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- *Updated Plan approved by Associate Dean Clark Asay on January 31, 2025*

## **FACULTY DEVELOPMENT PLAN**

### **Associate Professor of Law**

## **Self-Assessment**

### **I. Strengths, Skills, Competencies**

- **Teaching: Skills & Competencies**
  - **Previous Teaching Experience**
    - I began teaching at BYU in 2004 and at BYU Law School in 2011. I have taught thousands of students—both undergraduate students and law students—and have developed many skills and competencies from these years of experience.
  - **Curriculum Development**
    - I design comprehensive and challenging curricula that meets educational standards and prepares students for legal practice.
  - **Assessment and Feedback**
    - I create fair and rigorous assessments and provide constructive, individualized feedback to help students improve.
  - **Technological Proficiency**
    - I use technology effectively in my teaching, using a Learning Management System and other technological tools to enhance the organization of my classes, to deliver content effectively, and to engage students in learning.
  - **Mentoring and Advising**
    - I provide mentoring and career advice to students to support them in their academic and professional growth.
  - **Effective Communication**
    - I convey complex concepts clearly and concisely, making them accessible to all students regardless of previous knowledge or skillset.
  - **Critical Thinking**
    - I encourage students to develop critical thinking skills by guiding them to analyze and challenge existing structures and systems.
  - **Classroom Management**
    - I effectively manage classroom dynamics, creating a comfortable and welcoming academic environment where students can engage with and learn from each other, thereby maximizing learning gains.
  - **Public Speaking**

- I am skilled in public speaking and seek to engage students through compelling and time-limited lecture while also engaging them in constant interaction to maximize the effects of active learning in the classroom.
- **Teaching: Strengths**
  - **Passion for & Demonstrated Commitment to Developing Students as Professionals**
    - I think my greatest strength in teaching is that I seek to live by the motto once expressed by a former dean of the law school: “You must passionately love what you teach, and you must passionately love whom you teach.” I care deeply about my students and their learning. I see each student as a child of God with limitless potential. Several years ago, after attending a day-long leadership seminar, I returned to my office to consider what my teaching mission statement was—what was the statement I wanted to guide my teaching career? I created the following, which sits in a frame on my desk: “BE the example. LOVE and RESPECT. CHALLENGE and EXPECT. BELIEVE and SEE.” What this mission means to me is that, first, I must be an example of the things I seek to teach from professionalism to competence. Second, I should love and respect my students, which means treating them with kindness and patience and coming to know them personally. Third, I should challenge my students regularly to become more and expect great things from them. Loving and respecting a student does not mean only giving praise and letting them be stagnant in their abilities; on the contrary—it means a responsibility to push them past the limits of what they thought themselves capable of so that they are well-equipped to go out into the world and be a force for good. Finally, “believe,” means that I should embrace a growth mindset in believing that my students are capable of things they and perhaps even I cannot imagine, and the “see” means I take the time to recognize at every opportunity their growth and improvement and communicate that to them. I believe this is one of my strengths because I have received many student review comments and handwritten thank you notes over the years indicating that students are appreciative of and benefit from my passion for developing students as professionals and people.
  - **Passion for & Demonstrated Commitment to Improving My Own Teaching**
    - Given the high standards I set for my students, I expect no less from myself; indeed, I view teaching as a sacred responsibility. I spend a significant amount of time working to actively improve my own teaching skills. I invest many hours in preparing each class, I set aside time to debrief for thirty minutes after every class regardless of how many times I have taught that class session before, I read articles and books each semester on the topic of good pedagogy, I listen to podcasts about the science of learning, and I research and publish in the area of law school pedagogy. In addition, for several years I have worked to organize teaching improvement efforts at the law school, from teaching an entire workshop series during the summer of 2020 as we prepared to teach online, to serving on an “ad hoc teaching committee” with a colleague who is similarly devoted to improving his own teaching and teaching efforts at the law school. We have held multiple workshops during fall and winter semesters and worked to organize a teaching observation program at the law school. I am never satisfied that I have achieved the “pinnacle” of teaching success. To me, teaching is one of the greatest callings in life, and the work is never finished in becoming a better teacher.
  - **High & Exacting Standards**
    - For myself and for my students, I have what I would call high and exacting standards. This means I am organized, I am deliberate, and I am focused. I constantly strive for improvement for myself and for my students. I am never satisfied with the status

quo. Rather I am on the quest to teach “the perfect class,” which really means the class where I have maximized learning for every student and, even then, the subject in that sentence really shouldn’t be “I” as if “I” am the one doing the bulk of the work; rather, it would be a classroom where I have created an ideal environment and opportunity to learn, and the students are inspired to work to achieve maximal learning and growth. This is perhaps a standard one can never reach, but I believe aspiring for it means better teaching and better learning.

○ **Citizenship: Skills & Competencies**

▪ **Previous Citizenship Experience**

- Since I first joined the University in 2004, I have served on many committees, chaired many committees, and engaged with many people on main campus and my colleagues at the law school. I have developed many skills and competencies as a result of this previous citizenship experience.

▪ **Collaboration and Teamwork**

- I work collaboratively with colleagues to contribute to effective committee work and to foster a cooperative environment while balancing competing interests and keeping in mind long-term goals.

▪ **Communication**

- I communicate clearly and effectively both in writing and orally to contribute to efficient and productive meetings.

▪ **Organizational Skills**

- I manage my time and responsibilities efficiently so that I balance committee duties with my teaching responsibilities.

▪ **Leadership**

- I seek to build consensus on important decisions and to resolve concerns as efficiently as possible while also keeping in mind competing interests and long-term goals.

▪ **Conflict Resolution**

- I navigate and resolve conflicts diplomatically, seeking to ensure that different viewpoints are heard and addressed constructively prior to ultimate decisions being made.

▪ **Institutional Knowledge**

- I possess a deep understanding of the law school and University’s policies, procedures, and culture, which allows me to make informed contributions to committee work.

▪ **Strategic Thinking**

- I think strategically about the law school’s future, keeping in mind competing interests and long-term goals.

▪ **Advocacy**

- I seek to effectively advocate for the interests and needs of various stakeholders within the law school community.

▪ **Integrity and Ethical Standards**

- I seek to uphold and promote high ethical standards and integrity in all of my citizenship contributions to ensure that decisions are made fairly.

▪ **Program Assessment & Development**

- In this new position, I have been charged with leading two programs—the Moot Court program—an existing student-run program for which I will serve as Faculty Advisor—and the BYU Law School Writing Center—a new center I have been charged with creating and directing.

- I have had many years of experience in assessing and developing programs, some of which required overhauls of existing programs and others of which required starting new programs from scratch. From working as the Prelaw Advisor at BYU, to serving as the first Director of Preprofessional Advisement at BYU and the first Director of Academic Advisement & Development at BYU Law School, I have learned much from my professional experiences and look forward to applying that expertise to these new challenges.
- **Citizenship: Strengths**
  - **Invested in BYU Law School & Its Students**
    - I attended undergraduate school at BYU, law school at BYU, and began teaching at BYU in the fall of 2004 before graduating with my J.D. in the spring of 2005. I love this University—its mission, its people, its students. From 2022-2023, I was a Visiting Assistant Professor at the S.J. Quinney College of Law at the University of Utah. I enjoyed my time at the University of Utah and, as I considered a full-time faculty offer from Utah, knew that I could build a satisfying career there; however, my commitment to such a career paled in comparison to the commitment I feel for BYU Law School. I believe in its mission, I believe in its potential, and I believe in its sacred and divine origins. As a result, when it comes to citizenship work, I believe one of my greatest strengths is that I am fully invested in the short and long-term success of the law school and am willing to invest the time and effort to be a part of ensuring that success.
  - **Work Ethic, Efficiency, and Innovation**
    - I believe some of my greatest strengths when it comes to citizenship responsibilities are that I have excellent work ethic and will never shirk from an assignment or leave a task undone for someone else to take care of. I am efficient in my work and finish things in an organized manner generally ahead of schedule, and I have an innovative mind that is open to all possibilities with associated benefits and costs. I believe the combination of these qualities makes me an effective contributor to the law school.
- **Scholarship: Skills & Competencies**
  - **Previous Publishing Experience**
    - I have published many pieces of writing during my career including shorter length pieces such as Bar journal articles and a co-authored academic law review article focused on legal pedagogy. These previous experiences have developed my writing skill and competency in professional-quality writing
  - **Advanced Research**
    - I conduct thorough and rigorous research to identify relevant issues and explore new areas of scholarship.
  - **Writing and Editing**
    - I have strong writing skills, which enable me to produce clear, well-structured, persuasive articles. I am also an experienced editor and seek constructive feedback from others, which I then incorporate into my writing.
  - **Analytical Thinking**
    - I have the ability to analyze complex and nuanced issues critically, which enables me to contribute original insights to the academic discourse.
  - **Attention to Detail**
    - I meticulously check facts, citations, and arguments in my writing to ensure accuracy and scholarly integrity.
  - **Scholarly Contribution**

