

**NAME Faculty
Development Plan
Summer 2017-Winter 2018**

A. Self-assessment of strengths, skills, competencies, interests, opportunities, and areas I wish to develop.

My natural strengths, skills, and competencies are based around my abilities teacher and presenter in the gospel classroom. I have over a decade of experience teaching in Seminaries and Institutes and feel comfortable discussing gospel subjects, even difficult ones, with students. My experiences with S&I helped me become conversant with the scriptures, and Church teachings and policies. I also spent two years as a visiting professor at BYU, where I was asked to create a develop a number of new courses, including Religion 200 – The Eternal Family, and Religion 225 – Foundations of the Restoration. My work on developing these courses helped me interact with more experienced faculty members and draw on skills as I developed new courses. My skills right now center mostly on classroom teaching and discussion. I would like to work on developing more accurate assessments through exams and writing projects.

Another area I am interested in improving is integration of a wide variety of media approaches to better assist students in learning and synthesizing materials in and out of the classroom. From my years of teaching as a visiting professor my students have consistently been concerned with the amount of reading and the exams for the course. Some of these critiques are just an ordinary part of student complaints about workloads, but they have been given consistently enough that I would like to work on a way to make the student workload more edifying, instructive, and with a greater amount of variety in activities.

In addition I would like to continue working on research and writing. My research has centered on the history of education in the Church, and I feel that my work there represents a unique contribution. I would like to continue researching and presenting on topics in that field. At the same time, I also would like to work towards new ways of presenting LDS history and doctrine to the general population of the Church in new and innovative ways.

B. Professional goals in citizenship, teaching, and scholarship (citizenship and professional service)

1. Teaching

- i. Project: Integrate supporting media into “cornerstone” courses (Rel C 200, Rel C 225) to create greater variety in student experience in and out of the classroom.*
 - a. Use Summer term 2017 to review Church media available on lds.org, Mormon Channel, and other sources to asses which could be useful in cornerstone courses.
 - b. Utilize new programs to see how learning techniques (comprehension questions and reflection questions) can be used to assess the validity of in the learning process.

- ii. *Student ratings consistently above college average. Keep overall course ratings between 4.7+, instructor ratings above 75% very effective, and GPA consistent with desired department standards (3.2-3.5)*
 - a. Analyze and review student ratings after every semester/term
 - b. Invite at least one faculty member per month observe classroom teaching and provide feedback.
 - c. Observe at least one faculty member per month to learn from and assess their strengths.
 - iii. *Continue to refine Foundations of the Restoration Course (Rel C 225) through content mastery and evaluation of available resources, and greater variety in student activities.*
 - a. Use research funds to purchase and read all volumes of Joseph Smith Papers – Documents series, and read all available volumes, using new materials to refresh course lectures and assignments.
 - b. Complete a review of Church media relating to foundational events and doctrines related to the course.
 - c. Revise course readings to integrate more media along with student readings.
 - iv. *Continue to refine The Eternal Family course (Rel C 200) through greater content mastery and evaluation of available resources and greater variety in student activities.*
 - a. Use research funds to subscribe to family science journals, and read one journal a month to stay current in field research.
 - b. Complete a review of Church media relating to foundational events and doctrines related to the course.
 - c. Revise course readings to integrate more media along with student readings.
- 2. Citizenship**
- i. *Excel in assigned committee service*
 - a. Continue to serve as a member of the Student Symposium Committee. Find new ways to promote the symposium and recruit new students to give presentations and submit papers as part of the symposium.
 - b. Look into new ways to promote symposium to a great student population and increase awareness of student symposium.
 - ii. *Greater involvement in Teaching Professor Association and Conference*
 - a. Write and submit an article on teaching for the *Teaching Professor* newsletter.
 - b. Submit a proposal to present at the *Teaching Professor* conference in 2018.
 - c. Attend and assess usefulness of *Teaching Professor* technology conference held in October 2017.
 - iii. *Assist in implementation and training of new technology for use in Church History Summer Seminar.*
 - a. Assist Craig Manscill and Craig Ostler in training to use new technologies to teaching and augment Church History Summer Seminar.

- b. Assist in providing advertising and information to recruit students to participate in Church history summer seminar.
- iv. *Continue work in interfaith dialogue with Community of Christ and other religions.*
 - a. Continue participation in planning and speaking as part of the Book of Mormon in Zion conference.
 - b. Continue research and building relationships with Remnant Church, Church of Jesus Christ, House of Aaron, and other groups associated with the Book of Mormon and Church History.
- v. *Be actively involved in departmental meetings, forums, and conferences.*
 - a. Schedule all meetings in my calendar and make attendance and informed participation a top priority.
- vi. *Contribute to BYU/Community by presenting/speaking/research/writing.*
 - a. Present at BYU Education Week and other conferences.
 - b. Continue writing and research aimed at educating LDS membership in Church History and Family Doctrines and Teachings.
- vii. *Continued involvement in LDS Educators Association*
 - a. Continue to serve as a exploratory board member for the LDS Educators Association.

