

SAMPLE 1

7.1 **NFS FINAL REPORT -, School of Family Life**

7.2 *Faculty Development Plan Updated Winter 2024*

As professional faculty, my Faculty Development Plan is presented in *Teaching, Professional Development, and Citizenship* sections. Each section discusses my strengths and weaknesses, with accompanying goals to be accomplished prior to CFS review in Fall 2024 and goals to accomplish after CFS review.

TEACHING

Strengths

I am organized and competent in curriculum development. I build rapport with students quickly. I utilize midcourse evaluation tools and address concerns shortly after I receive results. I consider improvements that can be made and explain to students why some suggestions cannot be implemented. I incorporate new food preparation techniques and technologies. I answer student emails thoughtfully and promptly.

I have over 20 years' experience teaching foods at BYU. I have developed curriculum for and taught SFL 110 in 3 modalities (in person, completely remote through BYU Online, and independent study). In developing these courses, I have implemented latest best practices. For example, when recording lecture content for SFL 110 and SFL 340, I kept the video length to under 15 minutes. The lecture videos stand alone, not depending on PowerPoints or textbook material. This way, if we have to change textbooks or PowerPoints, we are not forced to re-film lecture content. All 3 components work in harmony but stand alone in content.

Because I have also developed SFL 215 and SFL 340 and know the content of each class very well, I am able to effectively mentor adjunct faculty.

I engage with student teachers and interns during seminars. I know many of them already, having taught them in their foods classes. I make my cell phone number available and let them know they can reach out anytime, as I know that student teaching and intern teaching often require immediate responses and de-escalation of emotions. I give prompt and thoughtful feedback on lesson plans and observations.

In all my classes, I effortlessly and regularly share my testimony via spiritual thoughts, emails, and one-on-one conversations. My students know that I know that we have a Heavenly Father who is aware of us and who wants us to succeed. I calendar time each Monday to prepare for the week, including updating PowerPoints, posting weekly announcements, reviewing notes and recipes, and re-reading assigned course readings.

I have collaborated with BYU's UAC in developing syllabi, have worked with Dr. Joyce Adams in the FHSS Writing Lab to develop grading rubrics for writing assignments, and have consulted Utah State Board of Education Strands and Standards when developing courses to prepare our FCS majors for their careers in the classroom. I stay current in training on the PPAT, the pedagogical assessment used by BYU for teacher licensure.

Weaknesses

In my transition from adjunct faculty to a CFS track position, I realize that I have a lot to learn about a career in academia, including being involved in professional organizations, attending conferences, reading professional journals, and keeping abreast of policies that affect education and my field of Family and Consumer Sciences.

I also recognize that I struggle to learn the names of my students and colleagues.

Sometimes I find it difficult to ask for help. I take more time to problem solve on my own when I could make a quick phone call or send an email to an expert and get answers. This trait also applies to developing curriculum. In the past, I developed curriculum alone or with a small team. The courses I create or revise will be stronger if I broaden the scope of people from whom I seek assistance and feedback.

Short Term Teaching Goals (prior to CFS review)

1. Read one professional journal monthly.
2. Learn 10 names/class BEFORE the semester begins.
3. When I have a problem to solve, brainstorm and pray about how to solve it, then talk to my mentor about it BEFORE trying to solve it on my own.
4. Tie each assignment in all my classes to a BYU Aim and Learning Outcomes so students know what to expect. (completed fall 2023)

Plan:

1. Schedule time weekly to read books, journals and other articles that will help me.
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Resources needed to accomplish goals:

1. Access professional journals and other helpful materials.
2. BYU app to learn student names.
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Long Term Teaching Goals (post CFS review)

1. Continue to read professional journals.
2. Continue to read books/listen to podcasts about teaching post-secondary students and implement best practices.
3. Keep my syllabi current and relevant (update readings, video clips, examples, and exams).
4. Update foods curriculum as needed to stay aligned with FCSE majors' needs and Utah state and national strands and standards.

Plan:

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4. Check curriculum in each course each April for needed revisions over the summer.

Resources needed to accomplish goals:

1. Regular conversations (emails as needed) and meetings (2/semester via Zoom, or as needed) with foods adjunct faculty and notes in BOX to track needed syllabi and course edits.
2. Funds to attend state, national, and international conferences to learn about newest practices in FCS education, specifically in the foods area.
3. Take technique classes or watch technique videos as needed.
4. Web access to state and national strands and standards.