- I consistently contribute new ideas to the legal academy, thereby enhancing the reputation of the law school.
- **Professional Development**
  - I continuously develop my own expertise and stay current with new trends and developments in my areas of research.
- **Scholarship: Strengths**
  - **Not Required, But Still Pursuing**
    - Scholarship is not a requirement of my position; however, I believe one of my strengths is that I am passionate about improving not just my own pedagogy, but the legal academy's pedagogy, and it is an area where there is not enough scholarship being written. As a result, I plan on reserving some of my summer each year to pursue opportunities to write and publish in the area of legal pedagogy. This will both improve my own teaching efforts and benefit the law school's reputation in the legal community as a leader in efforts to improve law school pedagogy.
    - The original title of my job posting was, "Writing Skills Faculty," and my primary teaching responsibility is to focus on courses that develop "excellence in legal writing" at the law school. As a result, it is critical that I be a practitioner of the skills I seek to teach. Professional publishing with its associated high standards and rigorous selection and editing process is an excellent opportunity to make sure I am constantly improving my own writing craft, and I believe my commitment to this is a strength.

## II. Interests, Opportunities, and Areas to Develop

- **Teaching**
  - **Teaching a First-Year Doctrinal Course**
    - I have only taught a first-year doctrinal course one other time, and it was as a visiting professor. As I want to be a contributing faculty member in helping teach the first-year curriculum, I want to develop my teaching portfolio to include at least one first-year doctrinal class. Teaching a doctrinal class is quite different from teaching skills-based courses, so I will need to develop experience in that area through trial and error as well as by seeking out advice from experienced colleagues.
  - **Substantive Legal Knowledge**
    - Along with learning teaching technique specific to a doctrinal class, I need to learn the subject matter to be covered in the doctrinal class, which will likely take several years and hundreds of hours. I will need to spend a significant amount of time in the first few cycles of a doctrinal class to become well-versed in the caselaw and comfortable in responding to the breadth of questions that students could ask. This will require much more preparation than just reading the assigned casebook and relying on a teacher's manual, which is time I am willing to invest but will have to be careful to protect given the busyness of school semesters.
  - **High & Exacting Standards**
    - I think along with being a strength, a weakness in my teaching may be my high and exacting standards both for myself and for my students. In my early years of teaching, I occasionally received student feedback that I was "intimidating" or "unapproachable." I became concerned that students may be too nervous to ask questions or may not feel they could be vulnerable in class. I have made many intentional efforts to blend high standards with respect and compassion and belief in students' abilities to achieve those standards, but it is something I will likely need to keep a close eye on. The last few semesters, I have seen an almost-complete disappearance of such comments, but I know it is a tendency of mine so I hope that

with continued diligence I can continue on this trajectory. In addition, as I set out to teach new courses, I need to be cautious about my high and exacting standards for myself so that I do not become frustrated when new classes do not go exactly as planned. Teaching new classes and trying new things means there will inevitably be failures and setbacks in the process, and I am working on embracing that rather than becoming discouraged by it.

