

SAMPLE 1

Faculty Development Plan

1. Self-Assessment

Professional Strengths:

- *Teaching*: My teaching style is very engaging. I think that I am generally an effective expositor of (even more complicated) philosophical concepts, and I am good at finding a balance in the class room between content delivery and engaging students in discussion of that content in a guided and structured way.
- *Assessment*: I have developed ways of assessing student performance that drives students to more deeply understand the course content and achieve course objectives. In particular, my mastery based assessments in my logic courses have resulted in significant improvements in student competence.
- *Publication Pipeline*: I have a good system for developing projects from an idea stage to publication stage that enables me to have many papers in circulation.

2. Professional Goals

Citizenship:

Current responsibilities and assignments include

- Assessment Committee Member: I help ensure departmental compliance with university and college assessment initiatives.
- Colloquium Committee Member: I help organize the faculty colloquium by inviting speakers, setting up workshops, etc.
- LDS Philosophy Project (Co-Organizer): I help organize an annual workshop or conference for the LDS Philosophy Project.
- Advisement and Internship Committee member: I help oversee undergraduate advisement for departmental programs, and

coordinate with the Advisement Center to ensure that all information that students receive is accurate, timely, and helpful.

My current citizenship focus is mainly to be a good member of these various committees by reliably and competently performing the associated duties. I also am actively working to generate substantive mentoring relationships with our undergraduates. This has already led to two substantive supervisory projects. I hope to help meaningfully contribute to the lively and student-oriented philosophical atmosphere in the department.

3. Teaching

I've been assigned to teach the following courses in the upcoming semesters:

- (Spring 2023): Introduction to Philosophy
- (Fall 2023): Introduction to Philosophy
- (Fall 2023): Introduction to Logic
- (Fall 2023): Philosophy of Language

For each of these courses I have a set of shared goals. Below the goals are listed in italics and the planned means taken to achieve the goal are then detailed.

- *Competence and Mastery*: Prepare summative lecture notes that give both an overview of and details surrounding the issues we discuss and the arguments we consider. Use these to help students extract what they need to from challenging readings. Establish a huge problem set bank set up in carnap.io so that logic students have access to a wide array of practice exercises for each unit which will give them detailed on the spot feedback. Develop a handout-production template for upper-division course assignments to aid students in how to produce a good handout summarizing a key paper.
- *Organization*: I want the structure of my courses to be more transparently organized around the instructional aims of the course. I also want there to be more cohesion across the various units that constitute the course. In particular, my introduction to philosophy class feels a bit disjointed. I would like to re-organize the units so there is a stronger feeling of progression throughout the course.

- *Iron-Sharpens-Iron*: Students learn at different rates, and students often benefit significantly from peer assistance in understanding the material. I want to incorporate incentives for peer-assistance into the structure of my assignments. I plan on making various homework assignments and test-preparation assignments explicitly collaborative.

4. Scholarship

My primary research projects is on the relationship between essence, ground, and modality. I have, since I've been hired, managed to place two of my papers on these topics. A third is presently under-review, and a fourth has been drafted and is being read by first-readers. My main aim is to provide a unified account of how notions like *essence*, *ground*, and *possibility/necessity* are related in a way that can meet a variety of anti-essentialist concerns. My other main research project aims to engage with various central issues in the philosophy of religion/philosophical theology including the problem of evil and divine hiddenness. Here are my immediate scholarly goals:

1. By the end of next year have at least 4 new papers under review. This should be manageable considering I am in the drafting stage of several projects right now.
2. Present my work in progress paper "How to Derive Necessity from Essence" at the Metaphysical Collaborative workshop.
3. Present my work in progress paper: "Nothing Explains Essence" at the Ground and Metaphysical explanation Work in Progress group at Leeds.
4. Present my work in progress paper "Evil and Embodiment-towards a Latter-day Saint Non-Identity Theodicy at the Global Philosophy of Religion Project Conference.

Each of these conferences/workshops would allow me to receive valuable feedback, substantively build my scholarly network, and lead to meaningful publication opportunities. In particular, I hope that an opportunity to contribute to the Global Philosophy of Religion Cambridge Elements series comes out of the last conference presentation.

