

# Sample 1

## Revised Faculty Development Plan

### Self-Assessment of strengths, skills, competencies, interests, opportunities, and areas that I would like to develop

I am excited to begin my career at BYU, where I can combine my love for our Savior, Jesus Christ, with my passion for teaching the young adults of the Church. I am deeply committed to helping students deepen their faith and testimonies in Him. My previous career with Seminaries and Institutes of Religion provided me with a clear understanding of the ultimate purpose of religious education and honed my teaching skills. It also equipped me with a strong grasp of Church teachings and doctrine on key issues such as disability, LGBTQ+, suicide, and belonging, as well as a solid understanding of Church policies and the thoughtful processes involved in their development. These experiences have laid a strong foundation for my role as an assistant teaching professor of Church History and Doctrine.

As I transition to BYU, I recognize areas where I need to grow to more effectively fulfill the university's mission. My primary responsibility is teaching the Eternal Family course, and I need to deepen my understanding of the academic literature related to family studies. Additionally, as a teaching professor, I need to engage with educational literature and actively contribute to the improvement of teaching practices. I also have a strong desire to participate in citizenship opportunities but need to clarify where my interests align. Furthermore, clarifying my role within the Church History and Doctrine department is important to me. I believe that addressing these areas will better equip me to meet student needs and support my growth as a faculty member at BYU.

### Teaching Goals

- **Enhance Content Mastery and Teaching Skills:** Dedicate one hour each day to deepening my understanding of course content and improving teaching methodologies.
- **Implement a Flipped Classroom Model:** Develop and introduce a flipped classroom approach for the Eternal Family course to enhance student engagement and improve learning outcomes. I will begin requesting resources necessary for this approach, including content mastery recordings and additional materials to support this model effectively.
- **Clarify Teaching Responsibilities and Content Expertise:** I had the opportunity to visit with my department chair and have been granted permission to focus solely on teaching the Eternal Family course for the 2024-2025 academic year. Moving forward, I will engage in further conversations about the other courses I will begin teaching. This clarification will enable me to strategically build expertise in additional areas within my teaching responsibilities.
- **Incorporate BYU Devotionals into Teaching:** This year, I made it a priority to attend every BYU devotional, which was a new practice for me. I encouraged my students to participate by inviting them to watch alongside me and aligning our class discussions with the principles taught in the devotionals. This approach helped me feel more connected to the larger university community while providing students with meaningful, faith-building experiences. I plan to continue this practice and encourage my students to make devotionals a regular priority in their lives.

### Scholarship Goals

- **Annual Publication or Conference Presentation:** While there is no formal expectation for scholarship, I aim to publish one article per year or deliver one conference presentation. This will allow me to synthesize insights from my ongoing study, refining and solidifying my learning.

- **Increased Participation in Educational Outreach:** This year, I have been involved in a variety of educational opportunities, including presenting at Education Week, participating in podcasts, and other community outreach initiatives. One other recent role that I am really excited about is my involvement in the BYU Religious Education Pedagogy Group. As a teaching professor, my role is to help look at research to inform and improve religious education pedagogy. I will continue seeking opportunities for further engagement and contributing to broader academic conversations. These experiences have helped me stay current in teaching practices while reinforcing the foundational role of faith in all academic endeavors.

### **Citizenship Goals**

- **Strengthen Role as REL C-200 Eternal Family Online Coordinator:** Although I have limited experience with the online version of this course, I will actively work to become proficient by engaging with colleagues who are currently teaching it and exploring best practices. My goal is to effectively fulfill my role as the online coordinator and support new faculty onboarding.
- **Elevate Teaching Standards in the Department:** As previously mentioned, one recent role that I am really excited about is my involvement in the BYU Religious Education Pedagogy Group. Even though we are the flagship university in the Church Education System, little has been done at BYU to improve and promote religious education pedagogy. As a teaching professor, I am responsible for contributing to the enhancement of teaching within my department and feel that this new opportunity will allow me to better fulfill this responsibility.
- **Engage in Citizenship Assignments Aligned with My Interests:** I am grateful for the opportunities I have had to become more involved in service and citizenship roles, such as my participation in the Church's Disability Advisory Committee and the University Accessibility Center's Faculty Advisory Committee. These experiences have allowed me to engage in meaningful service that aligns with my passion for inclusivity and support for all students. I will continue to visit with department leadership to find further ways to serve in these areas and strengthen my contributions to the BYU community.

## Course Development Project Final Report

**Purpose:** The purpose of religious education at BYU is to teach the restored gospel of Jesus Christ from the scriptures and modern prophets in a way that helps each student

1. Develop faith in and a testimony of Heavenly Father and His “great plan,” the Savior, Jesus Christ, and His infinite atoning sacrifice, and the restored gospel of Jesus Christ, including The Church of Jesus Christ of Latter-day Saints; the Prophet, Joseph Smith; and the other modern prophets, seers, and revelators.
2. Become lifelong disciples of Jesus Christ, who make and keep covenants, who love God and others, and who are able, willing, and committed to gather Israel on both sides of the veil.
3. Strengthen their ability to find answers, resolve doubts, respond with faith, and give reason for the hope within them in whatever challenges they may face.

The Eternal Family course seeks to accomplish these purposes by focusing on the Plan of Redemption and the central role of the family in that plan. The doctrine of the family is explored as it is taught throughout the standard works, the words of prophets, and in "The Family: A Proclamation to the World," as well as through the temple and saving ordinances and covenants.

**Learning Outcomes:** The learning outcomes of the course have been established by the Department of Church History and Doctrine.

1. Students will be enabled and inspired to understand, explain, promote, and defend the doctrine of the family.
2. Students will be prepared to evaluate questions and sources of information regarding the family in the light of scriptural and prophetic teachings.
3. Students will increase their understanding and testimony of the central role of the family in the plan of salvation as taught in the scriptures and the words of modern prophets—particularly "The Family: A Proclamation to the World."
4. Students will be enabled to follow the Holy Spirit as they apply the truths learned in this course to their own marriage preparation and eternal families.

**Evidence of Achievement:** Understanding Church teachings and doctrine is foundational to this course. However, the ultimate goal is to help students apply these teachings to real-life individual and family situations. Therefore, the course is structured to build a solid understanding of Church teachings and doctrine, gradually leading to experiential learning activities. Instead of relying on a single culminating assessment, the course includes various learning assessments throughout the semester. This approach allows students to improve and succeed, even if they encounter initial setbacks.

### Progress Measurement and Feedback:

- **Post-Class Foundational Knowledge Quizzes:** After each class, students will complete a quiz based on pre-class readings and key concepts covered in the session. Scores and feedback will be provided, with the four lowest scores dropped at the end of the semester. This frequent feedback helps students identify and correct misunderstandings more effectively than a midterm exam.

**End of the Semester Reflections:** Previously, I had students take a pre-class quiz on readings. I really liked how this new format of assessing learning after class allowed me to evaluate students' experiences with the readings. It also provided an opportunity to assess their class experience in a low-risk setting. This format allowed me to spot any unclear concepts and address them before an exam, which I found particularly helpful. The lack of a midterm exam enabled me to incorporate more experiential learning activities. Additionally, the quizzes provided a space to ask questions that helped me better understand the student experience. However, I noticed that by dropping four scores and allowing students to miss nearly 20% of class without penalty, attendance seemed to suffer. This upcoming semester, I plan to drop only two scores to encourage better class participation and ensure students stay engaged.

- **Case Study Assignments:** Weekly case studies build on the foundational knowledge gained during the week, helping students apply course principles to real-life situations. Students will be evaluated on their understanding and application of these concepts.

**End of the Semester Reflections:** Student evaluations have helped me understand that students really enjoyed the case study experiences. One area I want to update for next semester is that these assignments can further focus on important skills, such as distinguishing Church doctrine, balancing contraries, and navigating the ideal teachings alongside real-life individual and family circumstances. I also want to use them to explore topics and situations that we don't have time to cover in class. For example, while we discuss the importance of the temple endowment and the covenants made during it, we don't have sufficient time to fully address the temple garment. I believe that the current prophetic emphasis on the proper wearing of the temple garment is vital, and I've developed a case study for this upcoming semester to encourage students to reflect on this principle in their own lives.

- **Learning By Doing:** Three experiential learning assignments serve as the capstone activities of the course, each designed to help students achieve the learning outcomes of the Eternal Family course.
  - **"What About...?" Assignment:** Asking questions and seeking answers are central to gospel learning. This project encourages students to explore and answer a personal question related to course topics, promoting faith-filled inquiry and deeper understanding.

**End of the Semester Reflections:** I really liked how this assignment went this semester based on students' experiences. However, I've realized that there are a few changes I'd like to make for the upcoming semester. First, three students used this assignment as an opportunity to vent their frustrations with certain Church teachings. To address this, I will more clearly explain that the intent of the assignment is to approach the question in a faith-promoting way. I'll also require students to choose a question they can approach with faith if they find it difficult to do so with their original question. Additionally, I plan to clarify the

expectations for the opening and concluding pages to help students feel more confident in completing the assignment correctly. Finally, I will update the grading rubric to ensure TAs grade more consistently.

- **Couple Interview Assignment:** Students will interview three temple-sealed couples at different life stages to learn principles of happy and successful marriages and families.

**End of the Semester Reflection:** Students consistently rate this as one of their favorite assignments, and I'm pleased with the changes I made in the past. However, I want to make it even better for next semester. One change is to encourage more reflection from students. Instead of simply sharing the couples' answers to their questions, I will have students write a reflective paragraph on what they learned from the interviews. Additionally, I'm asking students to record a 3-5 minute video reflecting on their experience after interviewing all three couples. My hope is that these adjustments will create a deeper, more experiential learning experience. I'm also mindful of the impact of AI and believe that these changes will encourage students to engage in meaningful, hands-on learning.

- **"Enter to Learn, Go Forth to Serve" Assignment:** Students will spend a minimum of five hours acting on a teaching from "The Family: A Proclamation to the World," translating classroom learning into action.

**End of the Semester Reflection:** This was a new assignment this past semester, aimed at encouraging lifelong learning. Based on student feedback, they enjoyed the assignment. For the upcoming semester, I want to shift the focus to help students act on the charge in the final paragraph of *The Family: A Proclamation to the World*, which calls for promoting measures to strengthen the family as the fundamental unit of society. The updated directions will have students identify one way they can contribute to this goal.

- **Final Exam:** A final exam will test students on their mastery of the foundational Church teachings and doctrines covered throughout the semester. These questions will be based upon weekly post-class foundational knowledge quiz questions. Drawing from these questions will allow students to demonstrate they have corrected things they did not understand earlier in the semester.

**End of the Semester Reflection:** I want to rethink how I approach the final exam for this course. Right now, the multiple-choice format focuses on assessing students' understanding of facts. However, I'd like the exam to emphasize experiential learning and how course concepts connect to their real-life experiences. The challenge is finding a way to manage this with the large number of students I teach, as grading this type of exam can be difficult. This semester, I plan to explore alternative options for a more meaningful final exam experience.

Each of these assignments is designed to help students understand foundational Church teachings and doctrine, and then apply them to individual and family circumstances. Each will provide feedback for students on how well they are accomplishing the course outcomes.

**Semester Schedule:**

<b>Week</b>	<b>Topics Covered</b>	<b>Assignments Due</b>
1	Course Introduction and Overview	Read the syllabus and complete the syllabus mastery quiz
2	The Role of Prophets and Apostles in Understanding the Eternal Family; The Eternal Family and the Plan of Salvation	Weekly readings, post-class foundational knowledge quizzes, case study assignment
3	The Eternal Family and the Nature of our Heavenly Parents; The Creation	Weekly readings, post-class foundational knowledge quizzes, case study assignment
4	The Fall of Adam and Eve; The Atonement of Jesus Christ: The Sure Foundation of the Eternal Family	Weekly readings, post-class foundational knowledge quizzes, case study assignment
5	Gender is an essential characteristic; Priesthood power in the family	Assignments: Weekly readings, post-class foundational knowledge quizzes, case study assignment
6	The divine role of mothers	Weekly readings, post-class foundational knowledge quizzes, case study assignment
7	The divine role of fathers; Eternal covenants and ordinances	Weekly readings, post-class foundational knowledge quizzes, case study assignment
8	Eternal marriage; Dating and courtship	Weekly readings, post-class foundational knowledge quizzes, case study assignment
9	The nature of love and the marriage decision; intimacy in marriage	Weekly readings, post-class foundational knowledge quizzes, case study assignment
10	The law of chastity; The sanctity of life	Weekly readings, post-class foundational knowledge quizzes, learn by doing: couples interview assignment
11	Principles of happiness in family life; Partnership marriage and navigating conflict	Weekly readings, post-class foundational knowledge quizzes, case study assignment
12	Parenting principles; providing for temporal needs	Weekly readings, post-class foundational knowledge quizzes, case study assignment
13	Individual adaption; Same-sex attraction	Weekly readings, post-class foundational knowledge quizzes, case study assignment, learn by doing: enter to learn go forth to serve assignment
14	Promoting, maintaining, and strengthening family; Therefore, what?	Weekly readings, post-class foundational knowledge quizzes, case study assignment
15		Final Exam

**Compile Your Syllabus**

I've updated my course syllabus to reflect the changes mentioned above, focusing on helping students understand the course's purpose and how the readings, assignments, and exams connect

to it. You can access the syllabus for REL C 200: The Eternal Family using the following link: [Eternal Family\\_Winter 2025.docx](#).

### **Collecting Information and Evaluating Effectiveness**

- **Experiential Learn by Doing Assignments:** I am implementing "Learn by Doing" assignments for the first time, designed to provide meaningful experiential learning for students. To understand their actual experiences, I will send out an anonymous survey after each assignment is due. The survey will ask students about their experience, invite suggestions for improving the assignment, and inquire if they have any preferences for other types of assignments. I will analyze this feedback at the end of each semester and make adjustments based on their input.
- **SCOT Consultation:** I haven't utilized the SCOT consultation program as much as I should. Within the first two weeks of the semester, I plan to meet with a student consultant to develop a strategy for evaluating how effectively I'm achieving the course outcomes.
- **Mid-Semester Feedback:** This semester, I'll be experimenting with several new assignments and testing methods. I plan to use the mid-semester evaluations to gather student feedback on these changes. I appreciate the flexibility that mid-semester evaluations offer and will include specific questions to assess these new approaches.
- **End-of-Semester Survey:** Last semester I taught nearly 1500 students. I really looked over the compiled data in the end-of-semester survey and only glanced at the student comments. I have found a way for my TA's and me to sort through the comments and categorize them to better understand student's experiences.
- **Instructor Self-Reflection:** I've found that taking a few moments at the end of the day to reflect on the day's lectures and assignments helps me identify what went well and what can be improved. I plan to maintain a page in OneNote for these reflections and make adjustments when I have more time.

**End of Semester Reflection:** The evaluation methods I used this semester were helpful in improving the course and supporting student development. The anonymous surveys for "Learn by Doing" assignments gave valuable feedback, and I will continue using them. The SCOT consultation was useful, and I plan to meet with a student consultant earlier next semester to better assess course outcomes. Mid-semester feedback helped gather input on new assignments, and I'll keep using it. Sorting through the end-of-semester survey comments with my TA's improved how I understand student feedback, and I will continue this process. Daily reflections have been helpful, though I need to be more consistent with both these reflections and the anonymous feedback. I will keep using these methods and work on improving the areas that need more attention.

This structured approach ensures that the course not only aligns with university objectives but also effectively supports student development and engagement.

## **Professional Development Project Final Report**

### **Reflection on Time Management Plan and Implementation**

In my original Professional Development Project proposal, I aimed to establish a structured time management plan to balance my professional responsibilities at BYU with my family life, church commitments, and personal well-being. My goal was to create a schedule that would keep me productive, support my professional growth, and help me avoid feeling overwhelmed. Reflecting on the process, I can say that having a set schedule was incredibly beneficial.

#### **What Worked Well**

One of the key benefits of my time management plan was the structure it provided. Having a set schedule helped me stay on track with my commitments and avoid getting caught up in tasks without a clear plan. Specifically, having dedicated time for content mastery and teaching skill development was extremely useful. I've made numerous updates to lessons, assignments, and course elements because of the time I set aside to focus on improving my teaching. Additionally, having scheduled time each day for administrative tasks, including email management, helped me avoid the pressure of catching up on emails and other small tasks at night.

Another significant benefit was being able to prioritize my time for student meetings. Although I'm still meeting with students for over 10 hours each week, I consider this a positive aspect of my role. However, I recognize that I need to stick to the times I have scheduled for these meetings and avoid letting them impact other tasks. This is an area I'm still working on, but it doesn't detract from the value of connecting with my students.

Adding the BYU devotional time to my schedule has had an important impact as well. For the first time, I am consistently participating in every BYU devotional. I've been encouraging my students to participate, inviting them to watch the devotionals with me, and discussing what was shared in class afterward. It's been a great way to engage more deeply with my students and reinforce the spiritual aspects of our work at BYU.

#### **Areas for Improvement**

One of the main areas where I encountered challenges was balancing research with my teaching and committee work. Research is not a primary focus in my role, but I want to be more intentional about making time for it. To address this, I've revised my schedule to dedicate Fridays solely to research and writing, eliminating research blocks from Monday through Thursday. I believe this will give me the opportunity to focus on this important aspect of my professional development without feeling the pressure to juggle it alongside my other responsibilities.

#### **Revised Weekly Schedule**

##### **Monday and Wednesday:**

- 8:00 AM - 10:00 AM: Lesson Preparation
- 10:00 AM - 12:00 PM: Teaching
- 12:00 PM - 1:00 PM: Student Meetings/Flex Time
- 1:00 PM - 3:00 PM: Teaching



- 3:00 PM - 4:00 PM: Content Mastery and Teaching Skill Development
- 4:00 PM - 5:00 PM: Administrative Tasks, Email Management, and Committee Work

### **Tuesday and Thursday:**

- 8:00 AM - 10:00 AM: Teaching
- 10:00 AM - 11:00 AM: Student Meetings/Flex Time
- 11:00 AM - 12:00 PM: BYU Devotional/University Meetings
- 12:00 PM - 2:00 PM: Student Meetings/Flex Time
- 2:00 PM - 3:00 PM: Content Mastery and Teaching Skill Development
- 3:00 PM - 4:00 PM: Administrative Tasks, Email Management, and Committee Work

### **Friday:**

- 8:00 AM - 1:00 PM: Research and Writing
- 1:00 PM - 2:00 PM: Committee Assignments
- 2:00 PM - 3:00 PM: Administrative Tasks, Email Management, and Committee Work
- 3:00 PM - 4:00 PM: Goals, Document Tracking, and Weekly Review

### **Tools and Resources**

I've continued to use my digital calendar in Outlook to keep track of appointments, meetings, and tasks, and I use the Trello app to organize tasks and monitor progress. Both tools have been essential in keeping me on track and ensuring I don't miss any key commitments.

### **Strategies for Effective Time Management**

As part of my professional development, I focused on setting clear boundaries, prioritizing tasks, streamlining routine tasks, and limiting multitasking. These strategies helped me stay focused and productive, and I will continue to apply them moving forward. Regularly evaluating and adjusting my schedule has been important, as it has helped me recognize what works and what needs improvement.

### **Conclusion**

Overall, I feel that my time management plan has allowed me to fulfill my commitments effectively, and I've made significant progress in balancing work and personal life. While there are still areas I can improve, especially in terms of sticking to meeting schedules and prioritizing research, I'm grateful for the improvements I've made and the lessons I've learned. The structured approach to managing my time has been invaluable, and I'm looking forward to continuing this practice as I move into the next semester.

## **Citizenship Project Final Report**

### **Service on Church, University, and Departmental Committees**

In my Citizenship Project proposal, I outlined specific time blocks for service on Church, University, and Departmental committees. I set aside 2 hours per week for the Church of Jesus Christ of Latter-day Saints Disability Professional Advisory Committee, 1 hour per week for the University Accessibility Center (UAC) Advisory Faculty Committee, and 1 hour per week for the REL C-200 Eternal Family Online Coordinator/Online New Faculty Onboarding.

#### **Reflection**

I feel I was able to actively fulfill my committee responsibilities and meet all expectations. I completed every task assigned and contributed in the ways I had planned. However, I realized I didn't need as much time as I originally thought. Moving forward, I plan to adjust the time I allocate to these committees while still ensuring I stay engaged. For my assignment of helping new faculty members who are teaching the Eternal Family course, the onboarding portion went really well. I met with every new faculty member at least once and continued to offer support through the semester. Many new teachers also observed my class and returned for additional guidance. For my online responsibilities, I recognized that major changes to the online course will require alignment with the broader team, so I didn't need to spend as much time as I had planned.

### **Teaching Observations and Feedback**

As part of my professional growth, I planned to observe a colleague teaching *Eternal Family* each month, as well as invite my mentor and another experienced faculty member to observe my class and provide feedback. The goal was to gather diverse insights on content and teaching methods.

#### **Reflection**

I followed through with my plan to observe different instructors each month, which was incredibly helpful in expanding my perspective on teaching methods. However, I realize I could have been more proactive in seeking feedback from my mentor. I plan to work on this in the upcoming semester and take more opportunities to ask for his insights. I also hope to broaden the range of instructors I observe and continue to include my mentor in the process, as his experience is invaluable.

### **Connecting with the Broader Church Community**

To engage with the broader Church community, I planned to deliver three presentations at Education Week, focusing on how parents can use the Family Proclamation to guide conversations with their children about difficult topics. I also sought additional opportunities to contribute to the broader Church community.

#### **Reflection**

I'm happy with how I connected with the broader Church community. I delivered my Education

Week presentations, recorded vignettes for BYUtv, participated in several podcasts, and spoke at stake meetings and youth conferences. These experiences gave me a chance to share insights from *The Family: A Proclamation to the World* with a wider audience. I'm grateful for these opportunities and excited to continue engaging with the Church community in the future.

## **Conclusion**

Looking back on my Citizenship Project, I feel I accomplished the goals I set for myself. I was able to balance committee work, teaching observations, and connecting with the Church community. While some parts of the project required less time than I had originally planned, I learned valuable lessons that will help me in my ongoing efforts. I'm looking forward to continuing my work and finding new ways to contribute in the semester ahead.

## Course Development and Teaching Grant Proposal

**Department:** Church History and Doctrine

**Course:** REL C 200: Eternal Family

### **Purpose of the Grant:**

This proposal seeks \$500 in grant funding to enhance my teaching methods and improve student engagement in REL C 200: Eternal Family. The funding will support two initiatives: (1) the purchase of an Apple TV to enable a more dynamic and mobile teaching approach, and (2) partial coverage of the registration fee for the 2025 Teaching Professor Conference to develop my teaching expertise.

### **Proposed Use of Funds:**

#### **1. Apple TV Purchase:**

- I use my iPad as my primary teaching tool for delivering PowerPoint presentations and accessing internet resources during class. However, I am currently tethered to the teaching podium, limiting my ability to interact with students around the room. An Apple TV will allow me to wirelessly project my iPad content onto the classroom screen, providing the freedom to move around, engage students more directly, and create a more interactive learning environment.
- Cost: \$149.00 (Apple TV 4K, 128GB; link: <https://www.apple.com/shop/buy-tv/apple-tv-4k/128gb>)

#### **2. Registration for the 2025 Teaching Professor Conference:**

- This conference offers valuable opportunities to learn from leading educators about innovative teaching practices, strategies for student engagement, and effective assessment techniques. Attendance will directly enhance my ability to create enriched learning experiences for my students.
- Cost: \$425.00 (early registration rate; link: <https://www.magnapubs.com/teaching-professor-conference/pricing-registration/>)
- Remaining grant funds will be applied to this cost.

### **Connection to Improving Student Learning:**

These initiatives directly support student learning by fostering a more interactive classroom environment and equipping me with advanced teaching strategies. The Apple TV will enhance in-class engagement and adaptability, while the conference will provide insights and resources to further refine my teaching methods. Together, these efforts will elevate the quality of instruction and the overall learning experience for my students in REL C 200: Eternal Family.

**Total Amount Requested:** \$500

# Sample 2

## ***Faculty Development Plan (January 2025)***

### **Self-assessment of my strengths, skills, competencies, interests, opportunities, and areas in which the faculty member wishes to develop.**

I did not come to full-time BYU employment a teaching novice. I have taught in CES for 28 years. I became a religious educator because of a seminary teacher whose sincere love and teachings inspired me to believe in and reach out to the Savior, despite my exceedingly difficult background. Since then, all I have wanted to do is help others as he helped me. Teaching and learning the gospel of Jesus Christ is my passion and what I do best. My teaching philosophy is to teach to heal and for conversion in a way that prepares students to be self-reliant seekers of truth, thus facilitating a life-long process of conversion and healing.

Because of my motivation for teaching, I have a strong empathy for and desire to help my students. Their student comments demonstrate that it is my greatest strength. They know I love and care for them and this motivates them to both do well in class and come speak to me about their challenges and concerns. This is another area where I excel, one-on-one mentoring. I shepherd students. I strive to help students understand not just the Restoration, but their role in gathering Israel and more widely in preparing the world for the Lord's return. I teach important study and analysis skills and a student-directed approach that honors not just their agency but their inherent intellect, talents, interests, and future vocations.

I have developed excellent teaching skills. I know how to engage students, lead discussions, and create effective learning activities. In the past decade I have focused on helping students come prepared to class to reach deeper understanding during class. Furthermore, I skillfully use small-group work to increase student-to-student interaction and learning and, more importantly, a sense of belonging. My recent focus has been helping my students master "Seeking Answers" skills by incorporating them directly into the curriculum. My students leave with high competency in these skills which they can use for the rest of their life. The latest student ratings mention this fact more than any other.

I am competent in American and Church history. I was hired to teach Rel C 225 Foundations of the Restoration. Of course, I have a PhD in American History, but American and Church history are also obsessions. I have delved deep into the stories, revelations, doctrines, and contextual history of the Restoration. I am also a competent administrator having spent 21 years of my CES career in an administrative position. Furthermore, I am a competent writer and curriculum designer.

My interests are the past and present intersections of politics and Church history, religious liberty, and Christ's invitation to royal priesthood as children of the covenant. Additionally, fine-tuning the process of training students in "Seeking Answers" skills.

Since joining the faculty, the following have been published or are accepted awaiting publication.

- “‘We have not been allowed the liberty...to worship as we please’: Nancy Naomi Tracy and the Denial of Latter-day Saint Religious Liberty,” in *Latter-day Saints and Religious Liberty: Historical and Global Perspectives*, (Deseret Book and BYU Religious Studies Center, 2023).
- “A Prophet, A Candidate, and a Just Cause,” Review of Spencer W. McBride, *Joseph Smith for President: The Prophet, the Assassins, and the Fight for American Religious Freedom* (Oxford University Press: 2021), in *Interpreter: A Journal of Latter-day Saint Faith and Scholarship*, 57, (2023): 219–224.
- “Befriending the Constitution” in Ken Alford, Mary Jane Woodger, and Mark Matthews, *Doctrine and Covenants Insights* (BYU Religious Studies Center, 2025).
- “Nancy Naomi Tracy” in Casey Griffiths and Mary Jane Woodger, *Quiet Disciples* (Covenant Books, 2025).
- “Home” in Mary Jane Woodger and Mark D. Ogletree, *The Salt Lake Temple: A Place of Rest, Peace, Holy Meditation, and Inspired Thought* (Forthcoming 2025).

I want to continue to grow as a teacher in finding ever more effective ways to reach students and help them chose to develop their testimonies of Christ and His Restoration. Since I came to BYU late in my career, I feel somewhat “behind” in scholarship. I want to correct that without “running faster than I am able.”

## **Professional goals in citizenship, teaching, and scholarship and the plan to accomplish these goals.**

### *Citizenship Goals*

I want to deepen my mentoring and understanding of all my students. I also want to work with targeted students to develop their research, analytical, and writing skills to prepare them for graduate school.

- *I will continue to mentor a TA/RA every year toward a specific academic presentation/publication [specific, measurable, attainable]. I will select TA/RAs based on this goal and commit to spend at least 1 hour a week assisting them [specific, relevant action, time bound]. I will continue to mentor RAs Katie Harrington, Brycen Walker, Jane Romney, and Anna MacArthur in their respective projects and presenting and publishing with them.*
- *Every semester, I will invite students who match my shepherding needs list to meet with me [specific, measurable, attainable]. I will track them all and prayerfully do minimum 30 min. follow ups each day during a slotted time [relevant action, specific, measurable, attainable]. I will have at least one connection with each student by the end of semester [specific, measurable, attainable].*

Alignment: My mentoring goal aligns with the university’s emphasis on mentoring and experiential learning as well as the *BYU Aims of Intellectually Enlarging and Lifelong Learning*

*and Service*. My shepherding goal aligns with the *BYU Aims of Spiritually Strengthening, Character Building, and Lifelong Learning and Service*. It aligns with the university's focus on mentoring. Furthermore, it aligns with Church History and Doctrine's focus on *Engage Charitably*.

Needed Resources: For the first goal, I will need budgetary or other monies to have multiple TA/RAs each semester. I will also need monies to take a student(s) each year to an academic conference. For the second goal, I may occasionally need money to do student get-togethers.

### *Scholarship Goals*

I want to “catch up” with my scholarship and prepare for my third-year review, six-year CFS review, and full professor review. I want to build public, particularly Latter-day Saint, awareness of and interest in my scholarship and that of my colleagues.

