

Faculty Development Plan
NAME
Winter 2017-Spring 2018

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

When I was growing up, I always wished for the natural athletic abilities that a few of my friends possessed. Many of them could throw a football or shoot a basketball near perfectly. I, on the other hand, had to practice and work just to get to a level where I could make the team. It was discouraging to watch my friends succeed while I was left behind.

And then I taught for the first time.

From the first moment that I taught a group of young students I knew I had found my natural gift. It felt wonderful to do something I loved and to succeed at it naturally. I knew I had much to learn about teaching, but I also knew I had found what I would do for the rest of my life.

Now that I have joined the faculty at BYU I hope to continue to develop my natural strengths in effective teacher presentation and speaking. Based on almost two decades of experience, from student feedback, and from comments from other teachers, it seems that my strengths center around being able to engage students through energy and humor. Other positive reviews I've received through the years have been tied to my ability to explain difficult concepts in a way that makes them easy to understand. Through my experience and training in 14 years with Seminaries and Institutes I've learned to help students see how the scriptures can be relevant and applicable in our day and age. My natural gifts have been refined into a skillset as I worked daily to help students identify eternal principles of effective living embedded with scripture stories. Likewise, I've worked daily to help students recognize doctrines within the scriptures which answer the universal, yet deeply personal, questions that arise in the life of every human being.

My professional teaching-track interests primarily center on understanding the role of trust in teaching and learning. Research has shown that high trust relationships are tied to positive outcomes in both business and education. My doctoral research on high trust relationships is exciting to me and I would like to continue to understand the principles of trust that lead to success. After completing a book based upon my research I would like to narrow my focus understanding the role of trust at BYU. Specifically, I want to understand the role of trust in a teacher meeting BYU AIMS and stated department outcomes. If teachers at BYU have high trust relationships with administration, with other teachers, and with their students, are they more likely to succeed in the classroom?

Connected to both my strengths and areas to develop is my desire to learn from published research in both ancient scripture and the teaching and learning process. Although I am not a research-track professor, and thus am not necessarily required to publish, reading and understanding relevant research in ancient scripture is crucial for me to be successful in the department. In other words, I need to become much more biblically literate. I need to develop a love and understanding of biblical scholarship. Similarly, I need to be versed in the most relevant Book of Mormon scholarship. Lastly, contributing to the research in teaching and learning, both at BYU and throughout the academic community, seems conducive to succeeding in my position as a professional teaching-track professor.

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

1. Teaching

- i. Project: Familiarize myself with relevant and mainstream Ancient Scripture (Especially New Testament and Book of Mormon) research from both LDS and non-LDS sources.*
 - a. Ask 3-4 Biblical Scholars on faculty for book and article recommendations. Read and study the most prevalent titles (5 books and 10 articles) recommended. Report back to individual professors to discuss what I learned and how it will impact my teaching.
 - b. Work with Jeanine Ehat to secure the funds to attend the 2017 Society of Biblical Literature Conference in Boston, MA in November.
- ii. Student ratings consistently above college average. Keep avg. course GPA consistent with desired department standards (3.0-3.5).*
 - a. Use the Mid-Semester Evaluation tool in every section. Analyze comments from students and make needed changes.
 - b. Analyze comments and reviews from semester student ratings to see if students felt appropriate adjustments were made.
 - c. Observe at least one faculty member per month to learn from their strengths.
- iii. Continue to refine my course content to be aligned with stated outcomes. Create authentic assessments and meaningful assignments that drive those desired outcomes.*
 - a. Meet with BYU's Center for Teaching and Learning to review my outcomes and syllabus.
 - b. Meet with writing center to enhance writing assignments and grading of those writing assignments in large-section classes.
 - c. Have colleagues review my syllabus and seek their feedback.

2. Citizenship

- i. Project: Create two high quality teacher inservice meetings with department inservice committee.*
 - a. Work with David Whitchurch and George Pearce to interview teachers and identify specific inservice needs.
 - b. Work with Department Chair, Dana Pike, to identify two dates for teacher inservice and create a meaningful presentation with practical ideas teachers can implement immediately.
- ii. Excel in assigned committee service*
 - a. Take part in the 2019 Book of Mormon Sperry Symposium Committee. Identify a relevant topic for the symposium and put out a call for papers.
- iii. 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
- iv. Contribute service to the larger community by presenting/speaking*

- a. Present at BYU Education Week, Women's Conference, and Especially for Youth.
- b. Present for BYU's Human Resources Division
- c. Present for BYU's Alumni Outreach Division
- d. Service in the community and Church: Speak as invited in the community/firesides three per month on average

3. Scholarship

- i. *Project: Write a high quality book based on my doctoral research on high trust relationships.*
 - a. Have ½ of manuscript completed by December 31, 2017.
 - b. Have a manuscript ready for peer review by May 12, 2018.
 - c. Have a final manuscript ready for publication by Sept 30, 2018.
- ii. *Join the Society of Biblical Literature and attend/participate in its annual conference*
 - a. Work with Jeanine Ehat to be registered with the association and for the 2018 conference. Consider presenting at the 2018 conference.
 - b. Plan attending the conference into my research budget
- iii. *Attend/participate in the Teaching Professor Conference*
 - a. Work with Jeanine Ehat to be registered for the 2018 conference.
 - b. Submit a proposal to present at the 2018 conference.
 - c. Plan attending the conference into my research budget
- iv. *Write and submit a scholarly article for publication*
 - a. Complete and submit "Helping Students Understand the Fallibility of Church Leaders" for publication in the Religious Educator.
- v. *Write a high quality devotional book*
 - a. Dedicate Tuesday, Thursday, and Friday mornings (8-11 am) to writing each day in Fall and Winter Semesters.
 - b. Continue work on *Be Kind* and complete by June 2018. (Covenant Communications)

New Faculty Signature:

Department Chair Signature: