

SAMPLE 1

Faculty Development Plan

Associate Teaching Professor
Department of Ancient Scripture
Brigham Young University
December 2024

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SELF-ASSESSMENT

TEACHING

Strengths

- I love my students, and I rejoice in their learning and growth.
- I have several years of experience teaching the gospel with enthusiasm.
- I focus on engaging students' hearts and minds through narrative, discussion, and close readings of texts.
- I naturally blend devotional and academic approaches to the study of scriptural texts.

Areas for Improvement

- Even if I cannot learn them all, I want to get to know more students' names and stories and learn effective ways to mentor some individuals even while teaching large sections.
- I want a greater focus on student outcomes: reading with curiosity, leaning into questions, capacity to teach the gospel to others, etc.
- My midterms and final exams don't always feel like authentic assessments of learning.
- I want to continue to seek ways to mentor students, including my TAs.

CITIZENSHIP

Strengths

- I am quick to accept and respond to committee assignments, which I take seriously and enjoy.
- I genuinely delight in other people, so I already feel a deep sense of affection and admiration for my colleagues.
- I am happy to participate in department, college, and university meetings. I appreciate opportunities for growth and learning.

Areas for Improvement

- My first semesters I spent so much time just being ready for classes that I rarely left my door open at work. I want to better cultivate relationships with my colleagues.
- I want to deepen collaboration with colleagues, learning to listen humbly and being willing to ask for feedback.

SCHOLARSHIP

Strengths

- I read voraciously; I write well; and I have an inquisitive mind.
- Synthesizing information comes naturally to me.

Areas for Improvement

- Although I enjoyed researching and writing my Master's thesis and my dissertation, I still do not have much experience in publishing academically.
- There is much scholarship in Book of Mormon Studies with which I am not yet familiar.
- Because I do not have a research expectation, I find it difficult to make time to write.

TEACHING PLAN

I will continue to hone my craft by deepening my content mastery. The past three semesters I read several books and articles of scholarship that expanded my understanding of the material I am teaching, and I will continue that practice this year.

I prepped Rel A 121 and 122 first semester, and I taught Rel A 250 online second semester. As I went through the 250 material, I began to draft my own syllabus for the course, determining how I would like to teach it in person. I taught Rel A 275 in the fall. I made a plan to familiarize myself with relevant scholarship, and I spent hours developing the syllabus. While focusing on saving doctrines, in keeping with the SRE's focus on helping students "strengthen their ability to find answers, resolve doubts, [and] respond with faith," I sought to focus on recent developments in Book of Mormon Studies: questions of gender, race, violence, and meaning. I will make adjustments to the syllabus as needed while teaching it. I have asked to teach 250 in person and will continue to add preps as needed by the department.

I had about 85 students in my classes winter semester 2024 who were in my 121 sections fall 2023. While I experience difficulty learning all of my students' names, I focused on knowing these 85 students well. The practice helped, and I continued it fall semester, looking up former students. However, since I taught 275, I had fewer repeating students. I used and will continue to use the flashcards app to learn students' names, again focusing on my two smaller sections and those I have taught in the past.

The past three semesters I observed at least three other professors each semester to glean pedagogical approaches and insights into content. I will plan to observe at least three classes each semester this year. I will also discuss with my mentor, the CTL, and others effective methods of assessment.

I want to develop a survey or a way to measure students' ability and interest in reading with curiosity, humility, and attentiveness and teaching with joy and confidence at the beginning and end of the semester.

My student ratings were between 4.6 and 5.0 last winter semester. I did a midcourse evaluation that helped me learn that I needed to better help my students prepare for exams. Combined with my department chair's suggestion that I create a lecture guide, I implemented that change second semester. Another weakness from the evaluations was course organization, and I worked with my TAs in preparation for winter semester to make the structure clearer and expectations and schedule more readily accessible to students. Winter semester, my ratings were a little higher in in-person classes (between 4.7 and 5.0) and quite a bit lower in the online course (4.4-4.9). I am working with my TAs to continue to make the course structure clear and accessible.

CITIZENSHIP PLAN

I actively engaged with my three committee assignments last year. For the Student Symposium, I read and gave feedback on twelve student papers, helped students assure the quality of their presentations, and oversaw one session. For the upcoming symposium, I read and gave feedback on fourteen papers. I will continue to participate in this committee.

For the Diversity and Recruitment Group, I specifically helped identify and recruit potential hires who will bring a diversity of experience and background. I went to lunch with Chris Chun and had several informal conversations with him to help him understand the vision of BYU. I helped prepare department readings to help faculty appreciate the value of diverse hiring practices. At SBL, I kept my eyes out for potential hires who will bring unique insights to the department. I have been encouraging Chelsea Chipman to pursue a doctorate degree in hopes that she'll consider applying as a teaching professor in the future. I have worked to encourage Ariel Cuadra to consider applying here as well. I will continue my active work with the group this year.

My final committee responsibility was the Teaching Advisory Committee, and I attended meetings and observed classes of adjunct faculty and offered feedback and support. I will continue to help John Hilton with any needs he has in this area.

One informal way I sought to develop my citizenship was going to lunch with colleagues. I will continue this practice, and I hope to have my door open more this semester to lead to informal connections. BOMA has provided opportunities for collaboration, and I will continue to pursue that. Additionally, I will collaborate with Ken Alford on a paper for *The Teaching Professor* Journal.

SCHOLARSHIP PLAN

I actively participated in our Book of Mormon Association (BOMA) meetings last year, and I will continue to attend and engage there. I prepared a chapter on Captain Moroni's prophetic imagination for the forthcoming BOMA volume on the Amalickiahite war. I will continue to engage with BOMA, and I'm considering proposing a chapter about Moroni's injunction to a hermeneutics of charity when receiving the Book of Mormon.

I wrote a paper on God's *hesed* as manifested in the Davidic Covenant for the 2026 Religious Education (Sperry) Symposium.

Prepare a paper with Ken Alford for *The Teaching Professor* on a pedagogy of well-being (incorporating mindfulness practices into classroom instruction).

I don't want to lose the poetic impulse, so I will continue to write scripture-inspired poetry and submit it for publication.

MENTORING PLAN

I did not utilize my TAs as fully as I would have liked, nor did I cultivate deep and meaningful mentoring relationships with them during my first year. This year I will had a weekly meeting with them to discuss course needs as well as to facilitate a relationship with them. It felt very successful, and I will continue that practice in 2025 with my three TAs. I will also keep my eyes out for students to encourage in gospel scholarship as Nick Mason encouraged me.

Professional Faculty Development Project Goals Final Report

My Professional Project included an emphasis on mentoring and engagement with individual students.

Efforts and Outcomes:

Mentoring TAs

- I implemented the plan to hold weekly TA meetings and to see them as deliberate opportunities to mentor and train my students. This has led to several worthwhile discussions in which we have discussed challenges of discipleship, education, and relationships. We have also discussed their life goals and how to reach them.
- While I have not engaged my TAs in my research (which is minimal since I do not have a publication expectation), I have sought to train them on my pedagogical approach of education as ministry, and I've empowered them to see themselves as extensions of God's love even in the mundane work of grading and responding to students.
- My discussions with other professors regarding best practices in utilizing TAs has led to several changes, and now I give my TAs more autonomy. This has empowered them to find more effective ways of grading (specifically with regards to the semester project). They also developed ideas to help students be successful (sample papers, etc.) and have sought ways to streamline the course on Learning Suite.
- Overall, the deeper relationships we have fostered as I've sought to listen, understand, and empower my TAs has been very rewarding and beneficial.

Counseling and mentoring struggling and interested students

- I have forged some really meaningful relationships with students who are struggling with challenges of faith. One student met with me an average of once a week, asking questions and seeking answers. He got to a place in which he felt comfortable serving a mission. I am loving his weekly emails from the field! Another student has sought advice navigating challenges related to mental health and faith crisis. I have encouraged him in his poetry since that is a love we share, and I have seen peace and hope restored in him.
- I have counseled several other students seeking insights and direction, and I have consistently sought to cultivate student potential.

- I have developed a process for learning names of those who are friends of other faiths, former students, and those I've counseled with. I feel like this has helped me more successfully learn names this semester.
- While I have deliberately sought to mentor those students who are struggling, I have not been diligent at keeping a log of student visits. I will rededicate myself to this practice.

Course Development Final Report—Rel A

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Student Learning:

- *Learning Outcomes*—I felt like my articulated learning outcomes were clear, course-appropriate, and aligned with the Strengthening Religious Education document (which articulates the desired outcomes for Religious Education). I tried to more deliberately articulate in the syllabus and in class how these outcomes reflect the Aims of a BYU education. I could more clearly connect learning activities with learning outcomes in Learning Suite, but the syllabus clearly articulates the desired outcomes.
- *Learning Activities*—The course is well-organized, and learning activities are directly related to the learning outcomes. I consulted with other teachers of large sections to ensure relevance of activities to student outcomes. Learning activities are designed to engage students even in large sections. Several students noted appreciation for lecture guides, opportunities to discuss with peers, and the more formal assignments. *(see student comments below)
- *Learning Assessment*—I am still struggling a little to hone my ability to craft assessments that are manageable with large sections and which simultaneously reflect authentic assessment of student growth and learning. One strategy I obtained from the CTL which helped was to include self- and peer-evaluations of larger projects. This helped with grading and also gave students an opportunity to reflect on how projects met desired learning outcomes.

Learning Environment:

- *Relationships*—Relational pedagogy is one of my core emphases, and I strive to cultivate a learning environment of love, respect, and purpose. Gospel methodology is inherent in my subject matter as a course on the Book of Mormon, but my approach seeks to go beyond the obvious to deliberately foster a covenant community of belonging. Students often have the opportunity to discuss relevant and challenging issues with each other before discussing as a class.*
- *Settings*—Inspiring learning can be challenging in large sections, but my lectures seek to engage the heart, mind, and might (will). I use diverse artwork in my PowerPoints, I value diverse opinions, and we openly discuss the importance of belonging. My TAs are aware of all students who have university accommodations, and I work with students to be successful.

- *Materials and Other Resources*—I have deliberately included the contemporary voices of women, ethnic minorities, and others in my additional readings and quotes in class to create a symphony of perspectives and experiences. Each of these voices is in harmony with the prophetic priorities and the purposes of Religious Education.*

Processes of Improvement:

- *Course Improvement*—I have used data from class exams and student evaluations to make improvements to the course this second semester teaching it. I specifically noted where students struggled last semester and have been more explicit in instructions and in setting up assignments for students to succeed. I do want to create a more focused way to measure student cultivation of curiosity and deep reading practices.
- *Professional Development*—I am not a natural self-evaluator, so I have needed to force myself to engage in practices of evaluation. I do, however, consistently seek new ideas and pedagogical concepts through reading and observation of other teachers.

Overall Evaluation: Overall, the course was a success. Student ratings were slightly higher than past courses (uncertainty range average of 4.75-4.95 as compared with 4.68-4.93 last semester), and it was empowering to create a course so deliberately focused on course outcomes and student development.

Goals for Second Semester Teaching:

- Create a survey to assess student curiosity and engaged reading at beginning and end of the semester.
- Simplify challenging concepts such as race and gender in the Book of Mormon to help students have clear takeaways.
- Clarify elements of Inspired Question Paper and self- and peer-evaluation process for Creative Discipleship Project.
- Connect Learning Activities with Learning Outcomes in Learning Suite.

*A Few Relevant Student Comments:

- During most lectures, there was at least one opportunity for us to discuss questions/ideas/etc with the people around us, and with the structure of the

assignments, it was very hard NOT to have opportunities to engage in the learning process.

- Questions were thought-provoking and class input and questions informed the shape of every class in a way that was edifying and made the lecture more meaningful.
- Professor definitely shows the utmost respect for each of his students. No matter what was said in class, he was always understanding and interested in everyone's opinions and thoughts. He truly wanted to hear student's question, opinions, and concerns.
- Always always always he was so incredibly respectful of the feelings, opinions, questions, and concerns of his students. Many times he would have a line of students at the end of class wanting to ask him questions - that's how comfortable he made everyone feel with asking questions. He would spend as much time as necessary to look each student in the eyes, see them, hear them, understand them and their questions and gently provide information, knowledge, or advice that could help them find the answer to their questions. He is just phenomenal, truly I can't say enough good!
- He always had multiple sources to provide different views of concepts.
- He is a great lecturer and brings up a lot of difficult or hard questions asked in the church. We considered different perspectives and used other church sources to help.

Citizenship Development Goals Final

Report

To increase collaboration and collegiality, I did the following three things last semester:

- Attended Book of Mormon Association meetings every three weeks to discuss teachings and doctrines of the Book of Mormon with colleagues. I prepared a paper for publication, and discussed its ideas with colleagues. The chapter just went to press, and it was stronger because of the collaboration of colleagues.
- Observed three other professors teach and went to lunch with a colleague to discuss pedagogical practices. This semester I have added a long-term observation of a colleague in which I observe his class regularly and we visit to discuss pedagogical practices after each class.
- Began research for a collaborative paper on a pedagogy of wellness (implementing mindfulness practices in the classroom) to write with Ken Alford to submit for publication in *The Teaching Professor*.