- *I will publish/submit for publish a book every even year (2026, 2028, 2030) and at least one article every odd year (2025, 2027, 2029) [specific, measurable, timebound, attainable]. I will commit to writing 60 min every weekday [on the train] and 60 min every weekend. I will print and use a chart to record my progress. I will be weekly accountable to my wife. [specific, relevant action, measurable, attainable].*

#### ➤ 2025

1. “A Bold Stroke [or] Species of Insanity’: Joseph Smith’s Presidential Campaign in Ohio.” Presented at MHA 2024. Target audience: academy and readers of American religious history. Target publishers: Ohio History Journal or Journal of Mormon History.
2. “The Cadre for the Kingdom: The Lasting Connections and Networks Forged by Joseph Smith’s Electioneers.” Presented at JSPC 2020. Target audience: academy and readers of American religious history. Target publishers: Politics and Religion Journal (APSA, Cambridge) or Journal of Church and State (Oxford).
3. Present at the American Political Science Association (Vancouver) with student research assistant Katie Herrington. Paper comparing the religious roots of Joseph Smith and Robert F. Kennedy’s policies on poverty. “The Politics of Restoration: Robert F. Kennedy Sr.’s Bedford-Stuyvesant and Joseph Smith Sr.’s Nauvoo as models for reimagining collaborative approaches to racial and economic inequality and political disorder.” Work to send it out to publishers by the end of the year.
4. Present at the John Whitmer Historical Association (Independence, MO) with student research assistant Jane Romney. Yet untitled paper on a comparison of Joseph Smith’s and Robert F. Kennedy’s

policy impacts. In other words, despite their assassinations what impact did their practiced and proposed policies have on the United States and the Church of Jesus Christ of Latter-day Saints. Also, to what extent were these policies religiously motivated? Work to send it out to publishers by the end of the year.

5. Submit for publishing book manuscript *Children of the Covenant: Becoming Joint-Heirs in Christ's Royal Priesthood*. Target audience: Latter-day Saints, particularly young adults. Target publisher: Deseret Book or Covenant Publishing.
6. Find a publisher for 2028 publication *Losing Zion and Camelot: Lives, campaigns, and assassinations of Joseph Smith and Robert F. Kennedy*. Target Audience: Wider adult audience, including academy and Latter-day Saints.

➤ 2026

1. "Religious Roots of Joseph Smith and Robert F. Kennedy's Poverty Policies." Co-author with student Katie Herrington. Presented at APSA 2025. Target Audience: Academy and readers of American religious history. Target Publisher: Politics and Religion Journal (APSA, Cambridge) or Journal of Church and State (Oxford) or Journal of Poverty and Public Policy
2. Yet unnamed title. Co-author with student Jane Romney. Presented at JWHA 2025. Target Publisher, Politics and Religion Journal (APSA, Cambridge) or Journal of Church and State (Oxford) or BYU Studies
3. Present at American Political Science Association (Boston) 2026 with student research assistant Brycen Walker (Backup conference MHA). Paper comparing the campaigners of Joseph Smith and Robert F. Kennedy. Work to submit by the end of the year.
4. Submit for publishing book manuscript *Children of the Covenant: Becoming Joint-Heirs in Christ's Royal Priesthood*. Target audience: Latter-day Saints, particularly young adults. Target publisher: Deseret Book or Covenant Publishing.

➤ 2027

1. Present at Mormon History Association. "Reconsidering Ravenna."
2. "Apostles of Change: The Campaigners of Joseph Smith and Robert F. Kennedy." Co-author with Brycen Walker. Target Audience: Academy and readers of American religious history. Target publisher: Politics and Religion Journal (APSA, Cambridge) or Journal of Church and State (Oxford).
3. Submit book manuscript for 2028 publication *Losing Zion and Camelot: Lives, campaigns, and assassinations of Joseph Smith*



and Robert F. Kennedy. Target Audience: Wider adult audience, including academy and Latter-day Saints.

- *I will build public interest in my scholarship and that of my colleagues by engaging in social media everyday both in personal and professional subjects [specific, measurable, relevant action, attainable]. I will reach 1,000 or more followers in one or more of X, IG, or FB by Dec. 31, 2025. I will track my numbers every Friday. [specific, measurable, timebound, attainable.] I will read one article a week on social media engagement and implement its strategies [specific, measurable, relevant action].*

Alignment: This proposed scholarship aligns with the *BYU's Aims of Spiritually Strengthening (Children of the Covenant)* and particularly *Intellectually Engaging* as it informs religious political history that involves the Latter-days Saints in ways applicable by all. It conforms to Religious Education's *Strengthening Religious Education's* focus on gospel and academic scholarship. It supports student learning and development by informing students directly and through my teaching the covenantal importance of engaging in politics and building bridges in an increasingly polarized society, and in some ways, church. It also fits the Church History and Doctrine department's *Research Expediently*; in that it fills a gap of scholarship to help our students and the wider Church and community choose to engage in politics and government in ways the Lord has instructed us. My goal in building interest in mine and my colleagues' scholarship strengthens each of these aims and directives.

Needed Resources: I will need monies to travel to and present at academic conferences. I will also need some in-depth training on the nuances of how to work with publishers to get my scholarship published. Identifying a faculty member who engages in social media well and learn from them.

### *Teaching Goals.*

I want to be prepared to teach Rel C 343 Modern Church 1900-Present for the first time this fall. I also want to simplify and fine tune the "Seek Learning" skills I use in Rel C 225 Foundations of the Restoration and shorten slightly the readings.

- *Continue to use and refine my shepherding system that tracks all my students. I will make notes of conversations and interactions every teaching day. I will specifically ask students who fit any of the following criteria to come to meet with me: have accommodations; first-generation student, first semester at BYU, English is not their primary language, convert, not a Latter-day Saint, just returned from a mission, leaving on a mission after the semester, or any other concerns they think I should know.*
- *To assess both classes I will have 1) collect mid-semester student feedback, 2) arrange visits from Student Consulting on Teaching (SCOT), 3) invite my mentor and one other colleague to visit my classes. [specific, measurable, relevant action, attainable]*

- *I will create a syllabus for Rel C 280 Seeking Answers to Your Questions by the end of the year in order to begin the process of the class being approved. I will seek out syllabi and counsel from those who teach the class at BYU and BYUH.*

Alignment: These goals align with the guidelines of the university's New Faculty Series for the Faculty Development Plan and Course Development Project. It aligns with the *Strengthening Religious Education* document that asks us to have "excellent teaching." It also aligns with the Church History and Doctrine department's aim of *Teach Diligently*, by helping me be more diligent in my preparation for learning and in assessing class outcomes.

Resources: Feedback from my mentor, department chair, and CTL representative on my Faculty Development Plan. Speak with those at BYU and BYUH on how they do Rel C 280.

### **Addressing equity in the classroom in content, language, and behavior.**

As stated before, I teach to heal and convert. This requires an environment where all feel welcome, valued, and are willing to share their unique experiences, talents, and perspectives to truly create a Zion community where "hearts are knit together" and "all learn from all." Then, and only then, can a collective fullness of teaching and learning by the Spirit through study, faith, and testimony, inspire, strengthen, heal, and give meaning to each student who seeks them. I embrace every word of BYU's Statement on Belonging and the Religious Education Statement on Diversity and Inclusion. Creating this environment with my students individually and collectively is a particular strength of my teaching vocation. I found healing and meaning in the Savior who has gifted me with an empathy for students and others who have experienced trauma like my experiences, or who feel marginalized, or struggle in other ways.

I implement diverse pedagogical practices to create this environment. Before the semester begins, I look over class picture rolls praying for an increase of love, discernment, and understanding for my students. Because this generation values authenticity, vulnerability, and accessibility, before the first day of class students watch a video of me appropriately sharing my life with its struggles and victories. My shared experiences connect with students with similar or other struggles. The first week of class, they send me an info sheet to get to know them. Due to the video and my openness in the first week of class, some students share (non-sin) concerns in their info sheet or in person.

I keep track of these students, and those with accommodations, so that I can remember and pray for them and follow up throughout the semester. I have found that I can help students with concerns, struggles, and feelings of marginalization feel welcome, heard, understood, loved, needed, and to look to Christ and the gospel to navigate them. They feel like they can belong with the Savior and His Church even if just a little bit more than before.

I share the university and CH&D statements of belonging along with other quotes and stories of Zion inclusivity in the Restoration throughout the semester, so students know they are accepted, wanted, and needed regardless of any classification or where their relationships to Christ and His

Church are. I approach sensitive topics with pleas for love and understanding and readings that represent the most up-to-date statements from Church leadership, so all have a chance to learn and examine their assumptions before class. We then have fruitful discussions that honor the first and the second great commandments and help bring understanding and unity. I consciously use diverse art, stories, and quotes from Restoration women and other underrepresented groups. My students particularly enjoy using the Century of Black Mormons website and some have even volunteered to help with that project.

## Course Development Project – Final Report

### Rel C 343 History of the Modern Church, 1900-2020

My first semester teaching Rel C 343 has been amazing and also humbling. For this report I followed the questions from the Course Development (Teaching) Project—Final Report Guidelines. The improvements I have implemented for this semester are already showing signs of increasing student achievement of course outcomes.

#### 1. Student Learning

- a. **Learning outcomes.** The outcomes for this class are clear, appropriate to the course, and consistent with program outcomes. They align with the outcomes of the Aims of a BYU education. Here they are:

*In this class, when you give diligent effort, you will...*

1. **Spiritual Strengthening:** *Strengthen*, “by study and also by faith,” your evidence-based faith in and testimony of Jesus Christ’s direction of the ongoing Restoration and *increase* your desire to fulfill your unique, covenantal role within it.
2. **Intellectually Enlarging:** *Explain* the history and themes of the modern Church using historical contextualization, doctrinal discernment, acting in faith, and other skills.
3. **Character Building:** *Strengthen* your ability to find answers, resolve doubts, respond with faith, and give reason for the hope within you in whatever challenges you may face.
4. **Lifelong Learning and Service:** *Demonstrate* competence in working with your fellow Saints (and others) who have different cultural understandings, to *build Zion* in your family, ward, community, and internationally.

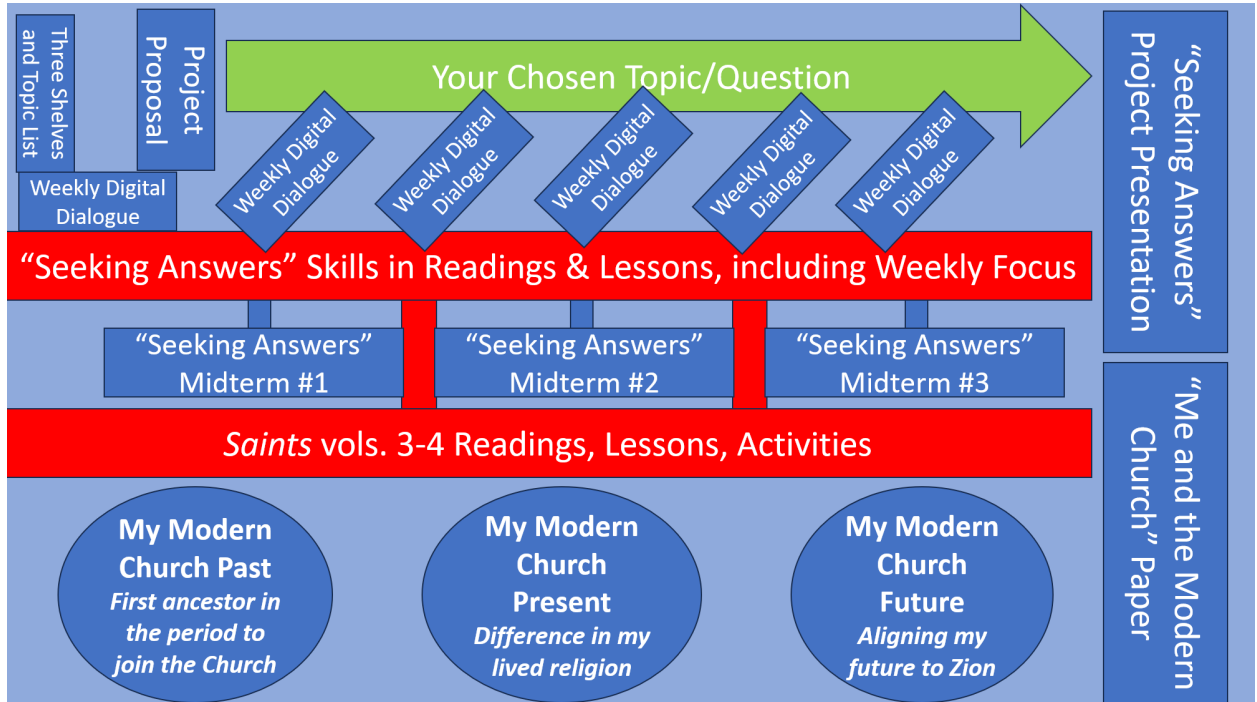
During Fall semester, I think both the students and I got lost in all the content and assignments that these outcomes got a little lost. I used a slide near the beginning of the semester to show how all the assignments aligned with the outcomes, but I don’t think we talked much about it after that. I could tell in some of the feedback in my student ratings for this course that I hadn’t communicated the outcomes clearly. They deemed some things “busy work” that were crucial to achieving our outcomes.

*Steps for Improvement.* So far this semester I have improved communicating the outcomes to the students. I repeated the slide that showed the alignment of the assignments and culminating projects to the outcomes. I have repeatedly shown a different slide that shows individual assignments link to the outcomes. I am also being more proactive when I talk about assignments that I also speak to their alignment to our course outcomes. I have begun asking the question, “How do you

think this assignment aligns with the course outcomes” and it has garnered great answers and awareness to our outcomes.

- b. Learning Activities.** The feedback I received from the students was that the class is very organized and consistent. One student noted, “The class was well organized, the assignments were pretty self-explanatory, and there was a flow to the class.”

The learning activities are not only linked to outcomes but also linked to the cumulative and culminating assessments: the Seeking Answers Project and the Me and the Modern Church Paper. See diagram below:



The flipped classroom model ensures that they come to class prepared to engage with me and each other in discussions. I create Zion Families that work together through the semester in in-class group work and in a weekly Digital Dialogue exercise. A student reported, “I love Brother lectures and classroom environment. It was not difficult to be engaged while he taught.”

*Steps for Improvement.* A few students mentioned that there were too many assignments and too many due at the end of the semester. To adjust, this semester I eliminated the service component. I strongly reiterated how the weekly Digital Dialogue assignments are the backbone of the “Seeking Answers” Project Presentation, indicating that if they did them well their presentation would be easy to create at the end of the semester. I also made the three parts of the “Me and the Modern Church” due as rough drafts at different stages of the semester. This should ensure that they will be easily able to combine and refine them to turn in at the end of the semester.

- c. **Learning Assessments.** As you can see from the above graphic, I have two culminating, cumulative assessments: The “Seeking Answers” Project and the “Me and the Modern Church” paper.

The project asks them to produce a 8-12 minute video on a topic, question, or concern of their choice related to Church history from 1894-2024. They find and read sources to investigate their topic, question, or concern. In the presentation they must use 7 of the 12 “Seeking Answers” skills we learn in the course. Every week, they post a Digital Dialogue wherein they analyze their sources through the lens of that week’s skills. Each student is assigned to a four-member Zion Family to whom they post their Digital Dialogue and they respond and give feedback to each other’s posts. These posts become the backbone of their presentation. Readiness quizzes before each class assess the students’ ability to correctly do the skills and receive feedback from me.

Additionally, three midterm assessments give students the opportunity to demonstrate that they can use the skills to analyze and interpret historical content from our lessons. They also give me an increased opportunity to give feedback and instruction individually and collectively.

The “Seeking Answers” Project and the midterms thus assess accurately the following outcomes from the course.