Activities and Accomplishments thus far:

My student ratings are within or above the confidence intervals expected by the school. Students indicate that they are learning new information and enjoy learning to use equipment that is new to them (multi-function pressure cookers, air fryers, deep fryers, broiler). I utilize mid-course evaluations and make course corrections mid-term or take the opportunity to better articulate policies and procedures that won't be changing. I attend SFL Faith in Learning lecture series and FHSS Master Teaching lunches when possible. I have attended in-person and online technique classes. I listened to/watched all recorded sessions of May 2023 New Faculty Series.

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I have participated as an organizer (UAFCS fall conference at BYU September 2022 and at Jordan High School September 2023), presenter (ACTE, UACTE, UAFCS, and Office of Education), and attendee at state and national professional conferences. I will attend my first international conference in June 2024.

Teaching FCSE students in 110 and 215 and working with the TAs afford me the opportunity to be an early mentor to many of our majors. Supervising student teachers and interns provides me an opportunity to get to know our public-school FCS teachers. I have good rapport with them. Serving on the UAFCS and FCCLA boards also helps me network with and get to know professionals throughout the state.

Weaknesses

Attending conferences is not my favorite thing. When I attend, I'm always glad I went because of the people I meet or because of the connection I make with colleagues.

I'm just now developing a comfort level with networking with other professionals and with my role as a full-time professor. I struggle to understand the language of academia and research.

I have a hard time saying “no” to opportunities for professional development, sometimes at the cost of temporary burnout.

Short Term Professional Development Goals (prior CFS review)

1. Present at fall UAFCS conference. (completed fall 2023)
2. Attend college lectures.
3. Continue to encourage students to attend lectures and to join SFLSA.
4. Reach out to mentor teachers via email to see if they have any questions about their role.
5. Attend an international conference.
6. Leave work at work – protect evenings and weekends.

Plan:

1. Volunteer to teach a breakout session at winter UACTE conference. Involve FCSE students in the presentation. (completed winter 2024)
2. Mark calendar for lectures
3. Include slides sent to me by the college and school in my class presentations.
4. Set time aside to review needs of mentor teachers.
5. Only answer urgent emails on weekends and mark unread those that aren't urgent.

Resources needed to accomplish these goals:

1. Continued travel funds
2. Communication from the college on lectures
3. Staff in the lab to cover class when a conference schedule conflicts with class schedule since canceling class or holding class remotely is not an option.

Long Term Professional Development Goals (post CFS review)

1. Attend an international conference.
2. Submit proposal to present at a national conference.
3. Continue to serve on state boards.

Plan:

1. Set aside time each week to check websites for conferences and calls for presentations.
2. Continue to attend conferences and determine how I can contribute, then submit a proposal to present.
3. Stay on UAFCS or serve on UATFCS. (currently serve on both)
4. Continue to serve on FCCLA board, attending fall leadership and winter star events.

Resources needed to accomplish goals:

1. Travel funds
2. Continued encouragement from Natalie to participate in conferences.
3. Staff in the lab to cover when I'm gone at conferences and FCCLA events.

Activities and Accomplishments thus far:

I have attended university, state, and national conferences. I have helped plan and presented at the two most recent UAFCS and UACTE conferences. I have had FCSE majors assist me in presenting and plan to continue to involve them. I am getting more comfortable in my role as an FCSE leader in the state. I was the recipient of the 2023 – 2024 UACTE Postsecondary Professional Award (for the FCS division and for the state). I'm meeting more people and am learning from them. I consult Utah State Strands and Standards when developing curriculum to help prepare our majors for teaching. I read ACTE publication every month to see what is current in Career and Technology Education and now know how to access the AAFCS journal. I listen to educational podcasts.

CITIZENSHIP

Strengths

I have built a good working relationship with the other faculty advisors for SFLSA and with the students in the association. I attend as many presidency and board meetings and activities as I can, intentionally clearing my schedule to be there for the students. The access I have to the walk-in refrigerator and freezer and carts is especially helpful for activities. I am aware of resources available to me through the BYU Clubs office, including where to find general policy statements and training material for officers. I fulfill my responsibilities on the scholarship committee with care and I meet deadlines.

I have utilized the expertise of seasoned UAFCS board members, including Natalie Hancock and Shelli Barnum, to learn how to lead our state affiliate of AAFCS. I now have a contact at the national AAFCS office to whom I can go for questions. I have a good working relationship with members of the board. We have good attendance at and participation in board meetings. We planned 2 successful fall conferences. I presently serve as past-president.

I am willing to learn how I can better contribute to new committees on which I serve, including BYU's secondary education committee, Utah's FCCLA board, and BYU's FCS Alumni chapter.

Weaknesses

During my time as adjunct faculty, I didn't expect to have a career as a tenured professor in academia, so many of the professional involvement and development expectations are new to me. I am trying to determine how I can best contribute in my specific role in each organization.

I tend to think that productivity means teaching or writing curriculum or attending meetings. I have a hard time recognizing that spending time knowing what is going on in my professional organizations is also an important part of my job.

Short Term Citizenship Goals (prior to CFS review):

1. Compile notes for future SFLSA faculty advisors
2. Compile notes for future UAFCS president (completed fall 2023)
3. Continue attending SFL Faculty Meetings
4. Become familiar with information on professional websites

Plan:

1. Continue to work on BOX folder for SFLSA advisors.
2. Read notes from UAFCS past president, Shelli Barnum, and compile notes into one spot for future board members before December 31, 2023. (completed December 2023)
3. Spend time on professional websites each week.

Resources needed to accomplish goals:

1. BOX and google drive for file sharing.
2. AAFCS, FCCLA, and ACTE websites
3. Funds to stay current on memberships in professional organizations.

Long Term Citizenship Goals (post CFS review):

1. Serve on a university committee.
2. Keep doing the things listed above.
3. Be a resource of information for SFLSA and UAFCS
4. Continue to serve on a professional committee outside of the university such as UAFCS or UATFCS. (currently serve on both)

Plan:

1. Stay involved in FWA and secondary education committee for continued opportunities.
2. Keep attending conferences and networking with other professionals.
3. Complete trainings, read policies, attend required meetings.
4. Attend national conference for continued networking.

Resources needed to accomplish goals:

1. Funds to stay current on memberships in professional organizations.
2. Travel funds to attend/present at conferences.
3. BYU clubs and AAFCS website

Activities and Accomplishments thus far:

I have attended faculty meetings and retreats. I have consistently promoted, attended, and contributed to SFLSA activities. We have hosted an activity each semester in the foods lab, and I have facilitated and attended those activities. I am a member of and have attended BYU Faculty Women's Association events. I authored the featured article for Family Connections Fall 2023 Issue. I have presented at state and national conferences and in the community.

7.3 Goals for SFL 215 Winter 2024

1. Give same pre-test and post-test and compare data from Fall 2023 to Winter 2024 to see if I improve my teaching of newer subjects.
2. Create enhanced lesson plans for subjects that I feel I could teach better. Do a bit more research and add more content for the following:

- a. Food deserts (student average score on post-test in 2023 was 8.9)
 - b. Global food supply (student average score on post-test in 2023 was 7.3)
 - c. Tips for deep frying (student average score on post-test in 2023 was 8.4)
3. Add a mini lesson plan on navigating eating disorders in the secondary foods classroom

7.5 Professional Faculty Development Project Plan and Report

Since I am on a professional faculty track, I do not have scholarship expectations. I have opted to create a professional project proposal.

I have a number of books on my shelf that can help me improve my teaching and avoid burnout. I find myself putting off reading to do “more important things” like planning for class, curriculum revisions, etc. Reading and learning from these books is important to me.

1. I plan to read 2 books (“7 Steps from Burnout to Happiness” and “The Joy of Teaching”) during fall semester.
2. I will take notes and discuss what I’m learning with my mentor. I plan to implement 2 best practices for teaching and 2 practices for avoiding burnout.
3. I will set aside time each week to dedicate to solely reading, note-taking and reflection.

Report:

1. The 2 best practices I chose to implement from “7 Steps from Burnout to Happiness” were:
 - a. Be more intentional about nourishing my body, especially eating more fruits and vegetables.
 - i. I’m still working on this. I did pack lunches and snacks to bring to work that helped me eat nutrient-dense foods.
 - b. Make a weekly to-do list to help alleviate anxiety on Mondays.
 - i. This change was HUGE! I used to calendar items on days of the week and got frustrated when I didn’t get them done on the designated day.
 - ii. Now I take time on Sunday evenings to make a weekly checklist in the notes app on my phone. Sometimes I get all items done by Tuesday. Other weeks, it takes all week, but that’s ok. My weekly list gets done. I’m very task-oriented, and I’ve found that this approach works very well for me. I will continue my weekly to-do list.
 - iii. My mentor, Natalie Hancock, was very aware of my struggle with juggling all of my tasks, and was very happy to hear I have found a solution that works for now.

NOTE: This book surprised me because there was nothing about work. All items discussed had to do with best practices in personal life/at home, to avoid burnout and to be best prepared for work life. I really enjoyed this aspect of the book.

2. The 2 best practices I chose to implement from “The Joy of Teaching” were:
 - a. Check the tone of the syllabus for SFL 215 to ensure it’s what I want – friendly, fair, firm, flexible.
 - i. I was pleasantly surprised to find that the syllabus reads just like I want it to. I made very few changes – VERY FEW.
 - b. Include questions in weekly announcements to give students things to ponder before coming to class.
 - i. I thought this would be a great addition to announcements. It worked well for 215, and students came to class prepared to discuss a certain item I had included in the announcement.
 - ii. This doesn’t work as well for SFL 110, probably because we don’t have a designated lecture time. I think the thing that will be most helpful for 110 students is to include

syllabus (policy) reminders in announcements. The 110 students seem to get frustrated about grades, deadlines, etc., and I want to remind them throughout the semester of certain policies, etc.

I still struggle to make time to read and reflect, but I have more books I want to read, and I will continue to set goals to read books each semester.

The books I plan to read in Winter 2024 are:

“The Meaning of Food” by Patricia Harris, David Lyon, and Sue McLaughlin

“The Leader’s Guide to Unconscious Bias” by Pamela Fuller, Mark Murphy, and Anne Chow

Course Development Project (in lieu of Scholarship Development Goals) and Report

SFL 215 is a required course that is fairly new to our Family and Consumer Sciences Education major map. It is a course that was developed to meet the needs for our FCSE majors. The course includes advanced food preparation techniques and technologies that were previously missing from our students’ course of study.

One thing I would still like to do to improve SFL 215 is to incorporate current issues like food culture, global food supply, hunger, and food deserts into the curriculum. I believe I can do this by prayerfully considering topics that we do not currently cover in the course, finding books, current articles or videos on the topic, and taking time in class discussions to share this new information. I will do this as needed, but at least 4 times/semester.

I plan to give a pre-test, using a Likert scale, asking students about their knowledge and comfort level with various topics and skills, including food deserts, global food supply, and hunger. As we discuss these topics during the semester, I will ask questions as a formative assessment of new learning. In the last class of the semester, I will give the same assessment, this time as a post-test. I will use the pre- and post-tests to assess if I’ve met my goal of introducing new information and helping my students expand their knowledge of food availability and culture and food.

Report:

I was able to find articles and news videos about food insecurity in the US and abroad. I read more about food supply and what affects it, both in the US and abroad. I attended a very informative lecture in October.

I prepared mini-lessons in which my class discussed the following:

1. Food supply in other countries
 - a. “Hungry Planet” is a book and website that has photos of families with the food they would purchase to eat for one week
 - b. Attended October 25, 2023 Ballard Center for Social Impact Lecture with Felipe Queipo from the UN (communications officer, convert to the church, and BYU graduate)
 - i. What are causes of poverty?
 - ii. Poverty – hunger cycle
2. The opening of the first black-owned supermarket in Indianapolis in a neighborhood that was formerly a food desert
 - a. What is a food desert? Why should we care about food deserts? What can be done about food deserts?

- b. my daughter lives in Indianapolis and shared this with me. It was very impactful.
- 3. What resources are available to BYU students facing housing and food insecurity
 - a. Local bishop
 - b. BYU Dean of Students
- 4. Food supply in the US, disruptions, etc.

Here are results from Likert scale. I chose to assess other topics/skills besides food supply/insecurity. I was very pleased with the results and plan to repeat this in Winter 2024, improving upon and adding to the lesson materials, hoping for greater increases.

Items as listed on Likert scale of 1-10	pre-test score	post-test score
1. Food deserts: what they are and what to do about them	1.6	8.9 (up 456%)
2. Current threats to global food security	3.4	7.3 (up 115%)
3. Proper techniques for preparing laminated pastry dough	3.9	9.1 (up 133%)
4. Food and culture: factors that impact food choices around the world	5.1	9.2 (up 80%)
5. Tips for baking, assembling, and decorating a cake	6.3	9.5 (up 51%)
6. Ways to reduce food waste	6.4	9.1 (up 42%)
7. Tips for deep frying	4.3	8.4 (up 95%)
8. What a proofing oven does and how to use one	5	9.3 (up 86%)

NOTE: when my students read “food desert” on the pre-test, they thought it said “dessert.” Many of them had never heard the term “food desert.” I’m thrilled to see a 456% increase on that score.