SAMPLE 2

2025 Faculty Development Plan

Updated 10 February 2025

Ancient Scripture/Jerusalem Center, Religious Education, BYU

Self-Assessment (Pre-Winter 2025)

My first 18-months as a faculty member in Religious Education has provided me with an invaluable experience to learn about my abilities in teaching, scholarship, and citizenship as it pertains to my responsibilities and as I measure myself against the Strengthening Religious Education document. I have sought to utilize the Strengthening Religious Education document as my guide throughout my time as a faculty member and have seen areas in which I have excelled and areas in which I need improvement.

Through my first 18-months as a faculty member, I have seen a drastic increase in my ability to provide “excellent teaching of the restored gospel of Jesus Christ in a way that helps each student achieve the objectives envisioned in the statement of purpose.” While I came to be BYU with experience in Religious Education as a Seminary and Institute Instructor and having been an adjunct instructor in Ancient Scripture prior to my appointment, I found that many of the teaching approaches that I employed in these capacities needed refinement while providing a spiritually strengthening, intellectually enlarging, and character-building educational experience. During my first semester, given my academic training in ancient religions and languages, I found that I overemphasized the intellectually enlarging component of my classes. This is reflected in the student evaluations that I received for this semester of courses. Multiple responses from students highlighted that the class was “more of a history class than a religion class per se” and “contained numerous insights and information that made the context of the scriptures come to life.” While such an approach to teaching satisfied the intellectual component of the course, I found that such responses from students indicated that the courses I was teaching needed to have a more overt spiritual and character-building connection to them.

One of the character attributes that I feel makes me an effective faculty member is my willingness to hear students (primarily through mid-course and end of course evaluations and office hour visits), evaluate their statements, and then implement adjustments that better align their needs with the objectives of the course and the Strengthening Religious Education document. During the Winter 2024 semester, the Spring 2024 term, and the Fall 2024 semester, I worked diligently to ensure that the courses I was assigned to teach were more overt in emphasizing how an intellectually enlarging education leads to greater faith in Heavenly Father and his great plan, Jesus Christ and his atonement, and the restored gospel. This effort produced almost immediate results as the student evaluations more regularly included statements that the course was “the perfect balance of intellectual rigor and spiritual nourishment.” I especially fine-tuned my courses during the Fall 2024 semester to ensure that they meet this balance and leave students feeling intellectually enlarged and spiritually enlightened, with the intention that my courses lead to lifelong discipleship and assist students in finding answers and resolving doubts from a perspective of faith and hope as we study together the words of scripture

and modern prophets. To receive an additional means of gauging my progress in these areas during this semester, I conducted several mid-course evaluations with the students and using AI technology, synthesized their comments and especially their concerns into seven statements of improvement and presented the students with them mid-way through the semester. In addition to emphasizing to the students that I had listened to their comments, I also presented them with plans of how I intended to address their concerns or detailed explanations as to the why certain components of the class were the way they are. This was highly effective as my student ratings for the Fall 2024 semester were significantly higher than my previous three semesters. I want to continue to improve this semester by employing the SCOT program of the Center for Teaching and Learning and invite them to evaluate one of my classes in March 2025. In this evaluation, I want them to look specifically for the weaving of intellectually enlarging discussions with the purposes of religious education and to focus on how they see the students interacting with the content as an indicator of its effectiveness.

Through my 18-months as a faculty member, I also learned that I have a great desire and ability to produce scholarship and write frequently on topics related to history, the Bible, the Book of Mormon, and the Dead Sea Scrolls, both to the academy and to Latter-day Saints. Through the year, I was able to publish five articles and one co-edited volume and present my scholarship at three conferences, one on campus here at BYU, a national conference in San Diego, California, and an international conference in Montreal, Canada. Additionally, I have had five articles accepted for publication in the coming year, received an invitation to serve as an editor of one of the SBL Critical Editions of the Bible volumes and to sit on their editorial board, submitted my dissertation for consideration to be published by de Gruyter Brill, received an invitation to produce a textual criticism history of the Hebrew Bible Minor Prophets, have been actively working on co-authoring a book with Avram Shannon on the Tribes of Israel, and am in the final stages of producing two publications for BYU studies that focus on mentoring students in the study of the Hebrew Bible that will be co-authored by the students whom I am mentoring. By completing this work, I found that I have an effective routine in producing written work and engaging in relevant conversations. I also learned that I unwisely take on more projects than I need to and as such I have taken time away from larger publications that could make a greater impact in my fields of expertise and help me advance as a leader in my field of research. This is demonstrated in the time that I have taken away from one of my three-year goals in scholarship which was to submit a revised version of my dissertation for publication, which has been rectified and my dissertation is now under consideration for publication by an internationally renowned press.

I have thoroughly enjoyed the formal and informal opportunities that I have had to contribute to Religious Education and Ancient Scripture through citizenship assignments. During this first 18-months, I was diligent in participating in my committee assignments, including the Religious Education Student Symposium and the 2026 Sperry Symposium. While I participated in these meetings, I found that I could do more to contribute to these committees in the future. By recognizing this, I was more proactive during the Fall 2024 semester in utilizing skills that I have developed as an editor in helping shepherd the chapters for the 2026 Sperry Symposium volume to publication, which was sent to press in late January 2025. Additionally, I had a greater desire to mentor students in not

only producing impactful presentations for next year's student symposium, but also in helping them turn those presentations into publication opportunities. I also would like to excel in my participation in my informal citizenship assignments, including my position on the editorial board for the BYU New Testament Commentary Series. To improve my interaction with the editorial board, I volunteered to be the publication director of the project and I now work with each individual author to make sure that deadlines are being met and serve as a liaison between BYU studies and each author in accomplishing their publication goals. I have also openly volunteer to review articles submitted to various venues within my fields of expertise, reviewing 3 articles during the Fall 2024 semester with a turnaround time of less than a week on each assignment.

As outlined above, I believe that I have been productive and effective as a member of the faculty at BYU and in Religious Education. I believe that I have had a successful 18-months in all the areas of responsibility that I have been given. I have identified areas of improvement in my teaching, my scholarship, and my citizenship and I intend to evaluate my progress monthly. At the end of each month, I have implemented a series of questions that I can ask myself to check my progress. These include, "How have you intentionally connected intellectual conversations in the classroom to building and sustaining faith?" "How have you encouraged students to apply what they are learning to their everyday life?" "Did you request a SCOT review? If so, did the SCOT review happen? What did you learn if it has?" "Are you remaining vigilant in focusing your scholarly efforts in publishing your dissertation?" "Did you quickly complete any assignment you received this month within a week timeframe?" By answering these questions regularly, I feel confident that the improvements I have outlined above will be met and allow me to continue to progress as a faculty member.