**Intellectually Enlarging:** *Explain* the history and themes of the modern Church using historical contextualization, doctrinal discernment, acting in faith, and other skills.

**Character Building:** *Strengthen* your ability to find answers, resolve doubts, respond with faith, and give reason for the hope within you in whatever challenges you may face.

**Lifelong Learning and Service:** *Demonstrate* competence in working with your fellow Saints (and others) who have different cultural understandings, to *build* Zion in your family, ward, community, and internationally.

The “Me and the Modern Church” Paper asks them to address their modern Church past, present, and future. For their past they identify and write about an ancestor that joined the Church during the 1894-2024. For their present, they interview someone who experience the Church before 1975 and discuss changes in lived religion. For their future, they interview someone from their desired career path to seek to understand how they can align their future vocation to the building up of Zion

The “Me and the Modern Church” Paper accurately assesses the following course outcomes.

**Spiritual Strengthening:** *Strengthen*, “by study and also by faith,” your evidence-based faith in and testimony of Jesus Christ’s direction of the ongoing Restoration and *increase* your desire to fulfill your unique, covenantal role within it.

**Lifelong Learning and Service:** *Demonstrate* competence in working with your fellow Saints (and others) who have different cultural understandings, to *build* Zion in your family, ward, community, and internationally.

In viewing the students’ projects and reading their papers, I can report that the students are achieving the outcomes of the course. Here are some of their comments.

- “Everything in the class had a purpose and it all worked together towards a final project, a very well-coordinated class.”
- “I loved how our digital dialogue assignments throughout the semester directly translated into our project. It was really nice to have a structured way that we were kind of ‘forced’ to work on it in smaller chunks throughout the semester.”
- “Super spiritually enhancing class. He taught us and had us practice over and over again great frameworks for discerning truth and dealing with life.”
- “The frameworks taught and practiced had really good practical and religious application that I found really enlightening.”
- “We spoke on a lot of heavy topics in class that definitely broadened my understanding and in result was intellectually enlarging.”
- “This class has caused me to do my own searching, learn from others, talk with others, etc. It’s made me a better disciple. one who is more accepting of others and more aware of her own flaws.”
- “This class made me more compassionate towards those that struggle with church history. It also helped me to be able to stand up for my faith more.”
- “I felt inspired to serve and build up the church wherever I am.”
- “I’ve also learned about recent US history in a very relevant and honestly necessary way and feel more capable interacting with the present (as I am more informed about the recent past)”
- “There were many opportunities to serve and act in faith, I would say that led me to want to keep learning and serving our Heavenly Father.”
- “This class has REALLY helped me understand the structure of God’s kingdom and the patterns of revelation God has used to restore this church. I feel much more capable as a leader now and in the future.”
- “This course gave me more tools to continue building my testimony. It also provided opportunities for service.”
- “This is my last semester before I graduate, and I feel like this class has prepared me for the real world more than any other class both religious and non-religious. I’m grateful for the structure of learning he provided.”

*Steps for Improvement.* A handful of students were frustrated with how some members of their Zion Family don't do the Digital Dialogue posts early enough to comment and lose some points (easy extra credit points are available to nullify any lost points). The system is intentionally designed to have them learn how to build Zion unity in their family. However, I decided this semester to give time in class during the fourth week to talk it out with each other. We will see if that helps them come to unity more quickly.

## 2. Learning Environment.

a. **Relationships.** For this I will give student responses that answer the following questions

i. Does the instructor integrate faith (i.e., gospel methodology) into the course and inspire students in their learning?

- “Super spiritually enhancing class. He taught us and had us practice over and over again great frameworks for discerning truth and dealing with life.”
- “This class taught me so much and really strengthened my testimony of the Gospel despite the complexity of church history.”
- “I felt inspired to serve and build up the church wherever I am.”

ii. Are instructor-student interactions appropriate, respectful, inclusive, and motivating to students?

- “Thank you for being the professor that gave me the breath of fresh air I needed this semester! :)”
- “My first year of college was rough, and it didn't accurately reflect who I was as a student. But when Professor would say he was proud of me and my work I was over the moon, because I felt like a part of me was coming back.”
- “Brother deserves a medal for how he teaches. He listens to his students. He encourages love above all else. I felt the spirit in his class every single day.”
- “Bro. is always asking students how they are doing and offering help to those in need. It is easy to schedule a meeting with him and he listens well to the students' needs.”
- “Brother has been by far my favorite religious instructor. He was funny, real, personable, and very knowledgeable.”

iii. Does the instructor foster positive and supportive student-student interactions and ensure respectful discussions of challenging issues?



- “Brother does a god job of having us work with other students and learn from them.”
- “He teaches complex topics by allowing us to teach ourselves first and then working with us to review and see the topics from different angles. It’s really effective.”

**b. Settings.** Again, I will use student comments that address the following questions.

**i.** Does the instructor use the classroom, lab, studio, etc., to create an effective setting for inspiring learning?

- “This class already has a lot of interesting information. Brother did a great job of organizing it and helping us learn and deal with difficult information.”
- “Putting us in Zion families allowed us to learn better and feel like we belong.”

**ii.** Does the instructor create an atmosphere that motivates students to be active and engaged learners?

- “Made class very interactive and invited us to have discussions with other students in class.”
- “Brother creates opportunities for students to be active learners. I feel this is the best way to have a spiritually strengthening class.”
- “I love Brother lectures and classroom environment. It was not difficult to be engaged while he taught.”
- “Class is part lecture part discussion part reflection and all of that is really good for all the different types of students, etc.”

**iii.** Does the instructor create an atmosphere of civility and respect that welcomes diversity, promotes equity, and invites belonging for all students, “regardless of their race, gender, sexual orientation, or other distinguishing feature” (Worthen, 2020)?

- “He did an amazing job at this. Many parts of the course include controversial religious topics and he did a really good job at letting students share their opinion and making it a safe place for sharing our thoughts.”
- “Very respectful to everyone in class. It allowed us to have wonderful conversations.”
- “He frequently asks for questions and lets anyone participate and is VERY willing to let the class change direction if students are interested in something other than what he expected.”

- “He was an amazing example of have love and respect for everyone.”
- iv. Does the instructor make reasonable efforts to make learning opportunities accessible to students with differing needs (e.g., physical, psychological, situational, technological)?
- “I asked for personalized help after a particularly difficult period of time and he was very willing to extend a supportive hand. I felt valued as a person and student and was never made to feel dumb or inadequate because I was struggling. I could not have been successful this semester without his love, kindness, and support.”
  - “Bro. is always asking students how they are doing and offering help to those in need. It is easy to schedule a meeting with him and he listens well to the students’ needs”
- c. **Materials and Other Resources.** Again, I will use student comments that address the following questions.
- i. Are course materials (e.g., text, notes, instructional technologies, teaching assistants) current and appropriate for the course?
- “The readings were mostly the Saints volumes 3 and 4 and they were amazing! I could see so clearly the history of the modern church through the examples of those who lived through it. Its inspiring!”
- ii. Are course materials used effectively to facilitate learning?
- “By allowing the students to study the material before the class and then prompting discussion based on those readings he creates a great opportunity for students to interact and be active in their learning.”
- iii. Where appropriate, do course materials reflect a diversity of sources and perspectives (e.g., gender, race, ethnicity, culture)?
- “I liked how in Saints there was more mention of women and minorities. It gave different and unfamiliar perspectives.”
  - “I have learned things about my own and other cultures that I didn’t know.”
  - “It was fascinating to read all the talks he gave us from female leaders during the different time periods. One of them was an answer to my questions about suffering that I haven’t gotten in any other class or talk.”

*Steps for Improvement.* I am doing pretty well in this area. I want to do a better job of tracking all my students through my Shepherding Sheets to make sure I am connecting with all of them.

### **3. Process of Improvement.**

#### **a. Course Improvement.**

- i.** Are assessment data and other sources of evidence effectively and consistently used to improve the learning outcomes, learning environment, activities, and assessments?

Yes. I collected student ratings and comments, mentor's and three other observations and feedback sessions, and feedback from my TAs. Together they are the source of my above *Steps for Improvement*.

- ii.** Do these improvements lead to increased achievement of learning outcomes?

So far, yes. I have implemented these improvements this semester and with each I am seeing better results. I will need to wait to the end of the semester to get the full data to confirm this.

#### **b. Professional Development.**

- i.** Does the instructor engage in regular self-evaluation of their own teaching?

Yes. I followed all the BYU protocols, including this New Faculty Workshops and seeking feedback from peers and students.

- ii.** Does the instructor participate in activities (e.g., consultations, seminars, courses, study of pedagogy literature) that help them learn and develop as an instructor?

Yes. I have been doing the New Faculty Series and Workshops. I have also created the "Seeking Answers Skills" by consulting with colleagues, using Church resources, and partnering with Keith Erikson and Steven Harper.

- iii.** Does the instructor implement best practices, and have they assessed the impacts of those practices?

Yes. I formed this course based on the summer New Faculty course development seminar. This final report is doing exactly this.



## *Scholarship Development Project Final Report*

My scholarship interests are the past and present intersections of politics and Church history, religious liberty, and Christ's invitation to royal priesthood as children of the covenant.

Alignment: This proposed scholarship aligns with the *BYU's Aims of Spiritually Strengthening (Children of the Covenant)* and particularly *Intellectually Engaging* as it informs religious political history that involves the Latter-days Saints in ways applicable by all. It conforms to Religious Education's *Strengthening Religious Education's* focus on gospel and academic scholarship. It supports student learning and development by informing students directly and through my teaching the covenantal importance of engaging in politics and building bridges in an increasingly polarized society, and in some ways, church. It also fits the Church History and Doctrine department's *Research Expediently*; in that it fills a gap of scholarship to help our students and the wider Church and community choose to engage in politics and government in ways the Lord has instructed us. My goal in building interest in mine and my colleagues' scholarship strengthens each of these aims and directives.

### Specific scholarship goals for December 2024.

- *I will turn the paper I presented at the Mormon History Association in June 2024, "A Bold Stroke [or] Species of Insanity': Joseph Smith's Presidential Campaign in Ohio," into an academic article. Its target audience will be academy and readers of American religious history.*

I have worked on this but have not finished it. My goal is to finish it this semester.

- *I will submit the article to the Ohio History Journal for publishing.*

I have reached out the Ohio History Journal and they are interested, but need to see the final product.

- *I will complete a comprehensive outline for a book manuscript entitled Children of the Covenant: Becoming Joint-Heirs in Christ's Royal Priesthood.*

I completed this and had it reviewed by colleagues and all my research assistants, as young adults are the target audience. They gave me fantastic feedback that I implemented.

- *I will contact Deseret Book editor regarding this book manuscript.*

I contacted Deseret Book, sending them the outline and a proposal. I am waiting to hear back.

- *I will write public-facing scholarship each week and post it on my website or publish it through some other online platform.*

I did this only a few times. I overestimated my available time taking on a new prep. My plan is to begin a weekly routine in March 2025.

#### Specific strategies of scholarly productivity.

- *I will commit to writing 60 min every weekday [on the train] and 60 min every weekend. I will print and use a chart to record my progress. I will be weekly accountable to my wife.*

I did not start out doing this well, as again, I fell behind with my new prep. However, I turned that around and have been doing it now for several months and am finding success. Being accountable to my wife has been a big help.

- *I will identify the seven best scholars of the intersection of politics and Church history and then make a plan to better interact with them.*

I identified the following as the seven best scholars at the intersection of politics and Church history.

1. Benjamin Park, Sam Houston State University
2. Spencer McBride, Joseph Smith Papers
3. Jordan Watkins, BYU Church History and Doctrine
4. Patrick Mason, Utah State University
5. Paul Reeve, University of Utah
6. Robert Smith, BYU Church History and Doctrine
7. Keith Erekson, Church History Department

My plan is to eat lunch/dinner with each one to introduce myself and look for possible collaboration. I will do this by Nov. 31, 2025.

- *I will build public interest in my scholarship and that of my colleagues by engaging in social media everyday both in personal and professional subjects. I will reach 1,000 or more followers in one or more of X, IG, or FB by Dec. 31, 2024. I will track my numbers every Friday. I will read one article a week on social media engagement and implement its strategies.*

I did this, not as regularly as I wanted, but have had some good interactions. My FB is currently at 400 and my X account is over 500. I'll keep working on it. A side benefit is that I have had some interactions that have helped me inform the Deanery of narratives in the wild about Religious Education.

Method to evaluate my success.

- *In the first week of January 2025, I will sit down with my mentor and give a specific report on each goal and strategy above.*

Done.

## *Citizenship Development Project Final Report*

To develop greater collaboration with my colleagues, I will do the following by December 2024

- *I will identify the seven best scholars of the intersection of politics and Church history and then make a plan to better interact with them in 2025.*

I identified the following as the seven best scholars at the intersection of politics and Church history.

1. Benjamin Park, Sam Houston State University
2. Spencer McBride, Joseph Smith Papers
3. Jordan Watkins, BYU Church History and Doctrine
4. Patrick Mason, Utah State University
5. Paul Reeve, University of Utah
6. Robert Smith, BYU Church History and Doctrine
7. Keith Erikson, Church History Department

My plan is to eat lunch/dinner with each one to introduce myself and look for possible collaboration. I will do this by Nov. 31, 2025.

- *I will assist in creating and attending a weekly writing group of newer faculty members in my college where we share and get feedback on the projects we are working on.*

I worked with other new faculty members to meet weekly to share and get feedback on our work. I did not make every week, but I received invaluable feedback on my work and even found a chance for collaboration. We are continuing this group this semester.

- *I will set up a time to work out weekly with colleague Phil Allred throughout the semester.*

Our schedules did not align with one another. I implemented some dietary changes and exercise and reported them with him to have accountability.



*Course Development/Teaching Grant Proposal*

The course I am trying to improve in is Rel C 343 Modern Church History (1894-2024). I would like to apply for the \$500 grant to purchase two different types of books.

First, I would like to purchase books that cover Church history topics in this time frame and a few wider American Religious Studies books that cover this same time period.

The other type of books I would like to purchase are some of the latest in higher education pedagogy.

# Sample 3

Faculty Development Plan  
Februaury 2024

Pres. Reese recently spoke at the University devotional about having a vision to guide our work.<sup>1</sup> When we operate this way, we invite heavenly influence and divine grace into our endeavors. The following plan is my vision of what I want to become in light of who I am. It begins with a statement of strengths and “opportunities for improvement” and then discusses my goals in teaching, research, citizenship and mentorship. Each of these categories are appendages to teaching. I research so that my teaching improves, and I share my research to extend my classroom. Citizenship creates an environment for teaching and learning. Mentoring is intimate, personal teaching focused on one person or a very small group of people. Therefore, this is my plan to develop as a teacher/mentor and contribute to enriched teaching and learning environments.

## **Personal Self-assessment of Strengths:**

I am aligned with and commitment to the principles and practices set forth in the Strengthening Religious Education (SRE) document. I want “teach the restored gospel... in a way that helps each student develop faith in and a testimony of Heavenly Father... Jesus Christ... [and] the restored gospel... Become lifelong disciples of Jesus Christ... [and] strengthen their ability to find answers, resolve doubts, respond with faith , and give reason for the hope within them in whatever challenges they may face.”