7.6 Citizenship Development Goals and Report

BYU is placing more emphasis on belonging. I feel strongly that the food labs should be a safe and educational space for all students. I want to be an active contributor to the goal of belonging. I teach students, not curriculum.

To accomplish this, I will do the following:

1. Visit the Office of Belonging to see what resources are available to me to help me and my adjunct instructors improve our interactions with students.
2. Let my students know about resources for students who are dealing with food and housing insecurity.
3. Share scriptures with class about charity and belonging and encourage my adjunct faculty to do the same.
4. Check <https://belonging.byu.edu/> monthly for updates and resources.
5. Share information and resources from the Office of Belonging with my adjunct colleagues.

Report:

1. I was successful in making contact with the office of belonging at their event early in fall semester 2023. I went with colleagues and encouraged students to go to the event. I spoke with Kathleen Reyes, Program Manager for Belonging and Diversity in FHSS. I am now more familiar with their mission. I also advertise events and lectures in the slides that are used in all sections of SFL 110 on campus (taught by me and 2 adjunct faculty members). I went with colleagues and invited students to attend events to celebrate Dia de los Muertos in the student center.
2. I also shared in class and via announcements the resources that are available for students with housing and food insecurity (local bishop or office of dean of students). We also discussed CAPS, Women's Services and Resources, and the Biofeedback lab. When I find new, helpful resources, I share.
3. I could have done better about intentionally finding and sharing scriptures and talks about belonging and charity. I will make this a focus of Winter 2024.
4. I follow @byuofficeofbelonging on Instagram. I regularly check the office of belonging website for events.
5. I share events with my adjunct colleagues via email or on the slides that they share in class.

I helped facilitate SFLSA activities in the foods labs, making it a gathering space that all SFL majors are getting to know. We hold lunch with professors and other activities there. We had an SFLSA board bonding activity in the lab. These were unexpected opportunities to create belonging and unity in the foods lab. I also help the DIB sub-committee of SFLSA plan activities that foster belonging and inclusion, including a mental health panel in fall 2023. I have learned that there are many, many events on campus. I can't go to all of them, but I can broaden my mind and learn from different disciplines.

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1. Continued travel funds
2. Communication from the college on lectures
3. Staff in the lab to cover class when a conference schedule conflicts with class schedule since canceling class or holding class remotely is not an option.

Long Term Professional Development Goals (post CFS review)

1. Attend an international conference.
2. Submit proposal to present at a national conference.
3. Continue to serve on state boards.

Plan:

1. Set aside time each week to check websites for conferences and calls for presentations.
2. Continue to attend conferences and determine how I can contribute, then submit a proposal to present.
3. Stay on UAFCS or serve on UATFCS. (currently serve on both)
4. Continue to serve on FCCLA board, attending fall leadership and winter star events.

Resources needed to accomplish goals:

1. Travel funds
2. Continued encouragement from Natalie to participate in conferences.
3. Staff in the lab to cover when I'm gone at conferences and FCCLA events.

Activities and Accomplishments thus far:

I have attended university, state, and national conferences. I have helped plan and presented at the two most recent UAFCS and UACTE conferences. I have had FCSE majors assist me in presenting and plan to continue to involve them. I am getting more comfortable in my role as an FCSE leader in the state. I was the recipient of the 2023 – 2024 UACTE Postsecondary Professional Award (for the FCS division and for the state). I'm meeting more people and am learning from them. I consult Utah State Strands and Standards when developing curriculum to help prepare our majors for teaching. I read ACTE publication every month to see what is current in Career and Technology Education and now know how to access the AAFCS journal. I listen to educational podcasts.

CITIZENSHIP

Strengths

I have built a good working relationship with the other faculty advisors for SFLSA and with the students in the association. I attend as many presidency and board meetings and activities as I can, intentionally clearing my schedule to be there for the students. The access I have to the walk-in refrigerator and freezer and carts is especially helpful for activities. I am aware of resources available to me through the BYU Clubs office, including where to find general policy statements and training material for officers. I fulfill my responsibilities on the scholarship committee with care and I meet deadlines.

I have utilized the expertise of seasoned UAFCS board members, including Natalie Hancock and Shelli Barnum, to learn how to lead our state affiliate of AAFCS. I now have a contact at the national AAFCS office to whom I can go for questions. I have a good working relationship with members of the board. We have good attendance at and participation in board meetings. We planned 2 successful fall conferences. I presently serve as past-president.

I am willing to learn how I can better contribute to new committees on which I serve, including BYU's secondary education committee, Utah's FCCLA board, and BYU's FCS Alumni chapter.

Weaknesses

During my time as adjunct faculty, I didn't expect to have a career as a tenured professor in academia, so many of the professional involvement and development expectations are new to me. I am trying to determine how I can best contribute in my specific role in each organization.

I tend to think that productivity means teaching or writing curriculum or attending meetings. I have a hard time recognizing that spending time knowing what is going on in my professional organizations is also an important part of my job.

Short Term Citizenship Goals (prior to CFS review):

1. Compile notes for future SFLSA faculty advisors
2. Compile notes for future UAFCS president (completed fall 2023)
3. Continue attending SFL Faculty Meetings
4. Become familiar with information on professional websites

Plan:

1. Continue to work on BOX folder for SFLSA advisors.
2. Read notes from UAFCS past president, Shelli Barnum, and compile notes into one spot for future board members before December 31, 2023. (completed December 2023)
3. Spend time on professional websites each week.

Resources needed to accomplish goals:

1. BOX and google drive for file sharing.
2. AAFCS, FCCLA, and ACTE websites
3. Funds to stay current on memberships in professional organizations.

Long Term Citizenship Goals (post CFS review):

1. Serve on a university committee.
2. Keep doing the things listed above.
3. Be a resource of information for SFLSA and UAFCS
4. Continue to serve on a professional committee outside of the university such as UAFCS or UATFCS. (currently serve on both)

Plan:

1. Stay involved in FWA and secondary education committee for continued opportunities.
2. Keep attending conferences and networking with other professionals.
3. Complete trainings, read policies, attend required meetings.
4. Attend national conference for continued networking.

Resources needed to accomplish goals:

1. Funds to stay current on memberships in professional organizations.
2. Travel funds to attend/present at conferences.
3. BYU clubs and AAFCS website

Activities and Accomplishments thus far:

I have attended faculty meetings and retreats. I have consistently promoted, attended, and contributed to SFLSA activities. We have hosted an activity each semester in the foods lab, and I have facilitated and attended those activities. I am a member of and have attended BYU Faculty Women's Association events. I authored the featured article for Family Connections Fall 2023 Issue. I have presented at state and national conferences and in the community.

7.3 Goals for SFL 215 Winter 2024

1. Give same pre-test and post-test and compare data from Fall 2023 to Winter 2024 to see if I improve my teaching of newer subjects.
2. Create enhanced lesson plans for subjects that I feel I could teach better. Do a bit more research and add more content for the following:

- a. Food deserts (student average score on post-test in 2023 was 8.9)
 - b. Global food supply (student average score on post-test in 2023 was 7.3)
 - c. Tips for deep frying (student average score on post-test in 2023 was 8.4)
3. Add a mini lesson plan on navigating eating disorders in the secondary foods classroom

7.5 Professional Faculty Development Project Plan and Report

Since I am on a professional faculty track, I do not have scholarship expectations. I have opted to create a professional project proposal.

I have a number of books on my shelf that can help me improve my teaching and avoid burnout. I find myself putting off reading to do “more important things” like planning for class, curriculum revisions, etc. Reading and learning from these books is important to me.

1. I plan to read 2 books (“7 Steps from Burnout to Happiness” and “The Joy of Teaching”) during fall semester.
2. I will take notes and discuss what I’m learning with my mentor. I plan to implement 2 best practices for teaching and 2 practices for avoiding burnout.
3. I will set aside time each week to dedicate to solely reading, note-taking and reflection.

Report:

1. The 2 best practices I chose to implement from “7 Steps from Burnout to Happiness” were:
 - a. Be more intentional about nourishing my body, especially eating more fruits and vegetables.
 - i. I’m still working on this. I did pack lunches and snacks to bring to work that helped me eat nutrient-dense foods.
 - b. Make a weekly to-do list to help alleviate anxiety on Mondays.
 - i. This change was HUGE! I used to calendar items on days of the week and got frustrated when I didn’t get them done on the designated day.
 - ii. Now I take time on Sunday evenings to make a weekly checklist in the notes app on my phone. Sometimes I get all items done by Tuesday. Other weeks, it takes all week, but that’s ok. My weekly list gets done. I’m very task-oriented, and I’ve found that this approach works very well for me. I will continue my weekly to-do list.
 - iii. My mentor, Natalie Hancock, was very aware of my struggle with juggling all of my tasks, and was very happy to hear I have found a solution that works for now.

NOTE: This book surprised me because there was nothing about work. All items discussed had to do with best practices in personal life/at home, to avoid burnout and to be best prepared for work life. I really enjoyed this aspect of the book.

2. The 2 best practices I chose to implement from “The Joy of Teaching” were:
 - a. Check the tone of the syllabus for SFL 215 to ensure it’s what I want – friendly, fair, firm, flexible.
 - i. I was pleasantly surprised to find that the syllabus reads just like I want it to. I made very few changes – VERY FEW.
 - b. Include questions in weekly announcements to give students things to ponder before coming to class.
 - i. I thought this would be a great addition to announcements. It worked well for 215, and students came to class prepared to discuss a certain item I had included in the announcement.
 - ii. This doesn’t work as well for SFL 110, probably because we don’t have a designated lecture time. I think the thing that will be most helpful for 110 students is to include

syllabus (policy) reminders in announcements. The 110 students seem to get frustrated about grades, deadlines, etc., and I want to remind them throughout the semester of certain policies, etc.

I still struggle to make time to read and reflect, but I have more books I want to read, and I will continue to set goals to read books each semester.

The books I plan to read in Winter 2024 are:

“The Meaning of Food” by Patricia Harris, David Lyon, and Sue McLaughlin

“The Leader’s Guide to Unconscious Bias” by Pamela Fuller, Mark Murphy, and Anne Chow

Course Development Project (in lieu of Scholarship Development Goals) and Report

SFL 215 is a required course that is fairly new to our Family and Consumer Sciences Education major map. It is a course that was developed to meet the needs for our FCSE majors. The course includes advanced food preparation techniques and technologies that were previously missing from our students’ course of study.

One thing I would still like to do to improve SFL 215 is to incorporate current issues like food culture, global food supply, hunger, and food deserts into the curriculum. I believe I can do this by prayerfully considering topics that we do not currently cover in the course, finding books, current articles or videos on the topic, and taking time in class discussions to share this new information. I will do this as needed, but at least 4 times/semester.

I plan to give a pre-test, using a Likert scale, asking students about their knowledge and comfort level with various topics and skills, including food deserts, global food supply, and hunger. As we discuss these topics during the semester, I will ask questions as a formative assessment of new learning. In the last class of the semester, I will give the same assessment, this time as a post-test. I will use the pre- and post-tests to assess if I’ve met my goal of introducing new information and helping my students expand their knowledge of food availability and culture and food.

Report:

I was able to find articles and news videos about food insecurity in the US and abroad. I read more about food supply and what affects it, both in the US and abroad. I attended a very informative lecture in October.

I prepared mini-lessons in which my class discussed the following:

1. Food supply in other countries
 - a. “Hungry Planet” is a book and website that has photos of families with the food they would purchase to eat for one week
 - b. Attended October 25, 2023 Ballard Center for Social Impact Lecture with Felipe Queipo from the UN (communications officer, convert to the church, and BYU graduate)
 - i. What are causes of poverty?
 - ii. Poverty – hunger cycle
2. The opening of the first black-owned supermarket in Indianapolis in a neighborhood that was formerly a food desert
 - a. What is a food desert? Why should we care about food deserts? What can be done about food deserts?

- b. my daughter lives in Indianapolis and shared this with me. It was very impactful.
- 3. What resources are available to BYU students facing housing and food insecurity
 - a. Local bishop
 - b. BYU Dean of Students
- 4. Food supply in the US, disruptions, etc.

Here are results from Likert scale. I chose to assess other topics/skills besides food supply/insecurity. I was very pleased with the results and plan to repeat this in Winter 2024, improving upon and adding to the lesson materials, hoping for greater increases.

Items as listed on Likert scale of 1-10	pre-test score	post-test score
1. Food deserts: what they are and what to do about them	1.6	8.9 (up 456%)
2. Current threats to global food security	3.4	7.3 (up 115%)
3. Proper techniques for preparing laminated pastry dough	3.9	9.1 (up 133%)
4. Food and culture: factors that impact food choices around the world	5.1	9.2 (up 80%)
5. Tips for baking, assembling, and decorating a cake	6.3	9.5 (up 51%)
6. Ways to reduce food waste	6.4	9.1 (up 42%)
7. Tips for deep frying	4.3	8.4 (up 95%)
8. What a proofing oven does and how to use one	5	9.3 (up 86%)

NOTE: when my students read “food desert” on the pre-test, they thought it said “dessert.” Many of them had never heard the term “food desert.” I’m thrilled to see a 456% increase on that score.