Teaching Goals for 2025

I will constantly strive for improvement in teaching and enhancing the learning experience for the students at BYU. To do this, I will focus my attention on constantly preparing, evaluating, refining, and incorporating feedback into the courses that I teach. Even when I teach courses that I have previously taught, I will seek to prepare for each class session as though it were the first session, reviewing readings assigned to students and searching for new preparatory activities that will enhance the classroom experience. I will constantly seek evaluation from the classroom experience from students, fellow faculty, members of the CTL, and myself to ensure that I am constantly striving to be the best teacher that I can be. I will refine my classes by always editing the content that is presented, even if only by a little bit, to meet the needs of the students and to align with the expectations of the Strengthening Religious Education document. This will be especially important when incorporating the teachings of Modern Prophets and incorporating their most recent teachings. To accomplish these goals during the 2024–25 academic year, I will complete the following objectives and tasks according to the relevant timeline.

- 1) Develop a foundation design for my REL A 300 class that I will be teaching in the Summer 2025 term. To accomplish this, I will complete the following tasks according to the following timeline:

- a. Review the REL A 300 Course Objectives and Description of the Course on the Religious Education website and the BYU Catalog (February 2025)
 - b. Review syllabi and course outlines that I solicit from colleagues in Ancient Scripture of their REL A 300 courses (March 2025)
 - c. Produce an outline of key objectives, topics, assignments, and schedule for the Summer 2025 REL A 300 course (April 2025)
 - d. Transfer the outline of the course to a syllabus for the Summer 2025 REL A 300 course (May 2025)
 - e. Hire a student assistant to assist with the course (June 2025)
 - f. While teaching the REL A 300 course in the Summer term, I will keep a digital notebook on things that can be improved for the second time that I teach the course at a future date (June – August 2025)
- 2) Redesign the foundation for my REL A 121 Fall class to align with the feedback I received after completing my first semester of teaching the course (Winter 2024). To accomplish this, I will complete the following tasks according to the following timeline:
- a. Review all student reviews and evaluations from Winter 2024 (July 2025)
 - b. Work with my student assistant to transfer the updated schedule, readings, and assignments to Learning Suite for Fall 2025 class (August 2025)
 - c. Update class lectures and discussions to include content from modern apostles and prophets that align with the topics being discussed in each class (September – December 2025)
 - d. While teaching the REL A 121 course in the Fall semester, I will keep a digital notebook on things that can be improved for the next time that I teach the course and to provide helpful outlines for others who may be teaching the class (September – December 2025)
- 3) To assist me in improving my teaching skills, I plan to continue to visit one class from each of my colleagues in Ancient Scripture during the academic year. To accomplish this, I will complete the following tasks according to the following timeline:
- a. Print off a schedule of the courses and times in which the instructors in Ancient Scripture teach (January 2025)
 - b. Produce a tentative schedule of times to visit each instructor during their classes with the intention of attending one class per week during the Winter 2025 semesters (January 2025)
 - c. At the beginning of each month, I will email each professor outlining my desire to observe their class to help with my own personal teaching development and requesting to visit one of their classes on the pre-determined date (January 2025 – April 2025)
 - d. To track the insights that I receive through this process, I will maintain a digital notebook with specific notes on how I can improve my teaching and then utilize those notes in goal #5.
- 4) Invite one colleague a month to sit in on one of my classes

- a. At the beginning of each month, I will solicit colleagues from Ancient Scripture to sit in on one of my classes via email. I will carefully select professors that I feel provide effective teaching experiences in ways that are different from my own and give them a choice of classes to sit in on during the month. If a professor is unable to view my class, I will email another professor with the same invitation.
- 5) Mentor potential hires for the Department of Ancient Scripture while they adjunct
 - a. I will visit with each of the adjunct professors in Ancient Scripture during the semester to offer mentorship as they teach their courses, express my willingness to visit their classes to provide feedback for the classroom experience, and encourage them in their teaching in any way that is advantageous for them.

Scholarship Goals for 2025

To become the best scholar that I can be in my fields of Dead Sea Scrolls, Hebrew Bible Minor Prophets, Biblical History, Book of Mormon, and Wilford Woodruff, I will daily strive to read for 30 minutes per day the most recent and relevant research, usually in the form of books and journal articles. Additionally, I will write uninterrupted for at least 90 minutes each day and spend 30 minutes editing the work that I have written from the day before. I will incorporate the things that I learn in my teaching in the classroom, and I will find ways to share what I learn with my colleagues to enhance their own scholarship. Each year, I will submit at least 3 articles or chapters for consideration for publication and present my research at two academic conferences, preferably top-tier conferences in which my research will reach the field leaders in the academy. I will likewise seek to make my scholarship accessible to the public and Latter-day Saints through publications and presentations in public scholarship venues. Additionally, every 2 years I will submit a book for publication, alternating between academic and gospel scholarship. To accomplish these goals during 2025, I will complete the following objectives and tasks according to the relevant timeline.

- 1) Long Term Project: Dissertation to Publication- Publish with de Gruyter *Reception History of the Minor Prophets in the Late Second Temple Period* (250 pages)
 - a. I will submit a formal proposal (Table of Contents, Overview of the Project, Sample Chapter, and Interest to Publish Form) no later than 28 February 2025.
 - b. I will then strive to write 1 chapter every 2 months, completing the manuscripts by June 2025
 - c. My expectation is that the volume will be published late 2026 or early 2027
- 2) Long Term Project: What the Bible Teaches About the Tribes of Israel (Co-Authored with Avram Shannon) (200 pages)
 - a. Avram and I will write for two hours each Monday, completing 1 chapter every 2 weeks, completing the manuscript in April 2025
 - b. Our expectation is that the volume will be published mid-2026 with Deseret Book or late-2025 with Covenant Communication
- 3) Long Term Project: SBL Critical Edition of Jonah (250 pages)