- **Citizenship**

- **Timing Assigned Responsibilities Appropriately**

- I think my greatest potential challenge in undertaking citizenship responsibilities is trying to do too much at once to the detriment of having a balanced professional life. In addition to a large teaching load, I have also been charged with improving and bringing into compliance one existing program and starting up another one as well as teaching a new doctrinal course. I need to work with the deanery to make sure that these responsibilities are undertaken in a manner that allows me to give each good attention to produce quality outcomes, which means carefully timing the onset of each responsibility.

- **Taking On New Responsibilities**

- In addition to my primary responsibilities, I also serve on the Utah Supreme Court Working Group on Attorney Licensure, serve on the ad hoc teaching committee, and seek to be an active member of the law school community. I need to be careful not to add or accept so many additional responsibilities that I am unable to focus on my most primary citizenship responsibilities of Moot Court and the Writing Center. This will require me to maintain fixed schedule productivity, which will allow me to see how the work will fit into my weekly schedule and to have frank conversations when needed with the deanery about where my priorities should be and where my time should go.

- **Scholarship**

- **Prioritizing Appropriately**

- Because scholarship is not a requirement of my position, I need to carefully select how much time I put into my scholarship. It is a benefit to my position, but it is not critical and should not come at the detriment of the higher priority areas of my position, which are teaching and citizenship.

## **Professional Development Projects**

### **I. Teaching Development Project**

- **Teach a first-year doctrinal course (Torts) for the first time at BYU Law School**

- Meet with faculty who have previously taught the class and obtain copies of their syllabi and course materials for review.
- Prepare the class during the summer of 2024.
- Successfully teach the class during fall of 2024.
  - Schedule sufficient time to prepare for each class session.
  - Hold a scheduled debrief for thirty minutes after each class.
  - Administer midterm evaluations.
  - Reserve time for final course evaluations.
  - Review student ratings for places of improvement.

- **Continue to teach a first-year doctrinal course each academic year**

- I completed each of the goals set forth above during the Fall 2024 semester.

- Teaching a doctrinal class was an excellent way for me to expand and improve my teaching skills and experience. It also provided a great opportunity for me to contribute to coverage by full-time faculty of first-year courses and to connect with first-year students.
- As a result of these positive gains, I hope to make a doctrinal class a part of my course load each academic year.

## II. Citizenship Development Project

- **Moot Court**
  - Assume the role of Faculty Advisor for Moot Court for the 2024-2025 academic year.
  - Rewrite the existing Bylaws to conform with current practices as approved by the deanery and the Moot Court board.
  - Review the law school's existing Policies & Procedures to ensure that Moot Court is in compliance; if Moot Court is not, work to bring it into compliance.
- **Develop the Moot Court program into an efficient, effective learning experience for students that also produces competitive teams that can successfully compete in external competitions**
  - During the fall of 2024, I completed each of the goals listed above.
    - I became the Faculty Advisor in May of 2024, spent the summer of 2024 redrafting the program's bylaws, and worked with the deanery to bring all Moot Court operations into compliance with the Law School's Policies & Procedures.
  - Additionally, I requested and was granted the ability to hire a Moot Court Competition Coach—an adjunct faculty who is charged with overseeing the competition piece of the Moot Court program.
  - Together, she and I worked to overhaul the current program, which had many programmatic challenges, and have implemented a new program designed to maximize the students' learning experience and their ability to be competitive at external competitions.

## III. Professional Development Project

- **Writing Center**
  - Review research done by Research Assistant on Writing Centers at other law schools.
  - Develop and present a plan for the Writing Center to the deanery by winter semester 2025.
- **Continue to work on the creation of the BYU Law School Writing Center with an official launch date of Fall 2025**
  - During Fall 2024, I reviewed the research done by my Research Assistants and met with the deanery to discuss preliminary plans for the Writing Center and receive guidance and feedback on preliminary plans.
  - During Winter 2025, I have approval from the deanery to pilot specific services for the Writing Center and will also be finalizing my proposal for the Writing Center and presenting it to the deanery by May 1, 2025.
  - The Writing Center will officially open at the beginning of the 2025 fall semester.

## Relationships Between Projects, the Department, the University, and Aspirations/Needs

- I selected these three projects based on the job description for which I was hired and the direction of the deanery both at the time of my hire and in my recent winter semester 2024 Annual Stewardship Interview. At that interview, I met with both Associate Deans and discussed the order of priorities for

my position. My first priority for the coming year is my teaching, including teaching a first-year doctrinal course. The second priority for the coming year is to improve and bring into compliance the Moot Court program. The third priority is to develop a plan for the BYU Law School Writing Center so that it can begin offering services to students during the 2025 calendar year. These goals match the needs of the Law School as they have been communicated by the deanery. These goals further match the needs of the University in intellectually enlarging the students' law school experience while also building their character both in and out of the classroom. Finally, these goals match my own personal aspirations and needs as I was well-informed about what the position would entail when I was hired and am committed to accomplishing those objectives in the order prioritized by the deanery.

- **January 2025 Update**
  - The deanery has communicated that these projects in this rank order (teaching, the Moot Court program, and the Writing Center) continue to be my professional priorities; I will allocate my time and efforts accordingly.

## **Resources Needed**

- The law school, including the deanery, has been wonderfully supportive of my efforts thus far and has given me all the resources I need to accomplish my assignments. In my proposal for the Writing Center, I will likely request additional, specific resources, which may include requests such as physical space, administrative support, adjunct faculty, and/or student employees.

## **Activities and Accomplishments to Date (updated January 2025)**

- **Teaching**
  - Developed and taught Advanced Legal Writing (fall 2023).
  - Developed and taught the Substantial Writing Workshop to support students' substantial writing requirement (fall 2023; winter 2024; fall 2024; winter 2025).
  - Developed and taught Fundamentals of Legal Writing (winter 2024).
    - Renamed Fundamentals of Legal Writing to be Legal Writing Theory & Practice with the approval of the Curriculum Committee.
  - Taught Legal Writing Theory and Practice (fall 2024; winter 2025).
  - Applied for permanent course numbers for Advanced Legal Writing, the Substantial Writing Workshop, and Legal Writing Theory & Practice at the request of the Law School's Curriculum Committee (University approval will hopefully be granted in August of 2025).
  - Taught Torts (my first doctrinal course at BYU) (fall 2024).
- **Moot Court**
  - Supervised research on top-performing Moot Court teams across the United States, culminating in an Executive Report on Moot Court teams, which will inform efforts moving forward.
  - Met with previous Moot Court faculty advisors, met with the outgoing Moot Court President, met with the incoming Moot Court presidency, surveyed current Moot Court Team members, and met with the deanery to discuss goals for an improved Moot Court program.
  - Rewrote Moot Court Bylaws to conform with current practices as approved by the deanery and the Moot Court board.
  - Worked with the deanery to bring all Moot Court operations, including the awarding of academic credit, into compliance with the Law School's Policies & Procedures.
  - Hired an adjunct faculty to be the Moot Court Competition Coach.



- Requested and was granted a travel budget for the 2024 - 2025 year from the deanery; instituted policies and practices to ensure that the program complied with the budget.
  - Worked with the Moot Court Competition Coach to overhaul the current program, which had many programmatic challenges, and have implemented a new program designed to maximize the students' learning experience and their ability to be competitive at external competitions.
- **Writing Center**
    - Supervised research on Writing Centers at law schools across the United States, culminating in an Executive Report on Writing Centers, which will inform efforts moving forward.
    - Supervised research on multiple Writing Center-related projects (e.g., law school writing competitions, student publishing opportunities, student publishing requirements, drafting and editing career-related documents, and options for scheduling software).
    - Worked with Dean of Communications and her staff to begin designing and building out the webpage for the Writing Center.
    - Met with CDO employees to discuss Writing Center services for student-drafted career-related documents.
    - Piloted several individual consultations between students and Research Assistants at the end of fall semester and gathered feedback from both students and RAs.
    - Met with the deanery to receive approval for piloting additional services during Winter 2025 and to receive feedback and guidance on preliminary plans.
- **Citizenship**
    - Served on the Utah Supreme Court Working Group on Attorney Licensure. Presented to hundreds of attorneys, judges, and other community members, “An Alternative Path to Licensure” (2023-2024; 2024-2025).
    - Served on the ad-hoc teaching committee (2023-2024).
    - Served on the teaching committee (2024-2025).
- **Scholarship**
    - Panelist at the AALS National Conference (January 2025).
      - , Jamie Abrams, Kathryn Boling, Kathryn Frey-Balter, David Thomson (2025). “Brave Baby Steps: Taking Small Risks With Your Teaching.” Moderated by Rachel Croskery-Roberts, AALS Annual Meeting, San Francisco, California. January 11, 2025.
    - Publication in the *Clark Memorandum* (Fall 2024).
      - *Clark Memorandum*. Fall 2024.
    - Submitted for publication “Teaching Law and Religion on an International Stage: Using Active Learning to Maximize Learning, Connection, and Understanding” to a special edition of the journal of *Teaching Theology & Religion* (November 2025).
    - Workshop Participant at the Law & Religion Pedagogy Workshop (July 2024).
      - “Teaching Law & Religion on an International Stage: Best Practices to Maximize Learning, Connection, and Understanding.” Paper Proposal at the Law and Religion Pedagogy Workshop. Sponsored by the International Center for Law and Religion Studies. Christ Church College, Oxford, England. July 17, 2024.
- **Mentoring**
    - Mentored 4 law students as Research Assistants (August 2023-August 2024)
    - Mentored 1 law student as a Teaching Assistant (August 2024-December 2024)
    - Mentored 3 law students as Research Assistants (August 2024-April 2025)
    - Supervised 1 law student in Directed Research (January 2025-April 2025)

## **Measures to Assess Success**

- Feedback from Annual Stewardship Interview.
- Student ratings.
- Midterm course evaluations.
- Final course-specific evaluations administered in class, including subjective measurements of improved skills and confidence in writing.
- Completion rate of substantial writing for students enrolled in the workshop.
- End-of-semester exams and assignments.
- End-of-semester personal course reflections.
- Student enrollment in courses.

# Teaching Development Project Report

- **First Semester Teaching Goal: Teach a first-year doctrinal course (Torts) for the first time at BYU Law School (May 2024)**
  - Meet with faculty who have previously taught the class and obtain copies of their syllabi and course materials for review.
  - Prepare the class during the summer of 2024.
  - Successfully teach the class during fall of 2024.
    - Schedule sufficient time to prepare for each class session.
    - Hold a scheduled debrief for thirty minutes after each class.
    - Administer midterm evaluations.
    - Reserve time for final course evaluations.
    - Review student ratings for places of improvement.
  
- **Report (January 2025):**
  - I completed each of the goals set forth above during the Fall 2024 semester.
    - I worked with Carolina Nunez and Kif Augustine-Adams to receive guidance and materials in preparing my Torts class.
    - I prepared a syllabus, selected a casebook, and drafted lesson plans during the summer of 2024.
    - I successfully taught Torts for my first time at BYU Law School in the fall of 2024, including spending many hours in preparation for each class, holding a personal debrief following each class, administering a midterm evaluation and implementing feedback, reserving time during our final class for the completion of University course evaluations, and reviewing student ratings.
  - Teaching a doctrinal class was an excellent way for me to expand and improve my teaching skills and experience. It also provided a great opportunity for me to contribute to coverage by full-time faculty of first-year courses and to connect with first-year students.
  - As a result of these positive gains, I hope to make a doctrinal class a part of my course load each academic year.
  