My commitment to the SRE leads to students feeling supported in their quest for eternal life. As I try and memorize the names of students and learn about who they are, I believe students come more open to learn spiritual truth and alter their views of themselves, others and God.

I believe my desire to learn, awareness of my limitations, and gratitude are character attributes that are among my greatest strengths and will lead to successfully helping students to come unto Jesus Christ in a stable, long-term way.

## **Self-assessment of areas for improvement:**

I have a lot of things to improve upon and I try diligently to balance a desire and awareness of my limitations with an understanding of grace and incremental improvement. I think I can further improve in organization. I can improve in organizing my work as well as in organizing the course I am teaching. My opportunity to become more organized will also pay dividends in research and citizenship.

As a new faculty member, I also feel a need to increase my understanding of the history and doctrine of the Church. I feel competent to teach the classes that I do, but I also feel like a greater depth of knowledge about the Church and larger national and global religious history and theology will help me to have a greater impact on students in their quest for discipleship.

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<sup>1</sup> C. Shane Reese, “An Invitation to Become: Vision, Work, and Covenants,” BYU Speeches, September 10, 2024. <https://speeches.byu.edu/talks/c-shane-reese/an-invitation-to-become-vision-work-and-covenants/>

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I believe that the more I create relationships with the faculty and staff of Religious Education, the more likely I will be to succeed. I want to be intentional about creating relationships with individuals whom I would like to be mentored by. I want to visit classes of faculty members to learn from them and I also want to learn about them through conversations in hallways and outside of BYU. I have long been inspired and motivated towards personal improvement as I have interacted with friends and colleagues in the Religion Department.

### **Professional Reflections and Goals in Teaching, Scholarship, Citizenship and Mentoring:**

**Teaching Reflections:** I have two mottos that guide my professional teaching, they are: 1) No success outside of the classroom can compensate for failure in it; and 2) “Effective teachers are always working to improve their knowledge and abilities,” (PMG, 2019, pg. 19).

Fall 2023: I began teaching in a CFS position at BYU in the fall of 2023. I had taught Foundations of the Restoration before at BYU, but it had been 4 years. I wanted to make a difference in my first semester and, after attending New Faculty Training meetings, I decided that one of my goals for the first semester was to learn all my student’s names (approximately 260). I also wanted to evaluate my course as I taught it and be thoughtful in how I wanted to improve. At the end of the semester, I had two thoughts. First, I felt like my tests did not align with the goals of my class and second, I felt like there was more I could do with assignments to help students to connect with Jesus Christ in a lifetime pursuit of discipleship.

During winter of 2024 I rewrote my exams and altered some of my assignments. Some of those assignments were altered before the semester began and some were altered during the semester. If I altered an assignment during the semester I tried to do so in ways that helped students. But as an unintended consequence of the changes, students felt uncertain about the class. Student ratings reflect this.

I improve the organizational structure of my class for the fall 2024 semester. I added and clarified learning outcomes and then rewrote assignments so that each assignment was very clearly linked to “Learning Objectives” as well as “Prophetic Priorities.” I wanted students to know that assignments fit in with the objectives of the course and of prophets as well.

Teaching Goal for Fall-Winter 2024-25: My teaching style, with an emphasis on flexibility and student engagement, may cause students to feel that the course lacks defined objectives and thus structure. I want to improve in being more explicit about my learning objectives without jeopardizing a flexible learning environment. I will rewrite my learning objectives for the course, making sure that they align with the SRE, the Aims of a BYU education, and the Universities objectives for the course. I will also make sure that my assignments connect back to my overall course learning objectives.

**Teaching Goal for Fall 2024 extended to Winter of 2025:** I want to clearly state my learning objectives each day of class and, when possible, link them to the course learning objectives, the SRE and the Aims of a BYU education. I believe that taking these steps will help students to understand the organization of the class and recognize how they are increasing in knowledge and capacity.

**Teaching Goal Winter 2025:** I want to observe at least 6 classes this semester. Observations have always helped me to learn and reach my potential. I would also like to invite individuals to observe my class and discuss how I can improve it. I would like to have at least 2 people come observe my class this semester.

**Teaching Goal [—extended to Winter of 2025]:** In light of my second motto, I would like to read *Envisioning BYU* this semester as well as a Terryl Givens book, either, *Feeding the Flock* or *Wrestling the Angel*. I think this book will help me to better understand BYU as well as my place in it and the students place in it. Understanding how we fit into this university “of prophecy and promise”<sup>2</sup> will help us become the fully anointed university of prophecy. In addition, I have also joined the faculty book reading group to read, *Second Class Saints*. I believe this will enable me to teach with more sensitivity ALL of my students!

[AT THE END OF THIS DOCUMENT I HAVE LISTED NON-REQUIRED PROFESSIONAL DEVELOPMENT OPPORTUNITIES I HAVE PARTICIPATED IN DURING THIS YEAR WHICH I BELIEVE HAVE A POSITIVE IMPACT ON MY TEACHING.]

**Scholarship Reflections:** The SRE invites faculty to think about scholarship written towards three target audiences: gospel scholarship to Latter-day Saints; academic research published towards the academy; and pedagogical scholarship aimed at improving teaching and learning. Scholarship can help move the Church towards its divine destiny. Scholarship can be very helpful in expanding the capacity of the scholar in ways that help them to be more useful to God, the Church and the campus community.

**Personal Reflection:** I feel much better, after this year, about where I am in meeting publication expectations. I have listed below what I am currently working on, what articles have been submitted for publication during the 2024 year that I expect to have in print in 2025. I also have a list of publications that have already come out with the 2025 date attached. I believe that these publications put me in a strong position for passing my third-year review and bode well for my 6-year review as well.

### **Current Research Projects:**

**Missionary Plaque Project:** I am working on this project with Scott Howell and we hope to have a solid draft completed by the end of February. This project combines qualitative and quantitative methods to understand what scriptures are most frequently chosen by missionaries on their missionary plaque and why.

**FSOY Project:** I am partnering with Jared Jepson on a chapter in the forthcoming Church History Symposium volume on the history of the Young Men and Young Women organization. Our chapter will detail the For Strength of Youth pamphlet. My contribution will be focused on the initial impetus behind the first pamphlet.

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<sup>2</sup> C. Shane Reese, “Becoming BYU: An Inaugural Response,” *Speeches.byu.edu*, September 19, 2023.

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Hannah Louisa Leavitt Terry Project: Hannah is an aunt of Juanita Brooks. I am hoping to work with a student of mine to present Hannah's story at the Juanita Brooks Conference in Logan this April. I hope to turn this into a publication for Latter-day Saints Historical Studies.

Idaho Travel Study: I have submitted a proposal to detail the history of the Idaho Falls Temple. It was the first temple built in Idaho and was dedicated in 1945.

New Testament Insights: I have a chapter that I have already largely written on the Book of Philippians that I would like to have included in Ken Alford's New Testament Insights book.

Depending on time availability, I would like to arrange or at least begin inviting experts in a variety of different fields to write short chapters/articles in which they detail an aspect of their research or expertise that promotes a sense of awe in the Divine.

**Scholarship submitted for publication in 2024 and expected to be published in 2025:**

-, "The Heavenly Logic for Mundane Living in Stephen L. Richards's "Where is Wisdom?" Commencement Address (1948), in *Latter-Day Eloquence*, eds. Ben Crosby and Isaac Richards (Urbana and Chicago: University of Illinois Press, 2025).

- "Edward Partridge: Let Zion in Her Beauty Rise," in *Quiet Disciple*, eds. Mary Jane Woodger and Casey Griffiths.  
Theodore Turley, in *Quiet Disciple*, eds. Mary Jane Woodger and Casey Griffiths.

-, "The Building of the Salt Lake Temple: A Monument to the Faith, Perseverance, and Industry of the Saints of God," in SLC Temple Commemorative book, eds. Mary Jane Woodger, Mark Ogletree.

-, and James Smith, "A Proud Monument of the Faith, Perseverance, and Industry of the Saints of God": Learning Lessons from the SLC Temple Renovation," in SLC Temple Commemorative book, eds. Mary Jane Woodger, Mark Ogletree.

**Scholarship Published this year:**

-, "Zion's Call: Transforming Perspectives on Prosperity," in *Doctrine and Covenants Insights: Capstone of Doctrinal Understanding*, ed. Kenneth L. Alford, Mary Jane Woodger, Mark A. Matthews (Provo, UT: Religious Studies Center, Brigham Young University; Salt Lake City: Deseret Book, 2025), 129-141.

-Lori L. Denning, and , "'Behold, I Am the Lord of Glory": Analyzing the Lord's Self-Introduction in Joseph Smith's First Vision," in *Joseph Smith as a Visionary: Heavenly Manifestations in the Latter Days*, eds. Alonzo L. Gaskill, Stephan D. Taeger, Derek R. Sainsbury, and Roger C. Christensen (Provo, UT: Religious Studies Center, Brigham Young University; Salt Lake City: Deseret Book, 2025), 53-68.

**Citizenship Reflections:** Work in citizenship helps to facilitate an academic environment that is filled with love, concern and support for students, faculty and staff, and promotes the mission of BYU. Citizenship consists of participating in department, college and campus activities and

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fulfilling assignments given official by the department. Citizenship, broadly, can include, but is not necessarily limited to involvement with academic organizations, community outreach and the betterment of BYU, local, national, and global communities. Involvement with four groups or categories of engagement can facilitate effective citizenship involvement. These groups or categories are: 1) official assignments from BYU; 2) unofficial, proactive, and unassigned engagement with BYU; 3) academic involvement in institutions and organizations outside of BYU; and 4) engaged and proactive efforts to improve local and global communities. I will briefly discuss how I plan to be involved in each of these four communities this year.

- 1) Religion Department Citizenship: I have been asked to help organize and carry out the Church History Symposium co-sponsored by the Church History Department at BYU and the Church History Department in Salt Lake. I have been proactive in sharing ideas on how to increase student involvement in the symposium, who to invite as guests, and identifying and facilitating student travel grants. The symposium took place at the end of October. The committee is currently engaged in selecting papers for publication for which I will assist as an editor. I have also been asked to serve on the committee for the next Church History Symposium which will take place in 2026, which has already begun.
- 2) BYU Citizenship: Initiatives outside of official assignments: I worked with Casey Griffiths and Jordan Watkins in connecting with Darren Parry, a faithful Latter-day Saint and member of the Bear River Shoshone Tribe, to create a video to help BYU students and others understand and navigate the Bear River Massacre and other atrocities perpetuated by Latter-day Saints and others on Native populations in Deseret Territory. I am also inquiring about a joint department lecture series on discipleship in the Business world in which students would hear about how individuals have navigated the demands of a career with the commitments of discipleship.
- 3) Academic External Citizenship: I am a member of the Claremont Mormon Studies Advisory Committee. The primary role of this committee is to ensure that the Mormon Studies program at Claremont continues to thrive. We organize events to help promote relationships with key constituencies that can help us fulfill this objective and who align with our goals. This committee works to help the Mormon Studies program at CGU remain a place where, if a student chooses, faith may flourish and where scholarship that is fair and honest in its representation of the Church is pursued. I am also an active member of the Interfaith Dialogue group between Latter-day Saint scholars and Community of Christ scholars.
- 4) Global Citizenship: I am working with BYU wellness in the beginning stages of organizing a fun-run from BYU campus to UVU. I think this would be a fun activity that would build our campus and would also go far to build the larger Utah Valley Community among professors, students, alumni and the larger community. I am also a soccer coach of a 6-year-old boys team and a 12 year-old girls team. I believe that these experiences improve the name and image of BYU, as long as I behave myself ;)
- 5)

**Mentoring Reflections:** Mentorship is facilitating development of individuals in a one-on-one or small group setting. I have realized that meeting with students on an individual basis is a time

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consuming and extremely beneficial experience. I am meeting with many students individually, sometimes at their request and sometimes at mine. This has been mutually beneficial as it gives me a glimpse into my students thought processes and challenges more than class comments and differently than assignments.

I am actively trying to get my students involved in different activities and initiatives. I want students to be involved in my research and my citizenship undertaking. I have a group of students that have already given ideas and suggestions for the business discipleship lecture series as well as the fun run from BYU to UVU. I believe that there is a way to get students involved in the Church History Symposium as well.

[I am keeping a list of student meetings during the year to help me quantify my mentoring. You will see the beginning of this list below.]

**Concluding Comments:** I am grateful for this opportunity to reflect on who I am and the progress of my career. I believe in BYU. I believe in the goals and aspirations of the covenantal community. I believe in the AIMS of a BYU education. I also believe that BYU is committed to developing its personnel, faculty and staff, into builders of God's children and kingdom. I believe that the systems put in place by BYU have been created for divine success and I am incredibly excited to be a part of this wonderful university!

I am grateful to have a plan on paper for my success. Reflectively, I think I have given too much power to the questions of "do I fit in here? Am I smart enough, talented enough, capable enough to make a difference and succeed at BYU?" This plan gives me confidence and direction.

### Student meetings

#### WINTER 2025:

1/8/2025: Grant Larsen: We made a mistake with Grant on his last semester grade. He came in and we talked about his experience in the class and also his plans for the future. He is going to do some things and email me so that I can change his grade.

2025-1-7: Cecilee Pulley: Conversation and interview for RA position. I emailed her on Friday, Jan. 10 to offer her the position. Have not heard back yet.

2025-1-7: Ethan Smith Conversation and interview for RA position. He was offered the position on Friday but decided with his internship and other things going on, he will be unable to help.

2025-1-9: Sarah Millet: She is not my student but stopped by my office to discuss what I am researching and writing about. She is very inquisitive and I found out she is in the Mace's home ward.

2025-1-10: Brandon Rush: We met to discuss his extended contract and what needs to be done to help him. I need to get a list of different activities for him to participate in to get an A.

2025-1-14 Sophie Cranney and fiancé Colton: Met to give a wedding invite and say hello and talk about life. [she invited me to her wedding and sealing. I helped her to get in the temple with your medical support animal. It was a very meaningful experience.]

2025-1-15 Austin Beyeler; gave me a leather belt buckle the represents Lucy Mack Smith dream and vision. I will wear it when I teach that lesson.

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2025-1-17 Ben Lomu: Just stopped by to give him a hug. He is being pursued by some really big films.

2025-1-17 Aaron Glancy: He is a flex student and wants to go on the Church History trip with Byran and wants

2025-1-17 Noah Adams: Duke Theology student doing some interesting things on disciple scholars and LDS graduate student faith crisis.

2025-1-17 Seth Aguilar: Doesn't seem to be feeling and doesn't seem to be feeling supported by God. He is doing all the right things but just doesn't know what to do. I sent him Michael McLeans video to see if he resonates a little bit with it. He is a good young man.

2025-1-17 James Pierce: Teaching Seminary from LaVerca (St. George). He is teaching seminary and is feeling the weight of it. He wanted some tips.

2025-1-22 Isaac Workman: Isaac is a very thoughtful young man. He asked some really great questions both in class and outside of it. It is clear that he has a soft and teachable heart and that he is interested in becoming all that God wants him to become. He asked about how to help friends and family members who are dealing with historical complexities in ways that strengthen faith not weaken it.