- a. I will submit a formal proposal (Table of Contents, Overview of the Project, Sample Chapter, and Interest to Publish Form) no later than 31 December 2025 to Ron Hendel, the Editor and Chief of the Project.
 - b. I will meet every Friday at 10am with ANES students interested in doing a Textual Criticism study of the Hebrew Bible and produce 1 verse of eclectic text each week, this will complete the text of Jonah by the end of the Winter Semester 2026.
 - c. After the eclectic text has been produced, I will turn my attention to writing the commentary and critical apparatus over the next two academic years (2026–2028) to finish the project prior to teaching at the Jerusalem Center in August 2028.
- 4) Short Term Writing Goals: Each of the Following Short Term Writing Goals are intended to be completed no later than 27 April 2025.
- a. Submit the article that I was invited to write on the developments in Textual Criticism of the Hebrew Bible in the 20th Century for the Bloomsbury publication *The Handbook of Twentieth-Century Biblical Interpretation* edited by Stanley E. Porter and August H. Konkel (15 pages) (April 30, 2025)
 - b. Complete a journal article on nomenclature and the Minor Prophet Manuscripts from Qumran to *Revue de Qumran* (15 pages) (June 30, 2025)
 - c. Complete a chapter for the 2027 Book of Mormon Academy volume on the use of Malachi 4:5–6 by the angel Moroni on his visit to the prophet Joseph Smith in 1823 (August 2025).
- 5) I have been invited to present at the 2025 International Organization of Qumran Scholars in Munich, Germany on the Dead Sea Scrolls Fragment that is wound around a stick from PAM 49.126, I will complete this presentation and its accompanying publishable article by 1 August 2025
- 6) I have submitted a proposal and am optimistic that I will be invited to present at the 2025 International Society of Biblical Literature Annual Meeting in Stockholm, Sweden on how trauma shaped the memory of the Dead Sea Scrolls community's Teacher of Righteousness (June 24, 2025)
- 7) Submit a proposal to the Book of the Twelve Section for the 2025 Society of Biblical Literature Annual Meeting on the Textual Status of the Minor Prophets in the Late Second Temple Period, as evidenced by the Quotations and Allusions to them in Second Temple Literature (March 15, 2025)

Citizenship Goals for 2025

I firmly believe that academia is best completed in collaboration with one another. I am committed to being connected with scholars within my fields of study, Religious Education, and the Church. To do this, I am committed to participating in activities and gatherings that bring people together to share their ideas and contribute to the overall success of various projects. In contributing to these gatherings and conversations, I want to represent myself, Religious Education, Brigham Young University, and the Church in the best light possible. I will give my everything to being a productive, trusted, and valued

partner in each organization that I have the privilege of being associated. To accomplish this overarching goal, I will complete the following objectives and tasks during 2025.

- 1) Serve on the editorial board of the BYU New Testament Commentary Series (2025)
 - a. 10 days prior to each Board Meeting, I will email each volume author a progress report for them to complete and report on each volume's progress in the Agenda Meeting Minutes
- 2) Serve as an advisor to the 2027 New Testament Stories Book (2025)
 - a. I will complete each batch that I receive within 5 business days of receiving the content to review and return it to the editorial team at the Church Office Building
- 3) Solicit and Review 10 articles for venues such as the Religious Educator, BYU Studies, Revue de Qumran, Dead Sea Discoveries, or other edited volumes overseen by colleagues in Religious Education and in the professional organizations that I am a member (2025)
- 4) Attend the business meetings for each of the professional organizations that you are a part of (Society of Biblical Literature, Canadian Society of Biblical Studies, Enoch Seminar, International Organization for Qumran Studies) (2025)
- 5) In the organizations listed above, and in the meetings that I have the opportunity to attend, I will volunteer in whatever capacity I am able, with the hope that I will eventually have the chance to serve on the boards of these organizations.
- 6) Present a four-session classes at BYU Education Week 2025, one on traditions about the tribes of Israel as found in extra-canonical works in both Judaism and Christianity as a follow up to the very successful class that I taught last summer (August)
- 7) Volunteer and give at least three guest lectures in ANES courses (2025)
- 8) Accept opportunities to appear on approved podcasts and media appearances (2025)
- 9) Complete at least 2 book reviews (one connected with Latter-day Saint Venues, and one connected with Academic venues) each year to aid other scholars in having access to recent scholarship

2025 Course Development Report

Ancient Scripture/Jerusalem Center, Religious Education, BYU
REL A 121: The Book of Mormon (1 Nephi – Alma 29)

Student Learning

The primary goal that I set in student learning for the REL A 121 course was that students would be able to have an “elevated academic and spiritual experience with the Book of Mormon.” In my first semester of teaching this course, I really focused on making sure that students had experiences with the Book of Mormon text that were both intellectually stimulating and spiritually strengthening. I evaluated my effectiveness to this end in the areas of learning outcomes, learning activities, and learning assessment.

Learning Outcomes: To effectively convey the learning outcomes of the course to my students, I emphasized the purpose of the REL A 121 class in two ways, first as it relates to the overall purpose of Religious Education at BYU as outlined in the Strengthening Religious Education document and second in the stated objectives of the REL A 121 course in the BYU course catalog. These outcomes are the first thing that students see on the syllabus and are frequently emphasized in my course lectures. I also found it impactful to describe these learning outcomes of approaching the Book of Mormon in both an academic and devotional way in terms of exercise. I frequently compare the intellectual components of the course to stretching before a workout. At times, these tasks feel tedious and can be uncomfortable. However, when they are paired with the actual exercise (the spiritual strengthening discussions), the course becomes a wholistic approach to the study of the Book of Mormon that leads to a more impactful learning experience. In my course evaluations, students referenced the analogy as helpful for them to see the worth of intellectual learning activities in a religious education course, but more importantly they saw this analogy as a representation of learning “by study and also by faith.” These outcomes derive their descriptions from the AIMS of a BYU Education and the learning activities, especially the Pericope Research Paper, frequently required students to ponder on how the assignment aided them in demonstrating the AIMS in their work. When evaluating the course, students consistently rated the course as at or above the department average in meeting the AIMS of a BYU Education, with one section being well above the department average. Throughout the first semester of teaching this course, I felt that I was very effective in communicating these outcomes to the students in multiple ways that aided their learning experience. In evaluating the course, I do feel that I could have been more intentional in tying the outcomes to each learning activity and assignment by utilizing the learning objectives tool in Learning Suite. This is an adjustment that I intend to make to the course while teaching it during the Winter 2025 semester.

Learning Activities: I was particularly interested to see the way in which students felt the course learning activities were organized. I was surprised to see that one of my sections of REL A 121 viewed my class as very effectively organized, rating the class at 12.6% points higher than the department average while the other section viewed my organization at 1.8% points below the department average. I expected that the numbers may be impacted by which class was taught first and which was taught

second, however, it was the first section that received the higher evaluation. This communicated to me that the students in the second class could have been benefited with more direct communication about organization and how it related to the learning outcomes. The student open comments were also very helpful in evaluating the effectiveness of the course. In three of the open comments for the REL A 121 class, students specifically mentioned the engaging nature of the class, especially as it relates to classroom learning. Another student emphasized that the organization of the class led to their success on assignments and especially on exams. One student also noted that they were impressed with my completing each class assignment alongside the students, helping them feel that each assignment was not busy work, but impactful to their learning experience. I was grateful that numerous students specifically mentioned the Pericope Research Paper was an impactful learning activity that helped them “dive into the scriptures and come closer to the Savior.” While many students felt that the class was well organized, in many ways I was surviving from week to week in creating the class. I could have been more effective in designing the class well ahead of the start of the semester to ensure that everything came together conceptually, rather than hoping that the class would build from one class and assignment to another. Now that the class is built, I feel that I can do more to weave each class period together and emphasize to the students that each activity will lead to an impactful learning experience.

