

SAMPLE 1

Faculty Development Plan

Department of Political Science

Revised Summer 2024

Scholarship

Self-Assessment

I am broadly interested in studying how the people think about the president and have a few projects that are connected to that theme. I graduated with my PhD and then started at BYU just a few months later, so much of my scholarship efforts thus far have been focused on publishing work from my dissertation. A major focus for me was running an exact replication of my dissertation work because a common piece of feedback from people was wondering whether these results would hold with a different political party in the White House. I ran the main replication on the Fall 2022 CES and got the data back in March. I then updated “Presidential Influence on Democratic Norms” with this new data to present it in Thursday group and MPSA where I got a lot of excellent feedback. Last spring, I began overhauling that paper in the spring before going on maternity leave and have recently finished another draft of it. I am polishing some appendix materials and am planning to send it out by the end of February.

Another paper from my dissertation answers the question of how people think about democracy. I ran a replication and extension in Fall 2022 with an elite and voter sample, and analyzed the data in March last year to start adding it to the paper. I presented that paper in CSED and got a lot of excellent feedback. I am slated to present a new version of that paper in Thursday group in April 2024.

I also kept two non-dissertation projects moving. I have a project on presidential legitimacy that is nearing completion and we are aiming to send it out for review by the end of the semester. I also have a project with some co-authors on identifying issue publics. This project has been on-and-off for a few years but has always been in the queue when there is time and space.

Goals

I hope to send out three papers for review this year. I should be able to send out for review two papers from my dissertation and a third project on presidential legitimacy that I’m working on with Jeremy Pope. Two of them should be ready to go by the end of the semester, and the other will likely be ready by the summer. I have a final paper from my dissertation that I am still working on and hope to send out either late this year or the first half of next year.

The paper on presidential norms from my dissertation was sent out in February and was desk-rejected. Revisions have been made this summer and it is ready for submission but I am waiting for the journal to re-open after its summer hiatus.

I presented the updated version of the paper on how people think about democracy in Thursday group and got lots of great feedback. I am planning on editing it this fall and presenting it at one more conference before submitting it hopefully in winter 2025.

My paper with Jeremy Pope on presidential legitimacy is under review at AJPS.

I am presenting the final paper from my dissertation at APSA this summer and hope to submit it for review this fall.

I am slotted to present in CSED (a paper with Jeremy Pope) and Thursday group (a paper on how people think about democracy from my dissertation) this semester, and have applied to APSA with two projects (a paper on implicit partisanship from my dissertation and a paper on gender in local government with Adam Dynes).

We presented at CSED and got great feedback, and the two papers have been accepted for APSA.

I'm starting a new project on presidents and social media—while it's very early stage, it's proven to be an excellent place to involve a student RA.

I have since hired two RAs who had coded social media data, worked on literature reviews, and investigated similar survey questions.

I have a JEPS R&R with Chris Karpowitz, Jessica Preece, and Quin Monson. It has not been completed yet because we got it at the same time we got an APSR R&R so we prioritized that, and then between various obligations of different team members it got put on the back burner. I hope to refocus on that this year to turn it back around.

Teaching

Self-Assessment

In Fall 2022, I taught POLI 314 and 410 for the first time. I learned a lot in the process but was ultimately proud of how things went overall considering it was my first time being the lead instructor and the first time I taught these courses. 410 is the research project class for our major, and each faculty member can do it on a topic that interests them. I chose to design a course on survey methods in American politics. To make it a hands-on experience, I asked my department chair for a small amount of funding to run a class survey each semester. Getting funding to run a small survey for each 410 class was so helpful. I saw how much the students took ownership of their projects because they were able to study what was interesting to them. On the other side, it was incredibly helpful for me because I was able to help students analyze their data in a hands-on way because I knew the data very well since we created it as a class (as opposed to every group finding or creating their own data, and me not knowing the structure of it as well).

In Winter 2023, I retaught 410 for the first time after prepping it the semester prior. I made adjustments to improve the quality of the course and saw it run smoother the second time through.

- I removed readings that were difficult or clunky and added new readings with topics the students would enjoy.
- I adjusted the attendance and participation requirements to increase participation.
- I refined all of the assignment documents to preempt questions I got the first time.
- I adjusted the reading design to allow for more peer feedback. I meet with the students one-on-one twice each semester, but students benefited from hearing even more feedback.

One of my goals in teaching is for students to feel that there is not a barrier for help and that my door is open for assistance. The comments in my student ratings section clearly reflect that students received those efforts well and knew that I was available to help them.