7.6 Citizenship Development Goals and Report

BYU is placing more emphasis on belonging. I feel strongly that the food labs should be a safe and educational space for all students. I want to be an active contributor to the goal of belonging. I teach students, not curriculum.

To accomplish this, I will do the following:

1. Visit the Office of Belonging to see what resources are available to me to help me and my adjunct instructors improve our interactions with students.
2. Let my students know about resources for students who are dealing with food and housing insecurity.
3. Share scriptures with class about charity and belonging and encourage my adjunct faculty to do the same.
4. Check <https://belonging.byu.edu/> monthly for updates and resources.
5. Share information and resources from the Office of Belonging with my adjunct colleagues.

Report:

1. I was successful in making contact with the office of belonging at their event early in fall semester 2023. I went with colleagues and encouraged students to go to the event. I spoke with Kathleen Reyes, Program Manager for Belonging and Diversity in FHSS. I am now more familiar with their mission. I also advertise events and lectures in the slides that are used in all sections of SFL 110 on campus (taught by me and 2 adjunct faculty members). I went with colleagues and invited students to attend events to celebrate Dia de los Muertos in the student center.
2. I also shared in class and via announcements the resources that are available for students with housing and food insecurity (local bishop or office of dean of students). We also discussed CAPS, Women's Services and Resources, and the Biofeedback lab. When I find new, helpful resources, I share.
3. I could have done better about intentionally finding and sharing scriptures and talks about belonging and charity. I will make this a focus of Winter 2024.
4. I follow @byuofficeofbelonging on Instagram. I regularly check the office of belonging website for events.
5. I share events with my adjunct colleagues via email or on the slides that they share in class.

I helped facilitate SFLSA activities in the foods labs, making it a gathering space that all SFL majors are getting to know. We hold lunch with professors and other activities there. We had an SFLSA board bonding activity in the lab. These were unexpected opportunities to create belonging and unity in the foods lab. I also help the DIB sub-committee of SFLSA plan activities that foster belonging and inclusion, including a mental health panel in fall 2023. I have learned that there are many, many events on campus. I can't go to all of them, but I can broaden my mind and learn from different disciplines.

New Faculty \$500 Grant Proposal
School of Family Life
Associate Teaching Professor, Foods

My primary responsibility in the School of Family Life is to oversee our foods classes: SFL 110 (Food Preparation in the Home), SFL 215 (Advanced Food Preparation), and SFL 340 (Family Meal Management). These courses have been developed with Family and Consumer Sciences Education (FCSE) majors in mind and the skills that they need to grasp before teaching in the public schools. Students from all disciplines on campus are welcome to take our classes. Every student who takes our classes, regardless of major, is better prepared for life, especially for family life. They all learn valuable skills like:

Meal planning
Time management
Teamwork and communication
How to follow instructions
Consumerism
Nutrition
Dietary needs through the lifespan

Some of the technical skills that our FCSE majors need, but are not limited to, include:

Proper knife use
Cuts of meat and their preparation
Baking and pastry techniques (including basic cake decorating and laminated doughs)
Culinary math
Sauces
Yeast doughs

I am requesting the \$500 grant to be able to enroll in cooking classes so I can better coach my students through more advanced techniques. Examples of classes I would take and cost are:

Cake decorating class at Orson Gygi in SLC	\$150
<ul style="list-style-type: none">• Master correct consistency for frosting and learn from an expert how to assemble, crumb coat, frost, and decorate a cake	
Pizza cooking class at Orson Gygi in SLC	\$95
<ul style="list-style-type: none">• Learn more about yeast doughs and about new countertop pizza ovens that are available for home and school use	
Decorated Sugar Cookies at Orson Gygi in SLC	\$125
<ul style="list-style-type: none">• Learn a skill that I do not yet possess, allowing me to better discuss all areas of dessert preparation	
International cuisine cooking classes at Sur la Table in Murray	\$95
<ul style="list-style-type: none">• Learn more authentic methods for preparing cuisines with which I lack familiarity, like: Greek, Thai, Indian, and Japanese	