Learning Assessment: In this class, students were assessed by four primary learning activities: a Book of Mormon quick read assignment, a mid-term exam, a pericope research paper, and a final exam. These assessments align with the three primary ways that Elder David A. Bednar has emphasized are the most impactful ways in which students of the scriptures can get the most out of their study. First, Elder Bednar has emphasized that having an overall understanding of a scripture text is necessary to understand and apply its teachings. The Book of Mormon quick read assignment aimed to specifically help students “articulate the narrative progression, history, and teachings of the Book of Mormon from 1 Nephi 1 to Alma 29.” This learning objective helps students, maybe for the first time, read the entirety of the text from 1 Nephi to Alma 29. Second, Elder Bednar emphasizes that scripture study needs to make connections with history, language, culture, and other scriptural text. The mid-term exam and the final exam assess how students internalized the information presented in our class. The information pertinent to the exam is all presented on the slides given in class and made accessible through Learning Suite. Additionally, key terms, important scripture passages, and short answer questions are highlighted at the beginning of each class so that students are fully aware of what from the discussions will be necessary for the exam. This helps aid the students in being able to sufficiently be instructed in what will be on the exams but also allow them to have impactful spiritual experiences with the text. The final aspect of scripture study that Elder Bednar emphasizes is studying the scriptures deeply. This is done by the Pericope Research Paper that is the culmination of 10, one-hour activities that are done throughout the semester and submitted at the end of the term. These pericope research papers were frequently mentioned as the highlight of the course for students. Students who fully engage in this experiential learning project learn about valuable tools and skills that can make studying the scriptures more impactful throughout their lives. Taken together, students were very effective in completing this activities and doing so at a high competency rate, as is demonstrated by a GPA average in the two classes of a 3.66.

Learning Environment

While the classroom is a wonderful space in which to engage in student learning, I am a firm believer that the most impactful learning experiences that my students have are outside of the classroom. Because of this, I attempt to do everything that I can to engage students in learning in multiple settings, especially in areas where the students can build relationships with others and with the texts themselves. As I reviewed the impact of the course on students, I found that there were especially influential experiences with relationships, settings, and course materials utilized outside of the classroom.

Relationships: I attempted to forge relationships from student-student and from myself to the students. To help foster an environment of acceptance and belonging, I assigned the students this semester to fill out a questionnaire about themselves. These questionnaires were then synthesized into a few key points by my student assistants to be read at the beginning of the class periods in which the student provided the opening prayer. It was encouraging to see students nod their heads in agreement with other student's hobbies or interests. I loved hearing people shout out across the room when they learned that a student was from a certain area of the world and the shouting student had a connection there as well. These little introductions led to certain students sitting next to each other in the classroom and engaging in meaningful conversations before, during, and after each class period. Additionally, this aided me in my efforts to memorize the names and faces of students. During the classroom experience, I have tried to integrate at least weekly, an activity that gets the students talking to one another and sharing their experiences with each other. These learning activities varied at times in effectiveness, especially when students were sitting next to individuals that they didn't connect with personally, but as the semester wore on, students were more willing to engage with each other. I also emphasized throughout the semester my desire to let students ask questions, even if they drew us away from the prepared material on the slides. In the student evaluations, respect for students was the highest of the tracked categories. I also felt that it would be important to foster relationships with students outside of the classroom. For this reason, I incorporated an extra credit opportunity for students to come by my office hours to allow me to get to know them and them to get to know me. In these one-on-one conversations, students frequently opened up about their questions or concerns and were willing to engage in deep and meaningful talks about faith in Jesus Christ and his restored gospel. These conversations always appeared to end with the students being more committed to their faith and renewed in their determination to keep true to it. These are some of my most cherished memories from the course and an activity that I plan on applying to all of my classes during my entire tenure at BYU. One area of improvement that I recognized during the semester in the forging of relationships was reaching out to students who didn't fully engage in the class. I have made a commitment this semester to reach out to every student who falls behind early in the semester to help them get back on track before the mid-term exam and ensure that they have the support necessary to obtain the necessary skills and outcomes for the course.

Settings: During my first semester teaching REL A 121, I found myself thinking outside of the proverbial box in trying to have more experiential learning activities both within the classroom and outside of it.

To do this, I started almost every class period with a discussion or personal activity that engaged each student. These would include looking up answers to questions, engaging in conversations with their neighbors on a topic, or interpreting a story from the Book of Mormon through art that provides a different view of the material at hand. This became especially important as we discussed sensitive topics like race in the Book of Mormon. Having the students begin thinking through complex ideas and problems made for a more conducive learning environment where students felt they had a voice and could be heard and understood. The effectiveness of this practice was on full display during one class period where I felt the need to address the misconceptions modern readers of the Book of Mormon often have about the Lamanites. After discussing how the Book of Mormon emphasizes the importance of the descendants of Lehi and that we should be more aware of the covenant God made with all of Lehi's seed, I helped students break down bearers of prejudice towards the Lamanites in the text. Little did I know at the time, that one of my students was a Native American who had only heard negative things about who she believed were her ancestors in church. In the middle of our conversation, this student stood up and briskly walked out of the classroom. I was admittedly terrified that I had offended her and not shown respect to her culture. However, the next class period, she showed up to class early to tell me that she was so thankful for the Lamanite discussion and that it had been so impactful to her learning experience at BYU that she had to call her mother right away and tell her that her Religion professor had spoken so highly of their ancestors. This experience endeared me to this student, and we continue to have conversations about the Book of Mormon. In addition to breaking down bearers within the text, I made it a frequent point to quote and discuss the teachings of leaders of the church who represent vast backgrounds of race and gender. I frequently see my students smile when I quote from a female leader of the church or show a picture of a general authority of the church from a different ethnicity than we are sometimes use to seeing. Finally, I attempted to have learning experiences outside of the normal classroom. I organized with the L. Tom Perry Special Collections curators to let my students see various editions of the Book of Mormon that are housed in the library. This included the opportunity that my students had to handle a first edition of the Book of Mormon. I received numerous emails and feedback from students that this was a highlight of their semester, connecting with the textual history of the book. Taken as a whole, I believe that my learning settings were very effective in meeting the objectives of the course and the aims of a BYU education. In addition to these positive outcomes, I have felt a need to help the students become more engaged with each other using digital dialogues on Learning Suite throughout the semester. Additionally, I intend to organize small study groups within the class that will be able to engage both inside and outside of the classroom to effectively study the Book of Mormon and help each other excel in their learning experiences.