Papers Under Review:

1. Nothing Explains Essence: *Inquiry*
2. Grounding, Trinitarianism and the Latter-day Saint Conception of God: *Faith and Philosophy* (co-authored with Derek Haderlie)
3. (Ir)rational Inquiry: *Analysis* (co-authored with Andrew del Rio)

Papers Drafted and for which I am soliciting first-round comments:

4. How to Resist a Kavakan Reading of the Binding of Isaac
5. Divine Silence, Divine Hiddenness, and Illocutionary Harm
6. How to Derive Necessity from Essence
7. Essentialist Physicalism

Papers for which I have presentations but not fully developed drafts:

8. Evil and Embodiments-Towards a Latter-day Saint Non-Identity Theodicy (co-authored with Derek Haderlie)
9. Saved by Convention: On the role of speech acts in saving rites
10. The Pedagogical Problem of Evil (with Mike Ashfield)

I aim to get all of these projects over the next three years published in high-impact venues.

5. Fitting Individual Goals into the Departmental Goals

- My Citizenship goals were formed explicitly in alignment with the departmental goals, and so no question emerges about their fit.
- My teaching goals should work to promote the departmental goals of meeting teaching demand and driving new major enrollments. This is because I can teach a wide variety of courses, and the better I become at teaching the more effectively I will be able to reach prospective majors/minors.
- My scholarship will enable me to build an international reputation as a competent scholar, thereby building the international reputation of both the department and BYU more generally in academic philosophy. It will also enable

me to be more effective at supporting students interested in pursuing graduate studies.

6. Resources Needed

- Book-purchasing Funds: I will need money to purchase books essential to my research.
- Fly-out Funds: I would like access to funds that would allow me to bring out experts in my research areas to workshop the projects in progress.
- Travel Funds: I will need financial support for conference attendance and other professional events.

7. Progress on Goals

Presently I am active in my committee service. This semester I have already undertaken a unit-restructuring in my Introduction to Philosophy syllabus, and I am actively working on the aforementioned research projects.

Course Development Project Report

After taking the CTL Summer Seminar in 2022, and in my faculty development plan I identified three goals I aimed to achieve in my course design.

1. **Competence and Mastery:** Prepare summative lecture notes that give both an over view of and details surrounding the issues we discuss and the arguments we consider. Use these to help students extract what they need to from challenging readings. Establish a huge problem set bank set up in carnap.io so that logic students have access to a wide array of practice exercises for each unit which will give them detailed on the spot feedback. Develop a handout- production template for upper-division course assignments to aid students in how to produce a good handout summarizing a key paper.
2. **Organization:** I want the structure of my courses to be more transparently organized around the instructional aims of the course. I also want there to be more cohesion across the various units that constitute the course. In particular, my introduction to philosophy class feels a bit disjointed. I would like to re- organize the units so there is a stronger feeling of progression throughout the course.³
3. **Iron-Sharpens-Iron:** Students learn at different rates, and students often benefit significantly from peer assistance in understanding the material. I want to incorporate incentives for peer-assistance into the structure of my assignments. I plan on making various homework assignments and test-preparation assignments explicitly collaborative.

My first semester, I was assigned to teach philosophy 110. When I received my student evaluations, one persistent point of feedback was that the class structure was hard to understand, and there was room for organizational improvement. I realized that the internal structure of the course wasn't serving my overarching aim, which was to demonstrate that all of the issues we were learning about were important because of the way they would allow students to more deeply engage with the units we took up in the philosophy of religion unit. I reordered to course to have the philosophy of religion unit last, rather than in the middle. I also made it more explicit (by adding a couple of readings as well as in the lectures themselves) how the previous units were being brought to bear on the problem of evil or the problem of divine

hiddenness. Here are some representative comments regarding organization drawn from my teaching evaluations from my philosophy 110 course taught this past semester:

Fall 2023	PHIL 110	535412213610	The class was organized and it was always straightforward to know what you needed to do for each class.
Fall 2023	PHIL 110	456470639052	I feel like it was very organized
Fall 2023	PHIL 110	477765527514	I like how it was organized into different units with a test on each one. The set up of tests allows us to focus on the things we care more about, while also helping us learn a little of everything
Fall 2023	PHIL 110	76525887741	Laid everything out very clearly.
Fall 2023	PHIL 110	939840111207	He very plainly laid out the course material and did it in a way that allowed us to build off of previous knowledge.
Fall 2023	PHIL 110	296532104069	The way the paradoxes were sorted into sections made it easier to master a set of paradoxes at a time, because each exam was based on a set of connected paradoxes.
Fall 2023	PHIL 110	910264968763	VERY OGRANIZED. He provides links for the reading that is assigned. He has a schedule for the entire semester of what the reading material is and when we need to have read the material. HE EVEN MAKES NOTES FOR THE READINGS SO THAT WE KNOW WHAT IS IMPORTANT TO REMEMBER. 10/10 TEACHER, GIVE THIS MAN A RAISE!
Fall 2023	PHIL 110	374523533229	organized ingeniously, rarely feels like a class, and often more feels like a debate, trying to parse out the best truth about life.
Fall 2023	PHIL 110	757777058830	Course was organized very well

I am confident I have achieved the organizational goals I set out for that course.

I also tried to improve on my *Mastery* and *Iron Sharpens Iron* components, specifically in my logic teaching.

As far as mastery is concerned, last semester I built my Introductory logic course to be solely assessed via mastery exams. There were four levels of mastery corresponding to varying degrees of mastery of the course content. Students may move from one level to the next only once they have completed the previous level. They have seven attempts total to progress as far you can through four levels, and they must score at least 80% on a level test to proceed to the next level. This allowed me to take student grades as immediately reflective of their understanding and performance. My goal this semester was for the majority of my students to get an A.

To this end, I wanted the course to be very collaborative in a way that the strong can bolster the weak. When I taught this course initially in summer 2022, students I succeeded in getting students to collaborate on the problem sets. However, it became clear that I needed to do more to engage with students struggling with the material. Consider the following comment I received in my student evaluations:

"A large group of students from the class met every week to struggle through the problem sets. There are advantages and disadvantages to making the problem sets that hard. The advantage is that the kids that are naturally good at this stuff will learn the material better as they struggle through it; the disadvantage is that the kids that aren't as naturally gifted in the realm of logic just end up relying on the gifted kids and don't learn anything at all. ... I already kind of hit on this above, but if everything in a class is hard and students are allowed to collaborate on all assignments, then the weak will almost invariably rely on the strong. There are at least three of us that are really struggling in the course but always knew that we could slap our names on the class problem set and make it out ok. I really appreciate Dr. You can tell that he really cares about his students. I'm probably an outlier in how much I struggled in this course. And it goes without saying that it was on me to communicate my struggles to Dr. during the course (which I declined to do). Nothing he can do about a struggling student if he/she doesn't identify himself/herself. Even so, I think some of the above might be beneficial for future kids like me."

I wanted to retain the difficulty of the material but have more frequent and targeted interventions with struggling students so that they can succeed. To this end, I introduced a course discord server. The discord server is set up so students can post pictures of the problems they are working on and have me, the TA, or peers in the course explain where they might be going wrong, how to do it correctly, or why a particular solution is correct. This allowed me to get a good gauge of who is actively participating and who may be struggling but sliding under the radar, so I could make targeted personal interventions. It also enabled me to give near real-time feedback on student's homework as they are struggling through it. The constraints on office hours times or the burden of scheduling appointments is a barrier to students seeking the help they need. Having an immediate, text-like channel to address concerns as they are emerging in real time for students went some significant distance to addressing this.

I had over 70% of the 62 students enrolled receive an A, which was an improvement over that previous time that I taught this course. That's evidence more students were learning the material. This course structure also really helped students take accountability for their learning and pushed them in new ways. I take the following comments from the course evaluations as evidence that I achieved many of my mastery and iron-sharpens-iron goals:

Semester	Course	Random ID	Question: Character building
Fall 2023	PHIL 205	129260431562	I had to work hard for this class
Fall 2023	PHIL 205	468637988053	There were many opportunities to both be humble and ask for help from other students as well as give help to those in need.
Fall 2023	PHIL 205	781050344234	I became better at studying and pushing myself because of this class
Fall 2023	PHIL 205	784791190452	I think this class challenged me but also built up my self esteem in some ways because of the way the professor structured the course.
Fall 2023	PHIL 205	1045057391481	The only character building I underwent was through my classmates and I seeing and talking with one another.
Fall 2023	PHIL 205	146178104781	This class was hard. It motivated me to work, study, and focus more effectively, and although I had a hard time sometimes, I was able to be successful because of my classmates and the content's accessibility.

I conclude that I made substantive progress to my course development aims. And I will continue these practices in these classes moving forward.

Scholarship Development Goals Final Report

My primary research projects is on the relationship between essence, ground, and modality. I have, since I've been hired, managed to place two of my papers on these topics. A third is presently under-review, and a fourth has been drafted and is being read by first-readers. My main aim is to provide a unified account of how notions like *essence*, *ground*, and *possibility/necessity* are related in a way that can meet a variety of anti-essentialist concerns. My other main research project aims to engage with various central issues in the philosophy of religion/philosophical theology including the problem of evil and divine hiddenness. Here were my immediate scholarly goals:

1. By the end of next year have at least 4 new papers under review. This should be manageable considering I am in the drafting stage of several projects right now.
2. Present my work in progress paper "How to Derive Necessity from Essence" at the Metaphysical Collaborative workshop.
3. Present my work in progress paper: "Nothing Explains Essence" at the Ground and Metaphysical explanation Work in Progress group at Leeds.
4. Present my work in progress paper "Evil and Embodiment-towards a Latter-day Saint Non-Identity Theodicy at the Global Philosophy of Religion Project Conference.

I currently have four papers under review per my goal, this includes the paper "How to Derive Necessity from Essence". My paper "Nothing Explains Essence" was accepted for publication as a very prestigious venue *Inquiry* (rejection rate >90%) and not only did I present my paper "Evil and Embodiment" at the Global Philosophy of Religion Project's Conference, it was accepted at the premier Philosophy of Religion journal *Religious Studies*.

Papers Currently Under Review:

1. How to Derive Necessity from Essence: *Australasian Journal of Philosophy*
2. (Ir)rational Inquiry: *Analysis* (co-authored with Andrew del Rio)

3. Run-About Theological Inference Tickets: *Philosophical Quarterly*
4. On the Harm of Being addressed by God: *Faith and Philosophy*

My scholarship development goals specified that I had papers Drafted and for which I am soliciting first-round comments:

5. How to Resist a Kavakan Reading of the Binding of Isaac
6. Divine Silence, Divine Hiddenness, and Illocutionary Harm
7. How to Derive Necessity from Essence
8. Essentialist Physicalism

Two of these (6) and (7) are now under review. I also included papers for which I have presentations but not fully developed drafts:

9. Evil and Embodiments-Towards a Latter-day Saint Non-Identity Theodicy (co-authored with Derek Haderlie)
10. Saved by Convention: On the role of speech acts in saving rites
11. The Pedagogical Problem of Evil (with Mike Ashfield) (accepted for presentation at the Canadian Philosophical Association conference)

(9) has now been published and (11) is under review now under the title “Run-about Theological Inference tickets. I am making very good and steady progress on all of my scholarly projects.

This next year I will be presenting a variety of works in progress at a number of conferences. I’m optimistic that this year at least two to three of these projects will be accepted at high-impact venues.

Citizenship Project Final Report

My citizenship project was to organize a conference hosted by the BYU philosophy department in tandem with the LDS Philosophy Project during fall semester in 2022. On the whole the conference went very well. We had a fantastic lineup of international scholars doing interesting and cutting-edge work. We had 8 total conference sessions. 1 invited keynote, 1 panel (with a faculty member from the religion department as well as the Maxwell Institute, and 6 talks (2 of which are by graduate students). All were LDS scholars.

I was in charge of each of the following:

- Producing and Syndicating a Call-for-papers through various professional channels.
- Formatting all submissions for blind-review and solicited peer reviews for the submissions.
- Submitting a proposal for conference funding to cover the travel expenses of the Key note speaker
- Making sure the event was advertised in the humanities college and throughout campus.
- Organizing conference meals with the conference participants

I found working with the religion department and the Maxwell Institute to be very easy and rewarding experiences. They were eager to participate and made substantive contributions. I also learned that when planning these sorts of events, it is good to be attentive to other conferences that may be taking place near your proposed conference date. I found out quite late that our conference overlapped with the American Academy of Religion conference which both our Maxwell and Religion department panelists were attending. This generated a bit of an organizational headache. In the future I plan to do a bit more due diligence in the planning stage. Another difficulty we encountered we getting conference participants to respond to emails requesting presentation materials so that we could set up their slides for them in advance of their presentations. I think having clearer expectations laid out in the initial acceptance email would have gone a long way to mitigate some of these coordination annoyances.

We opened the conference to the public and made a strong effort to personally invite people to sessions that we thought might enjoy them, as well as be able to make good contributions in Q&A. This made a big difference in the engagement that we had in each of the sessions and meaningfully improved the benefit the conference provided to the speakers.

Teaching Grant Request

I would like to request the full amount (\$500) for a teaching grant. I would like to use the funds to purchase books for a course that I have been approved to develop for Fall 2024. It will be a course on Sin and Atonement.

This includes but is not limited to the following books:

Sin: A History Gary Anderson

Atonement: Elenore Stump

Ritualized Faith: Terence Cuneo

Lamb of the Free: Andrew Rillera

I would also like to purchase some books about teaching including:

Learner-Centered Teaching by Mary Ellen Weimer

Collaborative Learning Techniques: A Handbook for College Faculty by Barkley, Major and Cross