
- Final Exam: 15%

Grading follows the percentage scale set by BYU. There will be no curve in this course. Please be aware that the university expects course GPAs to fall between 2.9 and 3.1. Please be advised that an "A" student in this course will attend every class, be on time, complete each assignment/test on time with adequate skill, and will contribute unique insights into our reading discussions.

Family Research Project
In this course you will research one family. It can be from your own ancestry, or from someone you know. The family should be from the U.S., Canada, or England. If another nation, you must be able to read the language, including in the old script *and you also must get approval from me first*. The research should be mostly in the 19th century (1800s) with a majority of the children born after 1840 and who died before 1970.

SAMPLE

There are several component assignments throughout the semester that are designed to be stepping stones building toward completing the final project. Detailed instructions are available on LS and will also be provided for each step.

Excellence in this course will require *50 hours of original research* time during the semester. Those 50 hours include *any* time spent outside of class (excluding time spent completing the required reading, preparation for class time, and studying for exams). Therefore, time spent in pedigree analysis, research proposal writing, research, evidence analysis and organization, reading applicable secondary literature (genealogical and historical), acquisition and organization of document portfolio, research correspondence, and report writing all count towards those 50 hours. This equates to 3-4 hours of research per week for the middle 13 weeks of the semester. That leaves 2-3 hours a week for reading assigned pages. Remember: Do not panic, just work consistently.

Attendance

- 50% deduction in daily score for tardiness or early departure
- Automatic absence if you show up later than 15 minutes
- If you have a problem attending in person, especially if you are sick, please contact me
- No makeups unless a university-excused absence is provided.

Participation

You are expected to be prepared to discuss the assigned material for the day in small-group and whole-class discussions. I am less concerned with "right" or "wrong" answers than I am with thoughtful contributions which follow the discussion and either add to or move it in a new direction. Please know that the quality of such contributions is more important than the mere quantity. Clearly, some students are anxious to speak up but nevertheless, an instructor can tell an engaged student from a disengaged one. Preparedness, on-the-topic contributions during pair and group work, lending assistance to peers, and ongoing commitment to the course goals, etc. all are features of a "good course participant."

Reading and Class Preparation

For nearly every class meeting there will be required reading. Class time will be spent partially in lectures and partially in application of those readings. Readings are important, and required, but the real measure of success in this course depends on the student's individual research and efforts. Students are encouraged to meet regularly with the instructor, especially when encountering difficulties or concerns.

Assignments

Homework assignments will give you a chance to practice, review, or apply what you have read and learned about to your genealogical research. Details about these assignments will provided throughout the semester and descriptions are posted on Learning Suite.

Assignments early in the semester may be short, and thereby mislead you to think you can do them a half an hour before class. (Warning: this type of shoddiness is evident to the professor and will be reflected in your grade). Good research is not accomplished merely through the acquisition of extensive materials; good analysis is required. Take the time early in the semester to think critically about your project and consult with other students and the instructor to clarify research goals and parameters. This will save you time at the end of the semester and make research and writing more satisfying.

One of your assignments is to come meet with me during my office hours to discuss your research before October 29th. Another is to attend one Family History Club activity or meeting (schedule to be posted) before December 1st. Plan accordingly.

Final Exam

SAMPLE

The final exam will be a cumulative test on reading and lecture material. It will be administered via Learning Suite on Thursday, December 16th from 11:00am-2:00 p.m.

University and Classroom Policies

Late Work—All assignments will be submitted to Learning Suite before class on the due date. Late papers will first receive a 20% cut in grade for the first day late (i.e., 24 hours from the due date), and another 20% for each additional day (including Saturday and Sunday). For example, if the assignment is due at 10:00 a.m. on Friday and you submit it at 10:10 a.m. that day, it receives a 20% deduction until 10:00 a.m. on Saturday. After five days, your work will no longer be worth anything. Exceptions will not be made, except for extreme circumstances. You are aware of all the due date from the beginning of the semester so do not ask for exams and assignments to be scheduled for a later date to accommodate travel or other circumstances. If you have a conflict turn in assignments early.