- **Report on Student Learning, Learning Environment, and Processes of Improvement:**
  1. **Student Learning**
    - a. The learning outcomes were clearly articulated in the course syllabus as well as throughout the semester. The course was well-organized using Canvas as the course LMS. Learning activities and classroom time were focused on maximizing student engagement, including regular use of small group work, pair and shares, and interactive activities. The students completed daily written exercises that mirrored micro-versions of what they were required to do on class assessments and were given two midterms and a final exam to demonstrate the knowledge they had acquired. The course design greatly supported student learning, and the students' ultimate competence as demonstrated on the final exam was excellent.
  2. **Learning Environment**

- a. Incorporating gospel methodology into the class was a regular part of each class session as we began Mondays with Tender Mercy Moments (students sharing the ways they had seen the hand of God in their lives) and Wednesdays with a short devotional on a topic I selected and discussed. The course design was focused on active and engaged learning that was also inclusive as the atmosphere was friendly, welcoming, and even fun at many moments. All course materials were provided on Canvas and updated after each class period so that students had full access to slides, recordings, and any other materials used in class.

### **3. Processes of Improvement**

- a. One of my goals was to include many opportunities for reflection and improvement in my own teaching, including a scheduled daily debrief after each class period, weekly feedback from my TA, a midterm evaluation from the students, reserved class time for University course evaluations, and a course-specific evaluation I administered on the last day of class. As a result of this plethora of feedback mechanisms, I was able to draw several conclusions at the end of the semester about how to improve the class, and have selected 3 specific goals for the next time I teach the class, which are outlined below.

- **Second Semester Teaching Goals:**

- 1. Rework course coverage to align with the NextGen Bar Exam's topic coverage, which will require eliminating a few topics and adding a few topics.
- 2. Revise my classroom slides to include more information on the Black Letter Law and to focus takeaways on the more general takeaways I want the students to learn rather than the "professor manual takeaways" so there is more clarity in the exact law the students need to focus on mastering.
- 3. Experiment with doing semi-permanent groups that change 3 times during the semester to increase connectedness within groups; consider including a professionalism and civility scoring component for group members to encourage students to be professional and civil in all interactions with their colleagues.

## **Professional Development Goals Final Report**

- **Writing Center Goals (May 2024)**
  - Review research done by Research Assistant on Writing Centers at other law schools.
  - Develop and present a plan for the Writing Center to the deanery by winter semester 2025.
  
- **Report (January 2025)**
  - During Fall 2024, I reviewed the research done by my Research Assistants and met with the deanery to discuss preliminary plans for the Writing Center and receive guidance and feedback on preliminary plans.
  - During Winter 2025, I have approval from the deanery to pilot specific services for the Writing Center and will also be finalizing my proposal for the Writing Center and presenting it to the deanery by May 1, 2025.
  - The Writing Center will officially open at the beginning of the 2025 fall semester.

## **Citizenship Development Goals Final Report**

- **Moot Court Goals (May 2024)**
  - Assume the role of Faculty Advisor for Moot Court for the 2024-2025 academic year.
  - Rewrite the existing Bylaws to conform with current practices as approved by the deanery and the Moot Court board.
  - Review the law school's existing Policies & Procedures to ensure that Moot Court is in compliance; if Moot Court is not, work to bring it into compliance.
  
- **Report (January 2025)**
  - During the fall of 2024, I completed each of the goals listed above.
    - I became the Faculty Advisor in May of 2024, spent the summer of 2024 redrafting the program's bylaws, and worked with the deanery to bring all Moot Court operations into compliance with the Law School's Policies & Procedures.
  - Additionally, I requested and was granted the ability to hire a Moot Court Competition Coach—an adjunct faculty who is charged with overseeing the competition piece of the Moot Court program.
  - Together, she and I worked to overhaul the current program, which had many programmatic challenges, and have implemented a new program designed to maximize the students' learning experience and their ability to be competitive at external competitions.