Materials and Other Resources: I am a huge fan of helping students see that learning takes on many forms. For this reason, I assigned students to engage in a variety of media throughout the semester that illuminated their understanding of the Book of Mormon. These varied media included chapters in books, journal articles, podcasts, documentaries, general conference addresses, BYU devotionals and forums, movies, and art. By providing variety in the supplemental materials for each class discussion, I felt that students were able to acquaint themselves with resources that they can use throughout their lives to study the Book of Mormon. I frequently brought these types of resources in

to the classroom that were hands on for the students. This started early in the semester when I brought in replicas of the Gold Plates, the Urim and Thummim, Seer Stones, and Joseph Smith's hat, to discuss the translation process of the Book of Mormon. Rather than have students sit in their auditorium seats throughout the entirety of the class, I encouraged them to come and feel the plates and handle the various objects that were part of our discussion. It continued by watching documentaries on various studies on the Book of Mormon or round table discussions with individuals who have devoted their lives to studying this important text. Like the classroom setting, I attempted to bring in a diversity of voices in these activities that would help students see that everyone can contribute to our study of the Book of Mormon. I can continue to improve by staying up to date with the various ways in which students engage with learning materials and seek the advice of my colleagues in Religious Education by seeing how they bring in a diversity of media to their classrooms.

Processes of Improvement

While I have mentioned improvements for each of the areas outlined above, I am motivated to constantly adjust and change components of my teaching. I never want my classes to become perfunctory in their presentation and ineffective in achieving the outcomes of the course. For this reason, I am constantly looking for opportunities to seek feedback and improve. Having completed my first semester of teaching this course, I have plans to perpetually receive feedback to improve the course and myself.

Course Improvement: To improve the course, I feel that I could have been more communicative with the students during the semester to make necessary changes to the classroom environment. I wish I would have completed a mid-course evaluation of the course, taken the data from that mid-course evaluation, and then made necessary changes to improve the overall learning experience of the students. I have done this in other classes since teaching REL A 121, but I am committed to implementing a similar feedback system in the future. Additionally, in my one-on-one student consultations, I want to ask students for the feedback they have on the course and help them feel comfortable with making suggestions for how to make the class better from a student's perspective. If I implement these two activities in the course, I believe that I will be able increase the achievement of the learning outcomes for the course

Professional Development: To improve my professional development, I have enlisted the help of the professional teachers in my department. As I teach REL A 121 for a second time, I have invited the professional teachers of this course to evaluate my teaching and course activities, to identify areas in which I can better accomplish the objectives of the course. While I self-evaluate after each class period, having a more seasoned and trained teacher evaluate my efforts will help me give the students the best learning experience possible. I have also started participating in the Book of Mormon Academy that engages in invigorating conversations and studies of the Book of Mormon that will aid me in developing my intellectual understanding of the text. Lastly, I intend to continue to attend seminars and trainings on pedagogy that will help me see areas in which I can improve my teaching and presentation generally to help the students have a meaningful classroom experience.

2025 Scholarship Development Report

Ancient Scripture/Jerusalem Center, Religious Education, BYU

Evaluation of Success in Accomplishing Scholarly Goals from Fall 2024

Overall, the Fall 2024 semester was a highly productive semester for me in terms of scholarship. At the 2024 Society of Biblical Literature conference in San Diego, California, I met with the acquisition's editor for de Gruyter and received a formal invitation to submit my dissertation for evaluation to be published as part of the BZAW series. I was invited to submit my dissertation with a 5-10 page explanation of changes that I would make for the published version. This due date is February 28, 2025 and I am confident in meeting the deadline and submitting the appropriate information. Avram Shannon and I have made great strides in producing our study on the Tribes of Israel to be published with Deseret Book. After conversations with the acquisition's editors, we determined to shorten the book from 600 pages to 200 pages and to focus exclusively on the text within the Old Testament and the insights it provides in understanding the tribes of Israel. We are confident that we will meet our deadline of submitting a finished manuscript to Deseret Book by the end of May. I was also very successful in submitting chapters for publication. My chapter on Solomon for Daniel Belnap and Aaron Schade's Old Testament volume has been submitted and revised and is currently under peer review at the Religious Studies Center. My chapter on Hosea and Gomer for the 2026 Sperry Symposium passed peer review and is currently being evaluated by the Religious Studies Center in preparation for publication later this year. I met with August Konkel in November and he informed me that the book project has been pushed back a year and my submission will not be needed until the end of 2025. Admittedly, I outlined my *Revue de Qumran* article, but was unable to submit it on the timeline I had proposed and am now planning on revisiting it following the submission of my dissertation. My proposal to present at the International Organization of Qumran Scholars meeting was accepted for presentation and I am working towards ensuring that the presentation is of sufficient quality that it will appear in the published volume in 2028. I submitted my proposal for both the 2025 International and Annual Meetings for the Society of Biblical Literature and am awaiting to hear if those proposals have been accepted for presentation. Lastly, I have continued to attend the monthly Book of Mormon Academy meetings and have submitted my formal proposal for the volume and am on track to complete my chapter on Moroni's quotation of Malachi 4:5-6 for inclusion in the published volume which is due in August. While I didn't accomplish everything that I set out to do in the Fall 2024 semester, I met each of the criteria outlined for success in my plan's goals. I am eagerly engaged in continuing to build on the momentum that the semester produced to finish the other projects in a timely manner, especially considering having all of these projects completed before 3rd Year Review.

Experiences in Applying Strategies for Scholarly Productivity

In preparing for the Fall 2024 semester, I applied all of the strategies for scholarly productivity and found that each of these methods have become an integral part of my daily scholarly routine. I was

able to not only produce more scholarship in one semester than in the entire year prior to implementing these strategies, but I was also able to feel more engaged in the literature and work of my colleagues in the field. My ideas for potential publications and conference presentations have increased significantly over the last six months and I have passed many of these ideas on to students who are interested in similar scholarly areas. I feel that I have improved dramatically in my engagement in my scholarship.

Revised Scholarship Paragraph in Faculty Development Plan

I revised my scholarship paragraph in the Faculty Development Plan to read as follows ...

To become the best scholar that I can be in my fields of Dead Sea Scrolls, Hebrew Bible Minor Prophets, Biblical History, Book of Mormon, and Wilford Woodruff, I will daily strive to read for 30 minutes per day the most recent and relevant research, usually in the form of books and journal articles. Additionally, I will write uninterrupted for at least 90 minutes each day and spend 30 minutes editing the work that I have written from the day before. I will incorporate the things that I learn in my teaching in the classroom, and I will find ways to share what I learn with my colleagues to enhance their own scholarship. Each year, I will submit at least 3 articles or chapters for consideration for publication and present my research at two academic conferences, preferably top-tier conferences in which my research will reach the field leaders in the academy. I will likewise seek to make my scholarship accessible to the public and Latter-day Saints through publications and presentations in public scholarship venues. Additionally, every 2 years I will submit a book for publication, alternating between academic and gospel scholarship. To accomplish these goals during 2025, I will complete the following objectives and tasks according to the relevant timeline.

Insights and Plans for Future Scholarly Productivity

In implementing this scholarship development plan for the Fall 2024 semester, the greatest lesson that I learned was that I can succeed in my scholarship as a faculty member at BYU. While I was more productive than at any other time in my career, I also felt that I had more time to engage in other activities and assignments because my work was intentional. I also learned, in connection with consultations with my mentor and department chair, that focusing on a few projects at a time rather than overloading myself with opportunities leads to more complete scholarship. While I feel accomplished in the amount of scholarship that I did produce, I am most satisfied with learning that I can say no to projects that are of lesser importance or interest to me and that it will not negatively impact my scholarly production. I will continue to maximize my effort in fewer scholarly pursuits and I am confident that I will continue to see my scholarly productivity increase.

2025 Citizenship Development Report

Ancient Scripture/Jerusalem Center, Religious Education, BYU

Experiences Implementing Citizenship Project Proposal

Overall, my productivity during the Fall 2024 semester in my citizenship assignments was more impactful and successful than my work in previous citizenship assignments. As a member of the 2026 Sperry Symposium committee, I took on added responsibilities during the semester that helped improve the moral and effectiveness of the committee. For the 2026 Sperry Symposium, I volunteered to not only review the assigned chapters for the volume that were assigned to me by the committee chair, but I volunteered to review the chapters that were chosen to not go forward in the peer review process. In reviewing these papers, I made substantive comments to these papers and suggested other venues in which these scholars could submit their work for publication. I worked closely with our administrative assistant over the project to ensure that every submission received full consideration. In my assignment to work as a historical consultant on the New Testament Stories book, I took on a leadership role as my co-historian had numerous other projects that often took him away from the assignment. I stepped up and completed the reviews and provided necessary comments to the illustrators and authors of the book in both of our names to ensure that the project continued forward. In my informal citizenship responsibilities, I found that I was more productive and assertive in the BYU New Testament Commentary Series meetings, and I have helped shepherd one volume to the publisher that would likely have been delayed without the consistent follow-up that I provided in my role. At the 2024 SBL Annual Meeting in San Diego, I was actively engaged in the social and business meetings of the society and made lasting scholarly connections that will likely result in further collaboration between myself and other individuals, as well as BYU with other institutions. All of these plans worked really well during the Fall 2024 semester and they have become an integral part of my daily work routine. An area in which I feel that my plan did not work was collaborating with other faculty members in Religious Education. While my open door policy worked really well with students and has led to impactful experiences in the classroom, I have found that it has sometimes had the opposite effect with my hallmates who frequently had to close their own doors due to the noise that came from my office meetings. I have sought to be more diligent in closing my door for student gatherings and increasing the collegiality with my hallmates, who are more aware of the times and activities that I will be working with students so that there is a collective understanding rather than unexpected interruptions and noise.

Insights and Plans for Future Citizenship Success

Collectively, I have learned that just like teaching and scholarship, citizenship requires intentional efforts and plans to be successful as a faculty member at BYU. Prior to completing this project, I found that my citizenship assignments often were relinquished in favor of scholarship or teaching. However, as I have intentionally fulfilled my formal and informal assignments in citizenship, I have been more productive in other areas and helped forge important relationships both within my department and

across the university. To enhance my future efforts in citizenship, I intend to always be intentional and to continue to employ the specific actions outlined in my citizenship development plan. By doing this, I know that I can continue to be an important contributor to my department, Religious Education, BYU, and the many academic societies that I am a proud member of.

2025 Course Development/Teaching Grant Proposal

Ancient Scripture/Jerusalem Center, Religious Education, BYU
REL A 121: The Book of Mormon (1 Nephi – Alma 29)

Reasons for Seeking the Course Development/Teaching Grant

As I mentioned in my initial course development goals in August, being assigned to teach a Book of Mormon class at BYU was intimidating. In my entire career within Seminaries and Institutes, I had never taught a Book of Mormon class. Unlike my classes in the New and the Old Testament, I didn't have an extensive reservoir of resources or study to draw from when engaging in the spiritual and academic study of the text. I am seeking to receive the \$500 for the course development/teaching grant in three primary areas: 1) To acquire essential academic and devotional publications on the Book of Mormon that I can use to further enhance my ability to teach the text of this book of scripture and to have readily available for students to use when completing their pericope assignments in the course. 2) To acquire publications on pedagogy that have been referenced throughout the New Faculty Series seminars that I believe will help me self-evaluate my teaching styles and improve the learning setting for my students. 3) To acquire various editions of the Book of Mormon to use in my classroom instruction.

Proposed Use of Course Development/Teaching Grant

- 1) \$200: In the book, *Book of Mormon Studies: An Introduction and Guide*, the authors of the volume provide an extensive bibliography of publications that will aid students and scholars in their pursuit to become specialized in the study of the Book of Mormon. I would like to use a portion of the grant money to purchase some of these books that I could use to further refine the content of each of my class discussions and that could be used as a resource for students who are completing their Pericope Research Papers, especially volumes that are not accessible at the Harold B. Lee Library. These include Monte Nyman's *Book of Mormon Commentary* (\$75), Hugh Nibley's *Four-Part Teachings on the Book of Mormon* (\$100), and Brant Gardner's *Plates of Mormon* (\$25).
- 2) \$146: Throughout the New Faculty Series seminar, I have been keeping a running list of pedagogy books that have been referenced by presenters that I believe would help me in improving my own pedagogy and in self-evaluating my teaching. These books include: *A Pedagogy of Kindness* by Catherine J. Denial (\$25); *Relationship-Rich Education* by Peter Felten and Leo Lambert (\$30); *Radical Hope, A Teacher's Manifesto* by Kevin M. Gannon (\$20); *Making Thinking Visible* by Ron Richart et al. (\$15); *Failing Forward* by John C. Maxwell (\$26); *To Sell is Human* by Daniel H. Pink (\$30)
- 3) \$154: I would like to start a collection of various editions of the Book of Mormon that have been published over the years. By collecting these various editions, I can bring to life how the Book of Mormon has been preserved through the last 200 years and add them to the classroom experience to help students see how the text valuable of a text the Book of Mormon is. These would include a high quality replica of the 1830 first edition of the Book of Mormon (\$100) and a variety of volumes that I could find online and through second hand book stores.