Professionalism and Communication—Cell phones should be silenced in class, and computers should be used only for note-taking purposes. NO RECORDING LECTURES IN ANY FORM. Email (not Learning Suite) is the most appropriate form of communication outside of office meetings.

Honor Code—In keeping with the principles of the BYU Honor Code, students are expected to be honest in all 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, including, but not limited to all forms of plagiarism or cheating, 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.

Preventing & Responding to Sexual Misconduct—In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination, violence, or harassment against students, employees, or visitors on 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Additional resources 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 a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against based on disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help."

Mental Health—Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) offers free counseling and stress management appointments at https://caps.byu.edu; for more immediate concerns please visit http://help.byu.edu.

SAMPLE

Writing Help—The FHSS College Writing Lab, located in JFSB 1175, provides one-on-one sessions with a peer tutor to get help with your paper's organization, structure, focus, citation style, and grammar. Make an appointment online at http://fhsswriting.byu.edu, by phone at 801-422-4454, or in person.

Guidelines for Success in a Professional Setting—The purpose of college is to prepare you for the "real world" and its job market. As such, you should conduct yourself in class as you would in any business or professional setting. Here are some basic guidelines or "be" attitudes:

-Be on time
-Be attentive
-Be respectful (texting in class is extremely disrespectful, so is walking out in the middle of a lecture)
-Be honest
-Be proactive (if you do not understand something, ask)
-Be responsible (your success ultimately depends on you)

Class Schedule (Subject to Change)

Date	Topic	Assignments and Reading
		Week 1
30 Aug	Introduction	• Read the Syllabus
1 Sep	The Limits and Possibilities of Family History	• Why you can't trace your ancestry back to Adam
3 Sep	Genealogical Software, Citation Standards	• Mills—*Evidence Explained,* Chapter 2 (LS)
		Week 2
8 Sep	Research Logs and Organizing Files	• FamilySearch Account • Taylor—Printed Legends and Missing Footnotes (LS)
10 Sep	FamilySearch – It's More Complex Than You Think	• Smolenyak, *Who Do You Think You Are?* Chapter 1 • Embry—Automating the Records (LS)
		Week 3
13 Sep	Wise Use of Historical and Genealogical Knowledge (including online databases and tools)/Compiled Sources	• Research Log Template and Plan • Jones–Big Data and Genealogy (LS) • Smolenyak, *Who do You Think You Are?* Chapter 2 • Compiled Sources and Where to Find Them
15 Sep	Genealogical Proof Standard	• Rose, *Genealogical Proof Standard,* Chapters 1-3
17 Sep	Analyzing Evidence using GPS	• Mills—*Evidence Explained,* Chapter 1 (LS)
		Week 4
20 Sep	HBLL Family History Library Tour—Meet in room 2240 of the library	
22 Sep	Scope and Reach of Census Records Over	• Smolenyak, *Who do You Think You Are?* Chapter 3