2025-1-28 Olivia Garvin: Olivia was sick and wanted a quick rundown of the fact sheet assignment. She is a great young lady and is studying to become a nurse.

2025-1-28 Craig and Krissie Bushman: This was an interview that allowed them share the experiences of their son being sent home early for problematic reasons and problematic experiences. How have they maintained faith? This interview was very important for the meeting I had with Serena Harrop on 2025-1-30.

2025-1-29 Michael Morton: Listened to the podcast. Had some questions about dreams. I need to talk to Ken Alford about Dreams and get back to him. He has been through 2 divorces and is a MBA student here at BYU. It was a great conversation.

2025-1-29 Daniele Rufato. Student from Brazil. Helping her to get her feet under her and pushing in the right direction towards success.

2025-1-30 Serina Harrop: This woman reached out to be because of the Follow him Podcast asking about her son's experience who was sent home from a mission. Her son is doing well but she is not. She feels that she is partly to blame. She should have spoken out when she saw signs of difficulty.

2025-2-6 Ethan Walch (402): Ethan is really struggling. He sent an email to the entire class with links to how the Book of Mormon actually came to be. I think he is struggling mentally and emotionally. He needs help. We talked for almost 2 hours. I hope it was helpful.

2025-2-6 Ben Clare (402) got very sick and missed two weeks so we talked about getting him back caught up. I think he will do fine, but he needs to get on his high horse. We talked for almost an hour.

2025-2-7: Noah Adams: He is a graduate student that I am partly mentoring on his work on a LDS Graduate Student discussion group. He is a great man! He is working with Grant Wacker.

## **ADDITIONAL NON-REQUIRED PROFESSIONAL DEVELOPMENT EXPERIENCES:**

Maxwell Institute Scripture Lecture Series Active, weekly participant



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2025-1-9 Class Observed. I observed Steven Harper's Foundations of the Restoration class on January 9<sup>th</sup>. It was the first day of class. He went over expectations and that we are nothing. BUT when we covenant with the Father, we bind ourselves to Christ and that gives us infinite worth.

2025-1-9 Justin Dyer: Presentation in the Varsity Theatre on Perfectionism. Faith and Cookies? Sponsored by BYU- Studies. VERY GOOD presentation and helps me to think about and understand my students better as many of, according to Justin, perhaps 13% of them struggle with toxic perfectionism.

2025-1-15 Faculty Learning Community. During this lunch series meeting we discussed Gospel Centered teaching. It was a great conversation. I learned a little about Perusall which is a software that enables students to make comments as they read an article.

<https://www.perusall.com>

2025-1-17 Maxwell Institute Wonder of Scripture Series. Jared Halverson taught and it was incredible he taught about the power of scripture and making it real by becoming it and then letting it saturate you. It was really powerful.

2025-1-22: Steven Harper lunch. Steve is such a great thinker and inspiring mentor. He is so kind and approachable but also so brilliant. I always leave our conversations feeling motivated to do good, important work. We talked about family and he said that if you get a little bit interested in your children's big interest, it will take you really far. He ended up getting interested in American Idol because of his oldest daughter's interest in pop culture. I think he likes my idea of Hannah Louisa Leavitt Terry.

2025-1-23: Alex Sosler, Beauty is a Name for God: How Art Disciplines. We are addicted to entertainment and distraction. This addiction denies us of seeing the real beauty of God and life. We feel sadness as we see someone else's sadness through our entertainment addiction. We need to experience it for ourselves.

2025-1-24 Alex Sosler: The Pilgrim's Classroom: A Vision to Give Students Something to Care About. What is the purpose of education and how do we motivate students to learn deeper.

2025-1-24 Rabbi Spencer Spector: 4 depths of understanding scripture: Peshat- simple. Remez- hint. Drash- expansion. Sod-Secret. If we end with simple views of scripture, our faith will not be deep enough to endure.

2025-1-24 Career Exploration Conference Presenter: Robbie Taggart, Tyler Griffin and I were asked to give a presentation on teaching to those invited to investigate a career in religious education

2025-1-25 Presentation at the Sperry Symposium at BYU with Lori Denning.

2025-1-28 Jeffrey Rosen, Forum. He discussed the phrase from the Declaration of Independence "The Pursuit of Happiness." He argued that the founding fathers thought of that as not a feeling but a pursuit of the attributes of virtue and morality.

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2025-1-31 Lincoln Blumell: Faculty Forum—WOW! Lincoln hit it out of the park! He discussed his new book coming out in which he persuasively argues that Christian scholars and apologists have misread 2 John as a letter to the whole church whereas he has found that it was specifically written to a certain woman. It was just electric! He showed an incredible depth and breadth of knowledge that was just fantastic and powerful!

2025-1-31 Phil Barlow: The Maxwell Institute lecture, the wonder of Scripture. Phil began talking about time and discussed it with so much humility and kindness. He seems to have a deep soul! This lecture made me want to choose my mentors wisely and then to seek for relationships with them.

2025-2-7 Amy Harris: This Maxwell Institute lecture was fantastic. Amy discussed family history and the power of temple work. It helped me to realize the power that is available in temple work. Temple work, according to Amy and her presentation is the foundation for work for the living, not the reverse.

LETTERS OF RECOMMENDATION OR ADDITIONAL REQUESTS FROM STUDENTS:

2025-1-31 Austin Beyeler: I submitted a letter of recommendation for Austin to the Plant and Animal Sciences department.

There are two statements that encapsulate the guiding precepts of my career. They are: “No success outside of the classroom can compensate for failure in it;” and “Effective teachers are always working to improve their knowledge and abilities,” (PMG, 2019, pg. 19). My efforts on fulfilling these visionary statements in the BYU classroom are listed, by semester, below. These paragraphs will illustrate my commitment to improvement and student development. In sum, they reflect a plan to create learning environments and student outcomes that align with the Strengthening Religious Education (SRE) document, the AIMS of a BYU education and other university training received.

**Teaching Reflections:** Fall 2023: I began teaching in a CFS position at BYU in the fall of 2023. I had taught Foundations of the Restoration before at BYU, but it had been 4 years. I wanted to make a difference in my first semester and, after attending New Faculty Training meetings, I decided that one of my goals for the first semester was to learn all of my student’s names (approximately 260). I also wanted to evaluate my course as I taught it and be thoughtful in how I wanted to improve. At the end of the semester, I had two thoughts. First, I felt like my tests did not align with the goals of my class and second, I felt like there was more I could do with assignments to help students to more fully connect with Jesus Christ in a lifetime pursuit of discipleship.

During winter of 2024 I rewrote my exams and altered some of my assignments. Some of those assignments were altered before the semester began and some were altered during the semester. If I altered an assignment during the semester I tried to alter the assignments in ways that left the students feeling benefitted but I think a consequence of any alteration was students feeling that stability in the class was tenuous. Student ratings reflect this.

During the summer of 2024 I attended the Teaching the Total Person workshop. This workshop gave me the needed structure to further develop my course. I began to formulate learning objectives which then helped me to refine my assignments. This has helped me to feel like my course is a united, unified undertaking.

Here are the Learning Objectives for my course:

- You will be able to evaluate the reliability of primary and secondary sources.
- You will be able to articulate how God helped early Latter-day Saints alter their cultural paradigms to align more closely with divine truths.
- You will be able to articulate how God is striving to restore you back to Him.
- You will be able to unlock the power of, and truths found in the Doctrine and Covenants.
- You will learn how to faithfully evaluate assumptions regarding religion and God that will empower you to stay on the covenant path.
- You will experience the beginning stages of primary document research and become familiar with reliable primary source databases.
- YOU WILL HAVE THE OPPORTUNITY TO CHANGE YOUR HEART IN A CHARITABLE ENVIRONMENT.

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Fall 2024: Prior to the beginning of this semester, I focused on crafting learning objectives that support the objectives of the Strengthening Religious Education (SRE) document. I rewrote the syllabus used for my 225 class and I significantly altered the assignments required of students. Each assignment description was rewritten to include a description of how the assignment would fulfill the learning objectives of the course and also included a statement from living prophets that indicated the alignment of the assignment with prophetic directions. I believe this helped increase the clarity of the objectives of the course for students. I believe it helped students to use class materials and assignments to accomplish key course objectives. I think that the workload for students, at times, was too much and so I dropped some of the originally planned assignments midway through the semester. I anticipate this leading to improved outcomes during the winter semester.

**Teaching Goal for Fall 2024 extended to Winter of 2025:** I want to clearly state my learning objectives each day of class and, when possible, link them to the course learning objectives, the SRE and the Aims of a BYU education. I believe that taking these steps will help students to understand the organization of the class and also recognize how they are increasing in knowledge and capacity.

**Teaching Goal Winter 2025:** I want to observe at least 6 classes this semester. Observations have always helped me to learn and reach my potential. I would also like to invite individuals to observe my class and discuss how I can improve it. I would like to have at least 2 people come observe my class this semester.

**Teaching Goal [unachieved during Fall 2024—extended to Winter of 2025]:** In light of my second motto, I would like to read *Envisioning BYU* this semester as well as Terry Givens work, *Feeding the Flock* or *Wrestling the Angel*. I think this book will help me to better understand BYU as well as my place in it and the students place in it. Understanding how we fit into this university “of prophecy and promise”<sup>1</sup> will help us become what we are being asked to become. In addition, I have also joined the faculty book reading group to read, *Second Class Saints*. I believe this will enable me to teach with more sensitivity ALL of my students!

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<sup>1</sup> C. Shane Reese, “Becoming BYU: An Inaugural Response,” *Speeches.byu.edu*, September 19, 2023.

## Scholarship Development Goals Fall 2024

Writing and publishing expands the reach of scholarship and improves the scholar by increasing their knowledge and capacity for teaching. There are a few questions that guide my research and scholarship. Will this research increase my knowledge and capacity in a way that will positively impact the classroom? Who does this research benefit: my students; the Church; and/or the larger academy? What is the purpose or goal of this scholarly endeavor? Does that goal align with my professional responsibilities to my students, the Church and/or the academy? I will prayerfully and thoughtfully choose scholarly opportunities.

**Scholarship Reflections:** In the last 18 months, I have submitted a number of publications and have been active in scholarship. The following list will show what I have published or have had accepted for publication followed by a list of projects which I am currently working on.

### **Published Scholarship:**

-, “‘Abiding by its Precepts’: Using Precepts from the Book of Mormon to draw closer to Jesus Christ,” in *Book of Mormon Insights: Letting God Prevail in Your Life*, ed. Kenneth L. Alford, Krystal V. L. Pierce, Mary Jane Woodger (Provo, Ut: Religious Studies Center, Brigham Young University; Salt Lake City: Deseret Book, 2024), 54-64.

-, “Zion’s Call: Transforming Perspectives on Prosperity,” in *Doctrine and Covenants Insights: Capstone of Doctrinal Understanding*, ed. Kenneth L. Alford, Mary Jane Woodger, Mark A. Matthews (Provo, UT: Religious Studies Center, Brigham Young University; Salt Lake City: Deseret Book, 2025), 129-141. [Technically the publication date is 2025, though the publication came out in late 2024.]

-Lori L. Denning, and , “‘Behold, I Am the Lord of Glory’: Analyzing the Lord’s Self-Introduction in Joseph Smith’s First Vision,” in *Joseph Smith as a Visionary: Heavenly Manifestations in the Latter Days*, eds. Alonzo L. Gaskill, Stephan D. Taeger, Derek R. Sainsbury, and Roger C. Christensen (Provo, UT: Religious Studies Center, Brigham Young University; Salt Lake City: Deseret Book, 2025), 53-68. [Technically the publication date is 2025, though the publication came out in late 2024.]

### **Accepted Scholarship:**

-, “The Heavenly Logic for Mundane Living in Stephen L. Richards’s ‘Where is Wisdom?’ Commencement Address (1948),” in *Latter-Day Eloquence*, eds. Ben Crosby and Isaac Richards (Urbana and Chicago: University of Illinois Press, 2025).

- “Edward Partridge: Let Zion in Her Beauty Rise,” in, *Quiet Disciple*, eds. Mary Jane Woodger and Casey Griffiths.

-Theodore Turley, in, *Quiet Disciple*, eds. Mary Jane Woodger and Casey Griffiths. [for digital publication only]

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-, “The Building of the Salt Lake Temple: A Monument to the Faith, Perseverance, and Industry of the Saints of God,” in SLC Temple Commemorative book, eds. Mary Jane Woodger, Mark Ogletree.

-, and James Smith, “A Proud Monument of the Faith, Perseverance, and Industry of the Saints of God”: Learning Lessons from the SLC Temple Renovation,” in SLC Temple Commemorative book, eds. Mary Jane Woodger, Mark Ogletree.

## Current Projects and Timelines:

FSOY Project: I am partnering with Jared Jepson on a chapter in the forthcoming Church History Symposium volume on the history of the Young Men and Young Women organization. Our chapter will detail the For Strength of Youth pamphlet. My contribution will be focused on the initial impetus behind the first pamphlet. Submission by March 1.

Hannah Louisa Leavitt Terry Project: Hannah is an aunt of Juanita Brooks and the daughter of Dudley Leavitt Sr.. I am hoping to work with a student of mine to present Hannah’s story at the Juanita Brooks Conference in Logan this April. I hope to turn this into a publication for Latter-day Saints Historical Studies. Submission by July 2025.

New Testament Insights: I have a chapter that I have already largely written on the Book of Philippians that I would like to have included in Ken Alford’s New Testament Insights book. Submission by July 10, 2025.

Idaho Travel Study: I have submitted a proposal to detail the history of the Idaho Falls Temple. It was the first temple built in Idaho and was dedicated in 1945. Submission by September 2025

Depending on time availability, I would like to arrange or at least begin the inviting experts in a variety of different fields to write short chapters/articles in which they detail an aspect of their research or expertise that promotes a sense of awe in the Divine. Submission by December 2025.

I am currently working on a project with Scott Howell and Ken Alford which we have tentatively titled, Stand By Our Leaders. It is a book project meant to combine stories of individuals who have stayed loyal to the Lord and his Church despite difficulties with the leaders of that Church.

## Long-term Projects:

A project that I would like to write more about is Joseph Smith’s concept of Zion. I believe that contemporary understanding of Zion is much different than what Joseph came to understand as Zion. I also believe that Joseph effectively communicated his concept of Zion to many members of the Church. I hypothesize that Zion became central to the religious identity of early members of the Church. I would like to write a history of the concept of Zion in the Church. Similarly, and building off of this project, I would like to write a history of the Church

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focused on identity. What are members of the Church's primary identity at different times in the Church's history and how has that changed?

## Citizenship Development Goals Fall 2024

Terryl Givens has said that the purpose of the Church is to create the kinds of people in the kinds of relationships that constitute the divine nature. A vertical element of relatedness links man to God, in part, through covenants and the horizontal aspect of relatedness is encapsulated in the concept of Zion.<sup>1</sup> Citizenship responsibilities represent our task of reaching out to others and facilitates the creation of Zion. I believe that mentoring is an important aspect of our citizenship responsibilities as it helps us build relationships and community.