3. Scholarship

- i. *Project: Church History in 100 Objects*
 - a. Book produced for Deseret Book to educate LDS membership about the material history of the Church, projected 2019.
 - b. Work with and build relationships with historians and repositories containing objects relating to Church history.
 - c. Reach out to department members with expertise as possible co-authors or reviewers for book.
- ii. *Continue work on scholarly publications.*
 - a. Article on J. Elliot Cameron and contributions to global LDS education (2017)
 - b. Article on Church College of New Zealand (2018)
 - c. Article on Church Schools in Tonga (2018)
 - d. Roundtable article with scholars from Community of Christ, Joint Conference of Restoration Branches, Conference of Restoration Elders, Church of Jesus Christ (Bickertonite), and Remnant Church (2018)
- iii. *Project: Joseph F. Merrill biography*
 - a. Complete editing and rewriting on Joseph F. Merrill biography.
 - b. Resubmit manuscript to University of Utah Press, or find a high quality press to publish manuscript.

New Faculty Signature _____.

Faculty Mentor Signature _____.

Department Chair Signature _____.

FDS Series Citizenship Project

As a professional track teacher in the Department of Church History and Doctrine I serve as a member of several committees that involve citizenship at the university. In addition, working with my colleagues and building relationships with them is a key part of my growth as a teacher and a scholar. In addition, my former service as an adjunct professor, a visiting professor, and an instructor and curriculum writer in Seminaries and Institutes has made me sensitive towards these groups and the difficult transition they sometimes face in the Religion Department at BYU.

1. *Service on College and Departmental Committees*
 - a. Continued service on Student Symposium Committees.
 - b. Continued work on refinement of Eternal Family (Rel 200) course.
 - c. Continued service as member of inservice committee for Rel 200 instructors.
2. *Collaborative Scholarly Activities with Colleagues.*
 - a. Make a regular habit of seeking expertise from experienced colleagues in regards to difficult subjects in Rel 200 and Rel 225.
 - b. Seek opportunities to co-author articles and essays with other faculty members (Teaching Professor Article with Ken Alford, Global Education article with Scott C. Esplin, Family presentations at Education Week with Barbara Morgan Gardner).
3. *Work with interfaith dialogue committees.*
 - a. Continued work on Book of Mormon in Zion conference with colleagues linked to outreach (Robert Millet, Keith Wilson, and others).
 - b. Continued outreach to scholars in other faith, with emphasis on Mormon schismatic groups.
4. *Outreach to Seminary and Institute personnel and new adjunct and visiting faculty members at BYU.*
 - a. Continue to build relationships with S&I personnel by visiting Central Office every six months, encourage collaboration between BYU Religion Department and S&I.
 - b. Visit with and assist new faculty (adjunct instructors, S&I rotations, and visiting professors)
 - c. Invite new faculty to lunch on Friday at least once a month.
5. *Sharing of course materials and media*
 - a. Upload all course materials to shared drive, along with photographs and other media materials.

FDS Series Professional Project Proposal

This professional service proposal replaces the scholarship project as I am not required to publish research as a professional-track teacher in the Department of Church History and Doctrine. My position is also somewhat unique in the department, as I am the first professional track teacher hired to teach the two “cornerstone” or required courses for students to graduate, Rel 200, and Rel 225. This challenges me to achieve content master in both Church History, Family Science, and Church teachings and doctrines. I have been part of the first cohort of teachers to begin teaching these new courses and would like to assist in their refinement. Part of my professional responsibilities are also to teach large numbers of students, with over 1200 students attending my classes per semester. With these duties in mind I would like to work on two specific objectives. First, to refine and make the cornerstone courses and to seek out ways to personalize courses with large numbers of students. With those goals in mind, I propose the following activities:

1. *Review all readings and activities in Rel 200 and Rel 225 to utilize the most update materials and media available for student instruction.*
 - a. Conduct a review and update of course materials and readings for Rel 200 at least every six months in conjunction with LDS General Conferences.
 - b. Conduct a review and update of course materials and reading for Rel 225 every year with respect to new materials relating the LDS Church history.
 - c. Attend conferences where the latest research in Family Science and Church History are presented. Integrate these materials into course readings and lectures.
2. *Integrate new activities into large classes to personalize the student experience and get to know students better.*
 - a. Ask students to upload a 30-second video of themselves to Learning Suite to have a resource to get to know them better.
 - b. Arrange a google sign-up sheet for 12+ students to attend a brown-bag lunch once a month.
 - c. Use social media platforms (facebook, instagram, etc.) to allow students to get to know me better and to encourage them to use new resources in Church History.
 - d. Arrive before class ten minutes early and stay ten minutes after class to encourage students to communicate with me directly about questions and concerns.
 - e. Hold regular office hours and regularly remind students to meet outside of class time.