SAMPLE

	Time	
24 Sep	Finding and Using US Censuses	• Bi-Weekly Research Log (#1) • FGR with Citations • What is a Census Record? • How to Find Your Ancestor in the US Census • Petlewski—Online Census Indexes (LS)
		Week 5
27 Sep	Analyzing Census Data	• Rising—Why does the Census Taker Always Miss My Ancestor? (LS)
29 Sep	U.S. Censuses: Beyond Population Schedules	• Non-population Census Records
1 Oct	Searching and Using pre-1850 U.S. Censuses	• Compiled Sources Report • Clues in Census Records, 1790-1840
		Week 6
4 Oct	International Census Records	• FamilySearch Wike for census records in two countries/regions beyond North America
6 Oct	Scope and Reach of Vital Records	• Family History Guide: US Vital Records (Select parts you would like to read over) • Smolenyak, *Who do You Think You Are?* Chapter 4
8 Oct	Using U.S. Vital Records, Cemetery Records, and City Directories	• Bi-Weekly Research Log (#2) • Census Chart • FamilySearch Wiki for vita records in a county/state of interest
		Week 7
11 Oct	Finding and Using Vital Records/Civil Registration Beyond the US	• FamilySearch Wiki for vital records in a country of interest
13 Oct	Church Records: Introduction	• The Family History Guide: US Church Records (Select parts you want to go over)
15 Oct	U.S. Church Records	• Vital Records Chart
		Week 8
18 Oct	International Church Records	• FamilySearch Wiki for church records in a country of interest
20 Oct	History of Genealogy in the U.S.	• *Family Trees* by François Weil, Chapters 1-2
22 Oct	Research Day: No Class	• Bi-Weekly Research Log (#3)
		Week 9
25 Oct	History of Genealogy in the U.S.	• *Family Trees* by François Weil, Chapters 3-4
27 Oct	History of Genealogy in the U.S.	• *Family Trees* by François Weil, Chapters 5-6
29 Oct	Genealogical Writing Genres/Spiritual Practice	• Research Consultation • Bendroth—*The Spiritual Practice of Remembering,*

SAMPLE

		Introduction and Chapter 1 • BCG Compiled Lineage Example (LS)
Week 10		
1 Nov	Genealogical Proof Standard	• Rose—*Genealogical Proof Standard,* Chapter 4
3 Nov	Proof Summaries/Spiritual Practice	• Read the example compiled lineage and research report handed out in class and mark parts where the author demonstrated some part of the Genealogical Proof Standard • BCG Proof Summary Example (LS) • Bendroth—*The Spiritual Practice of Remembering,* Chapter 2
5 Nov	Putting Genealogical Research into Historical Context	• Bi-Weekly Research Log (#4) • Family Tree Sources • Stratton—Incorporating Narrative (LS) • Scullin—The Lineage of Victor Emanuel Johnson (LS)
Week 11		
8 Nov	Case Studies	• Pick and read a case study from the list on the BCG website and email me which one you picked
10 Nov	Probate Records/Spiritual Practice	• Bendroth—*The Spiritual Practice of Remembering,* Chapter 3 • US Probate Records
12 Nov	Land Records/Spiritual Practice	• Proof Summary • Bendroth—*The Spiritual Practice of Remembering,* Chapter 4 • The Family History Guide: Land Records (Select parts you want to go over)
Week 12		
15 Nov	Military and Tax Records	• Smolenyak, *Who Do You Think You Are?* Chapter 5 (Bring book to class)
17 Nov	Immigration and Naturalization Records	• Smolenyak, *Who Do You Think You Are?* Chapter 6
19 Nov	Tracing Immigrant Origins/Spiritual Practice	• FHSS Writing Lab • Bi-Weekly Research Log (#5) • Bendroth—*The Spiritual Practice of Remembering,* Chapter 5
Week 13 Thanksgiving no class		
Week 14		
29 Nov	Peer Review/Writing Workshop	• Writing Workshop
1 Dec	Genetic Genealogy	• FH Club Activity • Bettinger—Genetic Genealogy Basics (LS) • Your DNA test: Should you search your ancestry?

SAMPLE

3 Dec	Genetic Genealogy/Spiritual Practice	• Bendroth—*The Spiritual Practice of Remembering,* Chapter 6
Week 15		
6 Dec	Your Future and Participation in the Family History Community	• Compiled Lineage/Research Report • Smolenyak, *Who do You Think You Are?* Chapter 9
8 Dec	In-Class Review for Final Exam	• Student Ratings
The final exam will be a written, cumulative test on reading and lecture material. It will be administered on Thursday, December 16th 11:00am-2:00 p.m. on Learning Suite		

Scholarship Development Project 2021-2022

My book manuscript continues to be the priority of my scholarly output. As outlined in the above Faculty Development Plan, I have made significant strides towards publication. I am currently finishing up a process of rewriting each chapter to clarify the arguments and more effectively link each to the broader thesis. So far I have completed four out of six chapters and am on target to have a full manuscript to Pennsylvania State University Press by the end of summer 2021. I also plan on passing the exams requisite for my genealogical credential by December 2021.

Scholarly Goals to Complete by December 2021

- Have my book manuscript out to readers
- Finish my testing and receive my genealogical credential

Scholarly Strategies

- Have writing office hours on T/TH to write uninterrupted
- Prioritize and simplify tasks

Methods for Evaluation

- Follow a Timeline
  - August 2021 give my manuscript to colleagues in the field and in the department to receive their feedback before first submission to the press
  - 31 August 2021 first submission of manuscript to press
  - October 2021 begin studying for and take ICAPGEN test
- Do a monthly self-assessment of my strategies to evaluate effectiveness and determine if adjustments are necessary to increase productivity

Citizenship Development Project 2021-2022

While I have not yet received a committee assignment from our department chair, I did volunteer to relieve a colleague in family history by taking on the Family History Club. I have also

SAMPLE

cultivated ties with the subject librarians and various faculty in the Spanish and Portuguese department. Overall, my goals for the upcoming academic year include:

- Revamping the Family History club to generate interest and elevate student membership
- Engage with faculty in any way possible until I receive a formal committee assignment
- Continue to work with the Spanish and Portuguese department to increase enrollments in both my history and country-specific family history courses
- Attend RootsTech and the annual conference of the Association for Spanish and Portuguese Historical Studies

<u>To Be Accomplished by December 2021</u>

- Get up to speed with the student leaders of Family History club
- Regularly discuss research with colleagues
- Regularly participate in physical fitness with departmental colleagues
- Continue to participate in department meetings, brown bags, seminars, and writing group
- Ask how I can reciprocate and advertise Spanish and Portuguese course offerings
- Keep tabs on deadlines for conference attendance

SAMPLE

Sample 2

Department of History 2021 Faculty Development Plan

Table of Contents

I. Self-Assessment
- A: Citizenship
- B: Scholarship
- C: Teaching

II. Profession Goals and Activities

A: Citizenship
- 1: Citizenship Responsibilities
- 2: Citizenship Responsibilities for the History Dept. and BYU
  - Committee Service for the History Department
  - Committee Service for BYU
  - Service to Profession
- 3: Citizenship Development Project
- 4: Relationship Between My Goals and University Needs
- 5: Resources Needed to Accomplish Professional Goals

B: Scholarship
- 1: Scholarship Development Project
- 2: Relationship Between My Goals and University Needs
- 3: Resources Needed to Accomplish Professional Goals

C. Teaching
- 1: Current and Upcoming Teaching Duties
- 2: Course Development Project
- 3: Relationship Between My Goals and University Needs
- 4: Resources Needed to Accomplish Professional Goals

SAMPLE

I. Self-Assessment

A: Citizenship

I enjoy engaging with my colleagues face to face and am accustomed to balancing a few committee assignments with my teaching and research activities. A week or so after arriving on campus, I accepted an invitation to join the steering committee for a major conference on Islamic Studies sponsored by the Evans Chair for Religion Understanding, currently held by [redacted] This has required monthly meetings, as well as specific assignments to complete in preparation for the conference which will be held in October 2021. At the end of Fall 2020, I approached the department leadership about organizing a Faculty Reading Group in the department focused on Race and Ethnicity. I was nervous about proposing something without precedent in the department, but the interest from the department was higher than expected. I also participate in the Africana Studies Program as an affiliate faculty. Outside BYU, I work with Dr. [redacted] (BYU) and [redacted] (U. of Utah) to organize the annual Rocky Mountain Workshop in African studies and am a member of the Islam in Africa Working Group at the African Studies Association. I intend to participate as an officer in that group once my book manuscript is complete. I also serve as a reviewer for SSRC's International Dissertation Research Fellowship application.

B: Scholarship

I have consistently conducted research since my PhD, but my published articles and chapters slowed down as I focused on my book manuscript. As a result, I have 3-4 article-length manuscripts, each of which need 1-2 months of sustained work to be ready of submission. I intend to focus on those after submitting my book manuscript. It has been through two rounds of review. The readers responses have been positive and constructive, but I need to trim the wordcount by nearly 20%. After a few years focusing too much on teaching preparation, I can now work productively on research projects for 3 or 4 days a week during the semesters instead of waiting to complete research and writing during semester breaks. My research requires travel to African and European archives. I have amassed a large number of digital files, but I need a better system for processing the files and intend to train a research assistant to assist in that task. I am looking forward to starting my next book project on Islamic Waqfs in the Western Indian Ocean, but I probably need a solid year of reading to fully conceptualize the next steps for the research. I also need to refresh my Arabic language skills for that project.

C: Teaching

I have taught courses in World History, Early African History, Modern African History, and Islamic History at three private colleges or universities (including in Egypt) and at a major public research university. I am comfortable in front of large and small classrooms, though my teaching style is very different in each. In my large world history classes, everything is planned from start to finish: I use many lecture slides, in-class quizzes, breakout group discussions, and cold-calling to keep students interested and engaged throughout the lectures. I also use a team project and writing groups to help make the class feel smaller and more individualized for students. My small classes are much more flexible reading seminars that emphasize active learning. So, while we may simply sit and discuss a reading on one day, on other days we do board work together (e.g. learning to analyze pottery or etymologies). My most impactful activity so far has been teaching students to reconstruct and interpret archaeological site plans in virtual reality. Students

SAMPLE

have commented on my “enthusiasm”, but there is often one or two students who interpret my teaching persona as an imperiousness know-it-all. After a year at BYU, my main pedagogical goals are to adjust courses I have previously taught to BYU students. This includes opening up more opportunities for discussion about spiritual connections, but also refining writing assignments for students who are generally more prepared for college than at my previous institution. In addition, I think I need to actually integrate some more “lower-level thinking” activities focused on knowledge acquisition into my Early African history class since I am now offering it as a 200-level survey course rather than a 300-level historiography course.

II. Professional Goals and Activities

A: Citizenship

1: Citizenship Responsibilities

- I initiated and currently organize a History Faculty Reading Group on Race and Ethnicity that met seven times over Zoom in Winter 2021 and will resume meeting in Fall 2021. I initiated the reading group to provide an informal forum for interested members of the history faculty to discuss how to integrate discussions on Race and Ethnicity into the undergraduate curriculum.
- In September 2020, I began serving on the steering committee for the BYU Islamic Studies Conference, under the direction of [redacted]
- I am an affiliate faculty member with the Africana Studies Program in the Kennedy Center, which entails participation in planning meetings three or four times a year in addition to occasional attendance at Africana Studies events.
- In July 2021, I began serving as the Faculty Advisor to the BYU Kiswahili Club.
- I serve as a reviewer for the SSRC’s IDRF applications.

2: Citizenship Responsibilities for the History Dept. and BYU

- I have been asked to serve as the Coordinator for Undergraduate Studies and Honors in 2021-2022.

3: Citizenship Development Project

- The History Faculty Reading Group on Race and Ethnicity will be my Citizenship Development Project. We will transition to an in-person format in Fall 2021, while allowing faculty to join via Zoom as needed. The group provides opportunities for faculty to discuss Race and Ethnicity issues related to pedagogy.

4: Relationship Between My Goals and University Needs

- This Reading Seminar will help prepare history and FHSS faculty as they “commit to curricular changes to general education, religion, and elective courses that educate students on race, unity, and diversity”, as recommended by the BYU Committee on Race, Equity, and Belonging. Understanding a wide range of analytical and pedagogical approaches to race, ethnicity, and other identities within the field of history will help history faculty engage productively with faculty in other departments and disciplines as the university implements a new General Education program.

5: Resources Needed to Accomplish Professional Goals

SAMPLE

- The department chair is coordinating reading group meetings with me to avoid overlaps with department business, the faculty writing group, and FHSS College meetings.

B: Scholarship

1: Scholarship Development Project

- My scholarship project will be revising my book manuscript, *Ethnic Identities and their Ancestors: Reimagining Indian Ocean Communities in East Africa*. I have already received detailed peer reviews from Ohio University Press's *New African History Series*. Given the extended peer review timeline for that series, I have decided to move the book to Ohio University Press's *Indian Ocean Studies Series*. I submitted a revised manuscript in May 2021 and received a single additional reader report in June that requested a clearer engagement with Indian Ocean historiography. The editor also requested that I trim the manuscript length by 20%. I intend to revise the introduction by the end of September 2021 and shorten the manuscript to the requested length by the end of Fall Semester. Even if the press requires another round of peer review, the book should be in press by the end of Spring Term.

2: Relationship Between My Goals and University Needs

- The unique mission of the university requires excellence in research as well as teaching. A historical monograph published by an academic press is the gold standard for demonstrating professional expertise in the field of African History. This field has been historically underrepresented at BYU both in terms of courses offered and research conducted. Completing my first book will give me additional opportunities to review other books and articles, to apply for additional research grants, and serve in professional organizations focused on Africa that will raise BYU's profile.

3: Resources Needed to Accomplish Professional Goals

- There are three sets of resources that would assist me in completing my research goals: assistance with the preparation of maps, assistance in the preparation of a website to accompany my book, and the assistance of the FHSS Faculty Editing Service to assist with preparing the index. I have already spoken with colleagues about how to access these services.
- My second book project will require extended residence in East Africa and Oman. I intend to apply for a professional development leave after gaining CFS status to support research on this next project.

C. Teaching

1. Current and Upcoming Teaching Duties

- I taught a section of World History to 1500 in Fall and Winter Semesters in 2021, as well as a course in African history in the Fall, Winter, and Spring Semesters of 2020-21: Islam in Africa, Imperialisms in Africa in Winter semesters, and Early African History. I submitted course proposals for Islam in Africa and Early African history in Fall 2020 and they were approved for inclusion in the course catalog starting in Fall 2021.

2: Course Development Project

SAMPLE

- I will continue adapting my Early African History as a 200-level survey course that focuses on developing comparative knowledge of African societies prior to 1750, whereas I previously taught it as a 300-level historiography course on the writing of Early African history. This change is primarily aimed at explicitly reorganizing the learning objectives in my courses around experiential learning.

3: Relationship Between My Goals and University Needs

- President Worthen has stated that "Hands-on experiences help students to gain perspective and to become excited about learning." I have confirmed this observation as I have integrated experiential learning into my Early African history class. Students assemble geography puzzles, simulate archaeological digs, design their own pottery, and reconstruct a medieval African town with CAD software, in addition to writing essays, giving presentations, and taking exams. These activities help history majors in particular build on the digital, oral, and writing skills they develop in the general education program.

4: Resources Needed to Accomplish Professional Goals

- 5-10 Virtual Reality headsets to support student projects in my Early Africa class. When teaching the class in Spring term, I was able to use the VR set in the library's maker space, but a single headset that required the entire class to crowd into a small area did not allow the deeper integration that I enjoyed when teaching this class with multiple headsets at a previous institution.
- I plan to work with the Maker Space in the library to develop some Africa Map puzzles made of plastic or wood – an upgrade to the paper versions that I have been using.

SAMPLE