**Citizenship Reflections:** Citizenship efforts facilitate a Zion community and an academic environment that is filled with love, concern and support for all as it promotes the mission of BYU. Citizenship consists of participating in department, college and campus activities and fulfilling assignments given official by the department. Citizenship also involves work outside of the university, including outside academic organizations, local, national and international communities and organizations. Involvement with four groups or categories of engagement can facilitate effective citizenship involvement. These groups or categories are: 1) official assignments from BYU; 2) unofficial, proactive and unassigned engagement with BYU; 3) academic involvement in institutions and organizations outside of BYU; and 4) engaged and proactive efforts to improve local and global communities.

- 1) Religion Department Citizenship: I have been asked to help organize and carry out the Church History Symposium co-sponsored by the Church History Department at BYU and the Church History Department in Salt Lake. I have been proactive in sharing ideas on how to increase student involvement in the symposium, who to invite as guests, and identifying and facilitating student travel grants. The symposium took place at the end of October. The committee is currently engaged in selecting papers for publication for which I will assist as an editor. I have also been asked to serve on the committee for the next Church History Symposium which will take place in 2026, which has already begun.
- 2) BYU Citizenship: Initiatives outside of official assignments: I worked with Casey Griffiths and Jordan Watkins in connecting with Darren Parry, a faithful Latter-day Saint and member of the Bear River Shoshone Tribe, to create a video to help BYU students and others understand and navigate the Bear River Massacre and other atrocities perpetuated by Latter-day Saints and others on Native populations in Deseret Territory. I am also inquiring about a joint department lecture series on discipleship in the Business world in which students would hear about how individuals have navigated the demands of a career with the commitments of discipleship.
- 3) Academic External Citizenship: I am a member of the Claremont Mormon Studies Advisory Committee. The primary role of this committee is to ensure that the Mormon Studies program at Claremont continues to thrive. We organize events to help promote relationships with key constituencies that can help us fulfill this objective and who align with our goals. This committee works to help the Mormon Studies program at CGU remain a place where, if a student chooses, faith may

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<sup>1</sup> Terryl Givens, *Feeding the Flock: The Foundations of Mormon Thought: Church and Praxis* (New York: Oxford University Press, 2017).



## Citizenship Development Goals

Fall 2024

- flourish and where scholarship that is fair and honest in its representation of the Church is pursued. I am also an active member of the Interfaith Dialogue group between Latter-day Saint scholars and Community of Christ scholars.
- 4) Global Citizenship: I am working with BYU wellness in the beginning stages of organizing a fun-run from BYU campus to UVU. I think this would be a fun activity that would build our campus and would also go far to build the larger Utah Valley Community among professors, students, alumni and the larger community. I am also a soccer coach of a 6-year-old boys team and a 12 year-old girls team. I believe that these experiences improve the name and image of BYU, as long as I behave myself ;)

**Mentoring Reflections:** Mentorship is facilitating development of individuals in a one-on-one or small group setting. I have realized that meeting with students on an individual basis is a time consuming and extremely beneficial experience. I am meeting with many students individually, sometimes at their request and sometimes at mine. This has been mutually beneficial as it gives me a glimpse into my students thought processes and challenges more than class comments and differently than assignments.

I am actively trying to get my students involved in different activities and initiatives. I want students to be involved in my research and my citizenship undertaking. I have a group of students that have already given ideas and suggestions for the business discipleship lecture series as well as the fun run from BYU to UVU. I believe that there is a way to get students involved in the Church History Symposium as well.

## Teaching Grant Request

I am currently teaching a class called Foundations of the Restoration. It is a fantastic class that combines the historical and doctrinal development of the Church. I have been feeling a need to improve student involvement in lectures. I have observed several different teachers and some of them seem to be using PowerPoint presentations very effectively in instructing students and engaging them. One teacher, through discussion with students, can show students how they mark their scriptures by projecting their scriptures from an ipad onto the screen. I think this would be very beneficial to students as it would help them to see both what is being highlighted and one example of how to highlight. Another application of an ipad for in-class purposes would be in projecting a passage or a quote and allowing students to highlight a key passage that speaks to them. I believe that asking students about particular quotes and highlighting what they say will unify the class, increase participation, improve understanding among students.

I would like to use a \$500 grant to purchase an ipad to help me project and mark with students during lectures key passages and important elements of scriptures and quotations. I believe this will increase class unity, participation and understanding for students.

# Sample 4

## Faculty Development Plan—

2025

### Self-assessment

I was grateful that I was able to set goals, work toward achieving them, and see an improvement in my teaching. This experience gives me hope that I can continue to grow in my ability to help more students become lifelong disciples of Jesus Christ and accomplish the purposes of Religious Education.

I revised my Rel C 200 Course by focusing on three teaching goals: (1) make simple, clear and relevant assignments (2) purposefully cover relevant material that students are less familiar with (3) increase my expertise in lecturing. My student ratings support the idea that I made significant improvement on all three goals. Students made the following comments:

- “Brother [REDACTED] was the most organized professor I have ever had. The way he set up the assignments gave me no confusion on due dates. He also taught in a very engaging way and I always felt the spirit during his lectures.
- “Great course! The ‘Act in Faith’ layout of the class was simple and applicable to life after class. This class taught me a lot because of how much I was able to engage in the learning process.”
- “The ‘act in faith’ pattern is great. I love curriculum that allows me to personally apply teachings and encourage me to learn on my own.”
- “Always had engaging lectures and I could trust him to ask personal questions.”
- “Excellent instructor! He knows how to make content engaging, relevant, insightful, helpful, and impactful. I really like the layout of the course and the way we are encouraged to learn in order to answer our personal questions about life.”

### Teaching Goals:

I believe I can continue to make intentional efforts to improve. I will continue to strive to combine content and pedagogical expertise to effectively teach students in any class size. I will focus on the following areas:

#### 1. Student Learning:

- a. My goal is to effectively make the Learning by Student and Faith Pattern the structure of my Living Prophets course. This will help my students become lifelong disciples of Jesus Christ and accomplish the purposes of the SRE.
- b. My goal is to create relevant before-class preparation activities for both my Foundations of the Restoration Course and Living Prophets.
- c. My goal is to create relevant weekly reflection activities that enable students to share the spiritual strengthening truths they learned, intellectual enlarging insights they gained, and how they acted in faith.

## **2. Learning Environment:**

- a. In my two smaller classes, my goal is to help students feel like they belong by calling them by name as I teach.
- b. My goal is to create a policy where students can make up an absence by visiting with me and sharing something they learned after spending equivalent time studying the class material they missed.
- c. Revise my Living Prophets Course so I can incorporate the Learning By Study and Faith Pattern as the structure of my course.

## **3. Process of improvement:**

- a. I will video record at least five of my classes and self-evaluate them to identify areas for improvement.
- b. I will observe another faculty member teach and have another faculty member perform a formative evaluation of my teaching.
- c. I will do active research to collect data to help determine the effectiveness of the revisions I will make to my courses.

## **Scholarship Goals**

To help me increase my content and pedagogical expertise will do the following:

1. Present at the 9<sup>th</sup> Annual Teaching for Learning (T4L) Conference.
2. Submit a Proposal for the Teaching Professor Conference.
3. I will also identify, and study two books related to teaching.

## **Citizenship Goals**

My focus related to citizenship is to build strong relationships with other faculty members within my department and college and to be a positive influence in building unity. To help me do this, I will do the following:

1. I will demonstrate a commitment to creating an atmosphere of unity by participating in a book club with other faculty members to study *Second-Class Saints: Black Mormons and the Struggle for Racial Equality*.
2. I will exhibit collegiality by attending at least two Friday Faculty Forums each semester.
3. I will participate in BYU's outreach efforts by being interviewed on the Y-Podcast and participating in two episodes of Come Study with Me.
4. I will do the initial edits for every Y-Podcast assigned to me.
5. I will lead any revisions needed in the online course for Religion C 333: Living Prophets.

# Faculty Development Plan—

## Self-assessment

I was recently hired as an assistant teaching professor. I primarily teach two required religion courses: Foundations of the Restoration and Eternal Families and an elective course entitled The Living Prophets. This year was my first time teaching the Eternal Families course and my first time teaching large lecture-based classes, which ended up being a little more difficult than I anticipated.

After reviewing my student ratings, I identified several areas of strength, including responding to students respectfully and helping students grow spiritually. This was encouraging, as I worked hard to make the class environment a safe place to discuss difficult topics and to foster spiritual growth. In both of my courses, we cover very controversial topics that can be alienating and uncomfortable. I am grateful that students feel we are discussing the topics respectfully and in a manner that is spiritually strengthening, which significantly impacts their learning experience.

Identifying areas for improvement is a crucial part of my professional growth. I have identified two areas where I can improve to enhance the experience for students in my courses. These areas include (1) the organization of the course and (2) a stronger emphasis on intellectual growth. This Faculty Development Plan is designed to help me address these areas.

## Teaching Goals

Improvement in teaching will come as I continue to make intentional efforts to gain content and pedagogical expertise. Combining my content and pedagogical expertise will allow me to effectively teach students in any class size. To improve my teaching, I will focus on the following areas:

1. *Course organization*: I will simplify my courses so there is greater clarity between the course outcomes and the activities within the course. **My goal is to create simple, clear assignments that enable students to apply what they learn in class.** To help me accomplish this goal, I will attend the Center for Teaching and Learning workshop entitled: “Teaching the Total Person” and apply the concepts learned to refine the assignments in my courses. I will design a culminating experience for one course I teach and progress check assignments that help students prepare for the culminating experience.

### Progress made:

I attended the “Teaching the Total Person Workshop” in July. This course helped me simplify my assignments in both of my courses. I was able to meet the department’s expectations in teaching both courses.

### Students made the following comments:

- "I really liked the way this course was set up and I feel like it was very effective for learning."

- "The course was very organized and I always knew what was expected of me."  
"The course was well organized and developed in a way that helped me to connect important church history with doctrine and principles that help me apply it to my life."

Positive comments about the course organization like these, were a common pattern throughout my course evaluations.

In the Eternal Families course, I designed a culminating experience and applied the concepts I learned in the workshop. The course where I redesigned the structure received a Net Prompter Score of 63. A score above 20 is considered favorable, and a score above 50 is excellent. My other course, which had a traditional structure, received a Net Prompter Score of 24.

Students made the following comments:

- "I liked the Act in Faith Pattern because it pushed me to be a lifelong disciple and I was able to gain so much knowledge that will help me for a long time."
- "I liked that we are learning skills that will strengthen us our whole lives."
- "I loved how this pattern helped me to put into practice the principle of receiving revelation. I also love how it motivated me to be more curious about gospel teachings and outlined how I can find answers to those questions. My testimony is stronger because of this pattern and I am so grateful and excited to put it to practice the rest of my life."

These are just a few of the comments that showed a very positive pattern regarding the course organization and structure and engagement. All taken together, these results demonstrate the significant positive growth that I have made.

2. *Content expertise*: To help the course become more intellectually enlarging, **my goal is to purposefully cover relevant material that students are less familiar with.** To help me accomplish this goal, I will continue to include foundational knowledge that many students are familiar with, but I will also intentionally include material that students are less familiar with. To help me accomplish this, I will read one book a month to increase my content expertise and observe one fellow faculty member a month who has content expertise in a subject area that would be helpful for me. This will enable me to recognize better what students may not know and to be more purposeful in helping students grow intellectually.

Progress made:

I have met my goal of observing one fellow faculty member a month. I observed: Ken Alford, Steve Harper, Fred Woods, Phil Allred, Jennifer Platt, and Tim Rarick.

I read one book a month to increase my content expertise. The following books, in particular, had a significant impact on me:

1. Kerry Muhlestein, *God Will Prevail: Ancient Covenants, Modern Blessings, and the Gathering of Israel.*

2. Karl Ricks Anderson, *The Savior in Kirtland*.
3. Dale G. Renlund and Ruth Lybbert Renlund, *The Melchizedek Priesthood: Understanding the Doctrine, Living the Principles*.
4. David A. Bednar, "The Rock of Our Redeemer"

I also intentionally tried to share things with students that they might find interesting but relevant to their lives. I look forward to continuing to strengthen my intellectual knowledge.

3. *Lecturing skills*: To improve my lectures, **my goal is to increase my expertise in lecturing and be more purposeful in planning them**. To help me accomplish this, I will study the following book, *Dynamic Lecturing Research-Based Strategies to Enhance Lecture Effectiveness* by Christine Harrington and Todd Zakrajsek and apply the concepts to create a lecture template I can use to outline each lecture. I will also observe one fellow teaching track faculty per month to gain additional insights to help teach large classes.

Progress made:

I have met my goal of observing one fellow faculty member a month. I observed Tyler Griffin, Ross Baron, Hank Smith, Brian Mead, Brad Wilcox, Torrey Morrill, and Chase Rockwood.

I also completed studying the book *Dynamic Lecturing Research-Based Strategies to Enhance Lecture Effectiveness*.

I explored creating different lecture templates. Ultimately, I discovered that dividing my lecture into three parts allowed me to teach in a way that would allow students to walk away with three spiritually enlightening truths. I improved my lecturing skills, which is demonstrated by meeting the department's expectations and receiving positive students from students. Students made the following comments:

- "Was very engaging and allowed me to work with fellow students."
- "Really good lectures that involved a lot of engagement and discussion."
- "I think he did a great job. Fun, engaging, and outlines his materials very well for students."
- "His class is set up with several different types of learning activities which helped me a lot to have meaningful learning experiences."

I look forward to continuing to improve my lecturing and engaging skills.

### Scholarship Goals

Although publishing is not a formal position requirement, increasing my content and pedagogical expertise is essential. As I gain greater expertise, I will be better equipped to balance my students' spiritual and intellectual growth. To help me grow in this area, I will strive to read one

book or article a month related to teaching or curriculum design to increase my expertise. I will also strive to present at one conference a year and write one article per year.

Progress made:

I participated in an edited volume focused on great speeches from members of the Church of Jesus Christ of Latter-day Saints. My chapter is entitled:

██████, T. P. (In Press). "Rethinking Knowledge and Leadership to Instill Hope: 'The Power of Not Knowing' by Liz Wiseman" In *Latter-day Eloquence: Two Centuries of Mormon Oratory*, (Richard Benjamin Crosby and Isaac James Richards eds.), Urbana, IL: University of Illinois Press.

I was also accepted to present at the 9th Annual Teaching for Learning (T4L) Conference. My presentation, "Empowering Students to Become Lifelong Learners: A Course Design Approach," is a result of my Course Development Project.

Finally, I met my goal of reading one book related to teaching or curriculum design a month.

### **Citizenship Goals**

My focus related to citizenship is to build strong relationships with other faculty members within my department and college and to be a positive influence in building unity. To help me do this, I will do the following:

1. Observe at least one faculty member a month.
2. Read an article or listen to a podcast by a department faculty member each month and send them a gratitude email.
3. I will be a positive influence within the department and college by attending all department meetings, in-services, Friday Forums, faculty lectures, and other invited department activities.
4. Include an experience I have had in the memory book for each retiring faculty member.
5. Work to build consensus with faculty that teach Rel C 333 when changes are needed in the online course.