Both semesters I have taught, I have kept a running “what to change next time” document where I drop notes throughout the semester so I record things in real time and don’t forget. This was incredibly helpful when prepping for Winter 2023 and is something I did in Winter 2023 and for future courses.

I attended the New Faculty Seminar and multiple master teaching luncheons and through both gained a lot of practical, doable things to incorporate in my classroom. I was intentional about providing brief spiritual moments in the classroom that felt authentic to me, and my student reviews reflect the fact that they did not feel forced and were appreciated by the students.

Last year, one of the comments from the stewardship process I got was to be mindful of GPA because mine were too high. I did bring down my GPA in my Winter 2024 410, but I believe it was ultimately still too high. To achieve this, I plan to change my grading system to a points-based system to see if that system helps me better calibrate towards the goal GPA. Another comment from the stewardship process was that I should encourage more students to complete student ratings. I made it a small part of their grade and all of my students filled it out in the course I taught.

Goals

In 2024 I look forward to prepping 110 and joining that rotation. I will be prepping in the spring, and then teaching a full-sized course in Winter 2025. I have already met with and gathered materials from Adam Brown, Adam Dynes, and Quin Monson, all who have recently taught the course in our department. With the restructuring of the major, many 110 students are non-major taking it as a GE. I look forward to the opportunity to interact with these students and show them the structure that is political science.

I taught 110 this past spring and really enjoyed it. It was demanding and intense, but rewarding. I look forward to bettering the course in Winter 2025 when I will teach it again. I used the total points system to see if that could help me be better at calibrating towards a goal GPA, and I did not love it. Students really struggled to figure out where their grade was currently sitting, and it resulted in a lot of questions and concerns about grades. I have discovered that a good system for me to stick to a GPA expectation is to have pre-prepared rubrics specific assignments. Not only does it help calm student anxieties, but it also helps me be consistent across students and produce a more appropriate spread.

I also look forward to teaching 314 twice again. Overall I was happy with how it went but I also have a lot of things I would tweak to make it better. I have heard that teaching a class for the third time is when the magic happens, so I am excited to get to that place with this class. One of those changes I want to make is to incorporate more small writing assignments to increase engagement and writing throughout the class. The most helpful class I went to at the New Faculty Seminar was the one that offered concrete writing prompts we could use in class and I have already prepared a list I plan to rely on when prepping daily activities.

314 went great in Spring. I was intentional about using a mix of lecture, discussion, and small group work, which I think was particularly important when teaching in the larger blocks of spring. I thought the small writing assignments were really helpful for me and the students. My favorite was when I had them write an analogy about presidential power. It was clear who understood the concepts and it was fun.

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[See above with 110.](#)

Citizenship

Self-Assessment

- Number of peer reviews: 3
- Number of student letters of recommendation: 4 (1 internship, 3 law school)
- Number of external letters: 1 (assistant professor reappointment)

I serve on the college Belonging and Diversity committee and have contributed to our efforts. While we are limited in what we can do since much of the work of this committee lies at the department level, I am active in attending meetings and workshopping ideas that we can execute within our scope.

I serve on Constitution Day committee. I attend my meetings and respond to correspondence. While I wasn't part of the physical activities this year because of my maternity leave, I was part of brainstorming speakers and workshopping the essay prompt that we used for the student essay contest this year.

In addition to formal citizenship requirements, I have been grateful to mentor students in a few different capacities. In 2023, I chaired a student's honors thesis for the 2022-2023 academic year. She was interested in studying the attitudes of Republican voters on Deferred Action for Childhood Arrivals (DACA). To do this, she wrote and fielded a 1,000 person survey that included an original survey experiment. I guided her through the process of designing the survey and experiment, and then ran it on Lucid. After completing

her analysis and writing her thesis, Diana created a poster highlighting her Honors Thesis work for the Mary Lou Fulton poster conference in Spring 2023. She won 1st place in the Political Science division and 1st place in the Belonging and Diversity division, both of which demonstrate the high-quality of work Diana produced.

In addition, I met with multiple female students to discuss choosing grad school and/or balancing being a woman with a career and a family. I was asked to be the chair of a student's honors thesis but I declined because I would be on maternity leave in Fall 2023.

Goals

Generally, I am committed to continuing to be a good contributor by attending my meetings and responding to emails in a timely manner. I am on the college Belonging and Diversity committee, and one of my assignments with that is to help coordinate the BIPOC in Academia conference that will be held this fall. This is a large, multi-day conference that brings in BYU friends from other places and provides a place for individuals that identify as BIPOC a place to connect with other disciple-scholars and feel they have a place.

The BIPOC in Academia conference planning is mostly on hold since it is summer now, but I am looking forward to being part of it in the fall.

Course Development Project Final Report

Course: POLI 314--The US Presidency
Spring 2024

1. Student Learning

- a. Learning Outcomes: As a student, I often didn't reflect on how my class connected to the AIMS of a BYU education until I was filling out student ratings. To that point, I took time near the end of class to walk students through how this course achieved the AIMS of a BYU education to help them better connect those ideas to the course. While I hope it helped the students, it was actually quite reflective for me as the instructor and helped me remember why I am doing what I do.
- b. Learning Activities: One activity that I changed that went really well and I am proud of was the Presidential Background Assignment. In previous iterations, I found that students know very little about presidents, including where they are from, what issues they presided over, and the policies they pursued. As such, I assigned students to answer 15 questions about 3 presidents (1 from each time period) to get them to learn some background about presidents. They were fairly biographical questions ("what state were they from?" etc) and students could use Wikipedia or other easy resources to complete the assignment. This assignment was effectively pass/fail and all students did well on it. Importantly, I noticed during course discussions that students used examples from the presidents they researched to connect with the course material. I am very happy with this new addition and plan to keep it in.
- c. Learning Assessments: I changed the learning assessments this semester to better align with students understanding the main themes of the institutional presidency and I felt they better reflected that this time. Last time I had students do current events and they were not a good assessment because I didn't describe the assignment well and students weren't sure what information to pay attention to. Instead, I had students watch an episode of a fictional show about the presidency, and they did much better analyzing how the show accurately or inaccurately portrayed the presidency in connection with course themes.

2. Learning Environment:

- a. Relationships: I regularly include spiritual moments in the classroom in an authentic way so that the students know that I take spirituality seriously in addition to the course material. I also work hard to let students know that I am happy to chat with them about going to grad school, navigating college, or other topics I can assist with. As a woman of color and female, I know that my students do not have many professors that look like me, so I make it clear that I am happy to talk to them about navigating being a woman or POC in spaces that are not built for them. I work really hard to be respectful and

understanding when a student emails me or meets with me asking for extra help on an assignment.

- b. **Settings:** On day one, I make it clear that we treat opinions with respect, regardless of how we feel about it. My efforts are reflected in my student ratings where many students have commented that I do a good job listening to all opinions and never making anyone feel stupid. At the same time, I also make it very clear that prejudice will not be tolerated in the classroom. Between both, I think I effectively set a tone for the classroom that is safe for all students.
 - c. **Materials:** I just changed the textbook of the course to better outline the major course themes for the students and saw improvements in my students' understanding.
3. **Processes of Improvement:**
- a. **Course Improvement:** I look at my student ratings and reflect on common comments and how I can improve the course. Throughout the course, I also maintain a document with comments and thoughts on what I want to do better next time. I write these comments right after the lecture so that I have those ideas fresh in my head. I also take the time to comment what I think I did right so that I know what is going well too.
 - b. **Professional development:** I care a lot about being the best instructor I can be and regularly read about how to improve. I am also currently in the Writing Across the Curriculum workshop in the university to improve how I implement writing in the classroom, and it has been some of the most useful instruction I have received. Each day I have walked away with clear, actionable ideas to implement in the classroom, something that other workshops struggle to do.

Scholarship Development Goals Report

Political Science

(Updated text for the report in blue)

A. Paragraph(s) from my faculty development plan where I identify the themes, topics, methods, or applications that will serve as the organizing framework for your program of scholarship

I am broadly interested in studying how the people think about the president and have a few projects that are connected to that theme. I graduated with my PhD and then started at BYU just a few months later, so much of my scholarship efforts thus far have been focused on publishing work from my dissertation. A major focus for me was running an exact replication of my dissertation work because a common piece of feedback from people was wondering whether these results would hold with a different political party in the White House. I ran the main replication on the Fall 2022 CES and got the data back in March. I then updated “Presidential Influence on Democratic Norms” with this new data to present it in Thursday group and MPSA where I got a lot of excellent feedback. Last spring, I began overhauling that paper in the spring before going on maternity leave and have recently finished another draft of it. I am polishing some appendix materials and am planning to send it out by the end of February.

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B. A list of specific scholarly goals you wish to complete by December 2023

End of Winter 2024:

- submit “Presidential Influence on Democratic Norms”
 - Submitted in February 2024
- Submit presidential legitimacy paper with Jeremy Pope
 - Submitted in April 2024
- Rework and present democratic attitudes paper
 - Presented a revised edition in April 2024

End of Summer 2024:

- Rework implicit partisanship paper (and hopefully present at APSA)
- Draft of gender in local politics paper with Adam Dynes (and hopefully at APSA)
 - Both papers have been accepted to present at APSA in September

End of Fall 2024:

- Submit democratic attitudes paper
- Re-submit JES R&R

C. The specific strategies of scholarly productivity you would like to use more effectively to become more productive in your work

- I chose to move my Winter 2024 teaching to Spring 2024 to give myself more dedicated time to research. I find that I have a difficult time jumping back and forth between teaching and research mentally in a single day, so in previous semesters I tried to dictate teaching days v research days. This time I am seeing whether having a whole semester dedicated to research helps me move faster and with more clarity, especially since I have multiple things close to being ready for publication. I know some people love making this tradeoff while others do not so I am excited to test it for myself.
 - At the time of this writing, I have recently finished teaching my winter load in spring term. Overall, I enjoyed the experience and would do it again. Spring term goes very quickly, especially with two classes, and both of them were effectively new preps, which was very demanding. However, I definitely saw that I was able to make a lot of progress on research in Winter, which was especially helpful given that I was coming off of maternity leave and had to re-start a lot of projects. One downside I didn't expect was that I mentally have had to adjust my expectations to what I can accomplish in summer since my summer is only July and August v May-August.
- Work more with my door open. I find I do well hearing the gentle hubbub of an office as background noise, while having my door open helps provide accountability to keep focused.
 - I haven't been as consistent at this as I would like, but I have done it more and have enjoyed it when I do.
- Reach out to at least two people at APSA this year that study things similar to me for a meet-up to build my network.
 - APSA is this September so I have not reached out to people yet because it is too early but I have started to make a list.

D. The method you will use to evaluate your success in using these strategies to enhance your regular work habits by the conclusion of the NFS program.

- Do I feel that I was more productive with a large chunk of time dedicated to research and teaching each? Did I have more mental clarity? Was teaching two courses in the spring a worthwhile trade-off?
 - Generally, I think it was a good decision, especially since I was coming off of maternity leave and needed to upstart a lot of projects again.
- Did keeping my door open more serve as a good accountability mechanism, or was it more distracting?
 - Overall I think it helped keep me more focused.
- Did I have meet-ups with at least two people at APSA that I would not have reached out to otherwise?
 - APSA is this September so I have not reached out to people yet because it is too early but I have started to make a list.

Overall, this process of pausing to set goals and try to keep them was helpful to keep me focused and engaged with scholarship.

Citizenship Development Project

Political Science

One of the citizenship development projects I would like to work towards is to better develop my network of scholars outside of BYU that work on things similar to what I work on. As a person, I am not naturally inclined to network, though I recognize its importance. I know that talking to other scholars can foster new scholarship ideas and even create new projects with coauthors. In addition, I know that it is important to foster those relationships for promotion letters down the road. With this framework in mind, a short-term goal I would like to pursue is to be more intentional about networking at conferences coming up. I have applied to APSA for this September, and if my work is accepted I have a goal to reach out to at least two people that study things similar to me for a meet-up to build my network. My goal is that these will be people in a similar career stage as I am to help build my horizontal network. Long-term, I hope to give back by being involved in larger discipline activities, such as being involved in leadership of a professional organization or running a mini-conference related to my research.

[Report: I have been accepted to APSA this September. While the conference hasn't happened yet, I have started making a list of people I would like to reach out to and am committed to this goal.](#)

Another citizenship-related goal I have is to reach out to new female hires in our department to foster collegiality and belonging. In our department, women are still significantly out-numbered relative to men and, given that women often face different challenges than men, it can be very helpful to have a network of people you can talk to as you navigate being a new faculty. In my first year, I was invited to join an excellent group of female BIPOC scholars in the college for informal meet-ups and I am so grateful for their invitation because they have become a very helpful place to find ideas on how to navigate a variety of challenges, both related to being new faculty and being a female BIPOC scholar. We hired a new female scholar this past year, so my goal for this semester is to invite her to lunch at least once to check in on how things are going and to lay the groundwork to be a resource for her if that is helpful. Given that we are only a year apart on the tenure track, we are likely navigating similar challenges. While asking people above you is often very helpful, I often find a lot of support when talking to people in similar stages to know that you're not alone. I plan to reach out to her again in the summer and the fall to provide a place for support if that is helpful for her. We did not do any hiring this year but if we hire other scholars with whom I have a similar background or interests, I hope to maintain this pattern of reaching out individually to provide support as it is helpful to them. The political science department is incredibly collaborative and supportive, but the nature of academia is also that it can be an isolating place in your own office working on your own projects regardless of how supportive the department is.

[Report: We coordinated a lunch with the female faculty before Winter semester ended, and it was a great place to build bonds and support each other.](#)