Progress made: Here is a short report on each of my citizenship goals:

1. Observe at least one faculty member a month. **I met this goal and averaged two faculty members a month.**
2. Read an article or listen to a podcast by a department faculty member each month and send them a gratitude email. **I met this goal each month.**
3. I will be a positive influence within the department and college by attending all department meetings, in-services, Friday Forums, faculty lectures, and other invited department activities. **I was able to attend department and college meetings and contribute in a positive manner where possible. For example, in the teaching committee members they were trying to identify possible questions to ask, and I was able to create a small survey to help the**



committee members rate each question. I also participated with other faculty members to build bridges with faculty members at BYU-Idaho.

4. Include an experience I have had in the memory book for each retiring faculty member. No faculty members retired while I was working on this plan, but I did reach out to two faculty members who had significant health issues to let them know that I cared and was praying for their recovery.
5. Work to build consensus with faculty that teach Rel C 333 when changes are needed in the online course. Yes, I worked with faculty to gain consensus on making several small revisions to the online course. I also did not move ahead **with** others because there was no consensus after completing the pilot program. I met with faculty members as needed to resolve any concerns.

## Professional Development Project

Recently, I created an assignment that helps students develop small and simple habits of conversion. I would like to share what I have learned with other religious educators. For my professional development project, I will write a pedagogical article about helping students develop habits and submit it to the *Religious Educator*.

### Progress Made:

I joined a weekly writing group to help me progress on this project and build unity with other members. It was helpful to see how other faculty members approach writing, and I also received valuable feedback on my ideas.

I have continued to use the assignment in my classes, and I continue to receive valuable feedback. Students seem to find this assignment relevant and meaningful, and it helps them become lifelong disciples of Jesus Christ.

The article is ready to be submitted to the *Religious Educator*.

## Course Development Goal

I want to revise the Eternal Families course to include a portfolio as a culminating experience. I want students to do assignments throughout the semester that they will use to build their portfolios. Students should identify contemporary issues related to The Family: A Proclamation to the World and then demonstrate how they increase their knowledge of family doctrine by using the “Act in Faith” pattern. This will include creating new assignments and rubrics and revising my syllabus.

### Progress Made:

I revised my Eternal Families course to better align with the course objectives and help students learn how to find answers to their relevant questions to become lifelong disciples of Jesus Christ.

I determined that a portfolio as a culminating experience would be the best assessment for students to show their growth and progress. I desired that students complete assignments throughout the semester to help them build their portfolios. (See Figure 1)

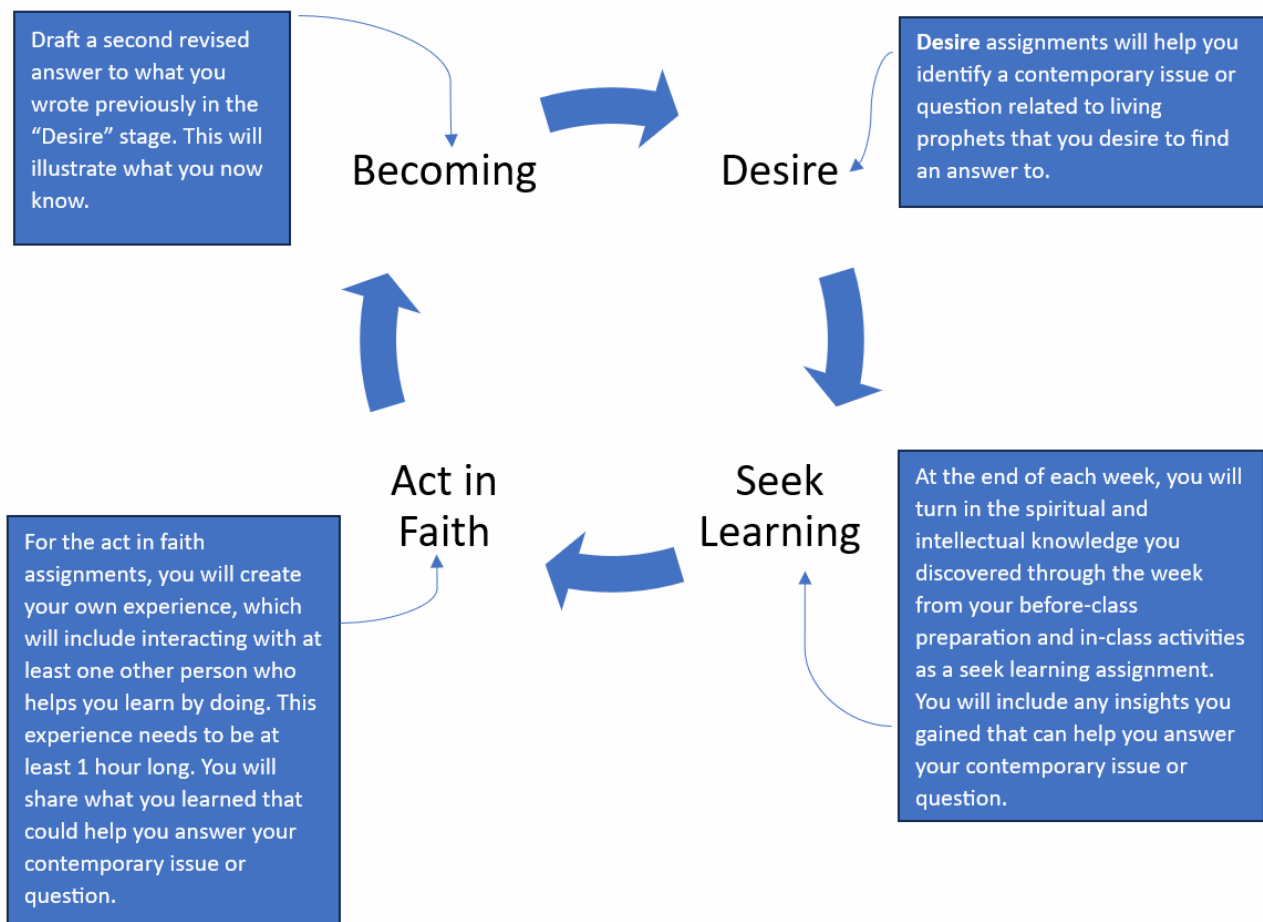
Week	Date	Weekly Assignments	Other Assignments	How you'll build your portfolio over the semester by completing the assignments.	Final Assignment
1	Sept. 5-7				
2	Sept. 9-14	Seek Learning #1	Desire 1 – First contemporary question or issue	<b>Portfolio Chapter 1</b> 1. Desire 1 (draft 1) 2. Seek learning 1-4 3. Act in Faith 1 4. Becoming 1 (draft 2)	Lifelong Disciple Portfolio
3	Sept. 16-21	Seek Learning #2			
4	Sept. 23-28	Seek Learning #3	Act in Faith 1		
5	Sept. 30-Oct 5	Seek Learning #4	Becoming 1		
6	Oct. 7-12	Seek Learning #5	Desire 2 – Second contemporary issue or question		
7	Oct. 14-19	Seek Learning #6		<b>Portfolio Chapter 2</b> 1. Desire 2 (draft 1) 2. Seek learning 5-9 3. Act in Faith 2 4. Becoming 2 (draft 2)	
8	Oct. 21-26	Seek Learning #7			
9	Oct. 28-Nov 2	Seek Learning #8	Act in Faith 2		
10	Nov. 4-9	Seek Learning #9	Becoming 2		
11	Nov. 11-16	Seek Learning #10	Desire 3 – Third contemporary question or issue		
12	Nov. 18-23	Seek Learning #11		<b>Portfolio Chapter 3</b> 1. Desire 3 (draft 1) 2. Seek learning 10-14 3. Act in Faith 3 4. Becoming 3 (draft 2)	
13	Nov. 25-30	Seek Learning #12			
14	Dec. 2-7	Seek Learning #13	Act in Faith 3		
15	Dec. 9-10	Seek Learning #14	Becoming 3		

I wanted students to apply the truths they learned in this course to relevant issues they faced in their marriage preparation and eternal family, so I designed the course around a pattern I called “Act in Faith.” (See Figure 2 below)

The “Act in Faith” pattern was designed to help them become lifelong disciples of Jesus Christ by using the doctrine related to the family to find answers to family challenges they faced. This pattern included the following four parts:

1. **Desire**—show your desire to learn by identifying a contemporary issue or question you want an answer to.
2. **Seek Learning**—increase your knowledge by seeking to learn through diligent and intentional study.
3. **Act in Faith**—seek learning by faith through making intentional decisions to “go and do.”
4. **Becoming**—Apply what you learned by explaining what you now know and can do.

Each of the assignments for this course is designed to help you use this pattern to find answers to three different contemporary issues or questions you have related to *The Family: A Proclamation to the World*.



## Results

As part of this course development project, I asked additional questions at the end of the semester as part of a survey I had received approval from IRB to administer the survey. Here are several key results:

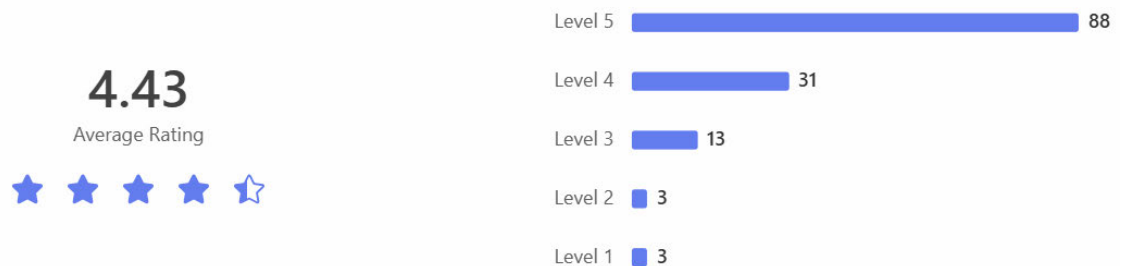
How effective is the "Act in Faith Pattern" in **helping you learn**? (0 point)



How effective was the "Act in Faith Pattern" in helping you increase your ability to **become a lifelong disciple**? (0 point)



How effective is the "Act in Faith Pattern" in helping you put forth **effort to learn**? (0 point)



I was pleased to see that the averages were so high, especially the first semester doing this course. Students seemed delighted with the revisions.

Student comments supported the idea that students were delighted, for example:

1. "The course was made into an extremely easy to understand format and the flow of the assignments was great and made me really enjoy the class."
2. "The course is very clear. All the assignments are clearly scheduled, and he does a high-level overview of the week's plan at the beginning of every lecture. The curriculum naturally follows the Family Proclamation. The assignments are diverse enough to engage us in different ways, but uniform enough so that we're not trying to figure out a new style of assignment every week."

3. "The resources, lectures, and assignments provide a very good cumulative learning experience. The class is structured very well."

Students seemed to enjoy the "Act in Faith" pattern. Students comments:

1. "I liked the Act in Faith Pattern because it pushed me to be a lifelong disciple and I was able to gain so much knowledge that will help me for a long time."
2. "I liked that we are learning skills that will strengthen us our whole lives."
3. "I loved how this pattern helped me to put into practice the principle of receiving revelation. I also love how it motivated me to be more curious about gospel teachings and outlined how I can find answers to those questions. My testimony is stronger because of this pattern and I am so grateful and excited to put it to practice the rest of my life."

This course received a Net Prompter Score of 63. A score above 20 is considered favorable, and a score above 50 is excellent. My other course, which had a traditional structure, received a Net Prompter Score of 24.

Overall, the results of the first exploratory action research project seem positive. Most importantly, students expressed excitement, an increased ability to find answers to their relevant challenges, and a greater desire to be lifelong disciples of Jesus Christ. In addition, I was able to meet the department averages for each of the courses that I taught.

## Citizenship Development Project

I would like to focus on collaborative teaching activities by observing my colleagues teach and inviting a colleague to observe me. I will start a teaching journal, where I record what I am learning about teaching as I observe them. After a colleague observes me, I will seek feedback to help improve my teaching. I will observe four different teachers this semester and have at least one colleague come and observe me.

### Progress Made:

I have spent significant time observing faculty members. I created a journal where I recorded what I learned from each. Here is a summary of what I learned from each one:

1. Tyler Griffin: I learned the importance of focusing on students.
2. Ross Baron: I learned the importance of preparing students before class so they can succeed in class.
3. Hank Smith: I learned the importance of building a class community and using humor.
4. Brian Mead: I learned the importance of teaching simple, engaging lectures.
5. Brad Wilcox: I learned the importance of making teaching relevant to students' lives.
6. Torrey Morrill: I learned the importance of knowing students by name.
7. Chase Rockwood: I learned the importance of expressing joy as you teach.
8. Ken Alford: I learned the importance of having engaging and relevant slides and the power of mastering the content we are teaching.
9. Steve Harper: I learned how to answer students' questions and help them feel heard.
10. Fred Woods: I learned the power that can come into a class when the teacher is an expert.
11. Phil Allred: I learned the power of teaching in a way that is relevant to students.
12. Jennifer Platt: I learned the importance of helping students learn how to learn.
13. Tim Rarick: I learned the importance of using variety in our classrooms.
14. Mike Goodman: I learned how to express love as we teach.

I also had two faculty members observe my class. Each came at a different time. Afterward, I spent over an hour with each of them, discussing teaching, ways to improve, and sharing ideas. I found our meeting afterward extremely helpful. It was helpful to see that we were all facing some of the same challenges, and it was motivating to collaborate and share ideas. I left each meeting with much-needed confidence and faith to continue my journey forward.

## Teaching Grant Proposal

In my course development project, I revised my course to include more authentic assignments. I allowed students to find answers to a relevant question or a contemporary issue. Throughout the semester, students created a portfolio in WORD that they shared at the end of the course with me. Students shared how this enhanced their learning and made it more authentic and relevant to their lives. For my teaching grant proposal, I would like to expand upon these revisions and provide a digital solution that students can use to share what they are learning.

My teaching grant proposal includes two parts: First, I want to expand my expertise in authentic assessment by purchasing three books about authentic assessment. Possible books are listed below. The cost would be \$100. Second, I would like to upgrade my Padlet subscription to their “Classroom” package so I can explore ways to make more authentic assessments and have a place that students can respond digitally to the authentic assessment. This would allow students to share their work digitally with classmates. This would also enhance classroom engagement as all students would be able to actively participate at once. I am anticipating a cost of \$199 for 2 years, for a total cost of \$400.

Research shows that when teachers provide students with opportunities to use their agency in learning and participate in authentic assessment their learning increases. This project will explore one possible digital solution for students to share their responses to authentic assessments.

Possible books to purchase on authentic assessment include:

1. Jay McTighe and Kirstina J. Doubet et al., [\*Designing Authentic Performance Tasks and Projects: Tools for Meaningful Learning and Assessment\*](#), February 2020. [\$22.35]
2. Robert Marzano, Jennifer S. Norford, and Mike Ruyle, [\*The New Art and Science of Classroom Assessment \(Authentic Assessment Methods and Tools for the Classroom\)\*](#), September 2018. [\$31.95]
3. Katie Alaniz and Kristie Cerling, [\*Authentic Assessment in Action: An Everyday Guide for Bringing Learning to Life through Meaningful Assessment\*](#), April 2023. [\$45.00]