6/25/2019

**SampleBYU Faculty Development Plan & Associated Projects**

*Assistant Professor*

*IT & Cybersecurity*

*School of Technology*

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# FACULTY DEVELOPMENT PLAN

*Assistant Professor, IT & Cybersecurity*

*School of Technology*

## OVERVIEW

This document is a snapshot of my evolving Faculty Development Plan as recommended during the Faculty Development Series. This plan covers activities for the period of employment through my final continuing faculty status (CFS) review, and a few years beyond as I am on a shortened time cycle to go up for CFS. Included in this plan are self-assessments and goals relating to scholarship, teaching and citizenship. Self-assessments include an analysis of strengths, skills, competencies, interests, opportunities and areas in which I hope to develop. The goals in each section include both short term (1-2 years) and long term (3-5 years) goals and their corresponding resources. I have also tried to associate my goals with the department and university goals and aims.

## TEACHING

### Self-Assessment

When coming to BYU, I wanted to focus more of my time on becoming an excellent teacher. My prior institution, Utah State University (USU), did not emphasize teaching excellence when evaluating performance. While I generally did well in teaching, I was strongly encouraged to focus less of my time on teaching and more of my time on research. As a result, I feel there is much room for improvement in my teaching. My primary strengths in this area are as follows: 1) I genuinely care for the students and for their long-term success, 2) I want to be a better teacher, and 3) I enjoy using active learning techniques to make class time more engaging. I have been teaching at the university level full-time for the past 6 years and have developed skills and competencies related to course design, assessment creation, student engagement, active learning, and discussion facilitation. I am very interested in testing and improving teaching techniques and in collecting accurate assessments of student learning. I also want to find more authentic ways to incorporate spiritual insights into my courses, as this is unique to BYU and something I don’t have experience with in my past teaching at USU.

Key focuses at this stage of my career at BYU include the following areas: 1) finding authentic ways to spiritually strengthen my students, 2) incorporation of more active learning activities and assignments into course material, 3) clear association of all course assessments with course learning outcomes, and 4) implementation of changes based on course feedback.

### Goals

*Short Term (1-2 years)*

1. Be more proactive and explicit about including the goals of the university in my courses - specifically related to the spiritual strengthening of the students. I have found this challenging in my first year at BYU, since at USU we could not talk about spiritual matters in the classroom. Through Faculty Development Seminars, I have learned many ways to incorporate spiritual insights into the classroom in ways that feel more authentic to my teaching style. For example, I plan to share learnings from personal scripture study and church attendance in class on a regular basis.
2. Revisit the labs and activities in IT&C 255 (Human Computer Interaction) and IT&C 252 (Computer Organization and Architecture) now that I have taught them both at least once to see how they can be updated or replaced.
3. Revisit course material as I prepare to teach each semester to make sure there is a clear association of all course assessments with course learning outcomes.
4. Take advantage of available tools for obtaining course feedback (e.g., SCOT program in each class each semester, CTL consultant course evaluations once in each class, peer evaluations, mid-course evaluations and student ratings in each class each semester).
5. Incorporate and document changes based on course feedback from each semester for each course.
6. Attend (as much as feasible) the excellent teaching seminars and reading groups that take place across BYU’s campus.
7. Maintain a "Very Good" rating in the teaching section of my annual stewardship meetings, while working toward an “Excellent” rating. I anticipate accomplishing this goal by achieving the previously mentioned goals.

*Long Term (3-5 years)*

1. Continue with each of the short-term goals 1-6 listed above.
2. Obtain and maintain an “Excellent” rating in the teaching section of my annual stewardship meetings.
3. Prep and teach a graduate course to assist with program needs.

## SCHOLARSHIP

### Self-Assessment

The primary domain in which I work is called *Crisis Informatics*—a field of sociotechnical study that seeks to understand and design for the flow of information during times of crisis. My research interests lie in understanding the issues that arise when information communication technologies (and more specifically social media) are introduced into crisis and disaster contexts. The overarching goal in conducting this type of research is to implement and deploy software systems that improve crisis communications based on deep understandings of the social context in which they reside.

While crisis informatics research is my primary focus, I also work on interesting research projects more broadly in the area of human-computer interaction (HCI). For example, this past Winter semester (2019) I worked with professor Derek Hansen and students in the Studio UX seminar, where we created a framework for studying and creating new types of delayed communication solutions, and then tested the framework in several workshops.

My primary strengths related to scholarship are as follows: 1) a solid foundation for my research program and area of focus, 2) a strong record of helping students complete a graduate program (I’ve been the major advisor of 8 masters students and 2 PhD students at Utah State University), 3) a recognized expert in the crisis informatics area of research, and 4) a robust network of other scholars (nationally and internationally) for collaboration. I have conducted research in the crisis informatics area for over 10 years, during which I have produced many foundational research papers in the area that are well cited. Nonetheless, I have many opportunities and areas for development related to scholarship. In particular, one challenge I have faced at BYU is to re-establish my research group at a new university, where I don’t have access to PhD students or as many master’s students to help with my work. Key focuses at this stage of my career at BYU include the following areas: 1) re-establishing a lab group at BYU, 2) integrating undergraduate students into research projects, 3) networking with BYU faculty to find new local collaborators, 4) writing and submitting papers for peer-reviewed publication, and 4) pursuing appropriate funding opportunities.

### Goals

*Short Term (1-2 years)*

1. Establish the Crisis Informatics Lab at BYU.
2. Network with other researchers across the BYU campus. Targeting 1 lunch/meetup per month. Participate in the next “Speed Research Networking” event put on by our college.
3. Submit at least 2 papers per year to high-quality conference venues, such as CHI and CSCW, or high-quality journal publications, such as TOCHI.
4. Submit at least 1 paper each year for inclusion in the conference proceedings of the Information Systems for Crisis Response and Management (ISCRAM) annual Conference. This is an important venue for crisis informatics research and one in which I have been heavily invested in building and maintaining.
5. Continue to advance the various research projects I am currently working on (see next sub-section for more detail).
6. Submit at least two grant proposals per year.
7. Maintain an “Excellent” rating in the scholarship section of my annual stewardship meetings.
8. Successfully complete my final Continuing Faculty Status review (during the 2020/2021 academic year).

*Long Term (3-5 years)*

1. Be 1st faculty author on two original peer-reviewed publications annually – minimum one journal submission.
	1. Resources Needed: Maintain 2-2-1 teaching load (one of which is coaching capstone) and manageable citizenship expectations
2. Maintain an “Excellent” rating in the scholarship section of my annual stewardship meetings.
3. Regularly co-author work with students, both undergraduate and graduate students.
	1. Resources Needed: Funding for research assistants

### Scholarly Activities in Progress by Focus Area

***Crisis Informatics Projects***

* *Social Media Use during Crisis Events: A Mixed-Method Analysis of Information Sources and Their Trustworthiness*
	+ This project is the dissertation topic of my PhD student at USU, Apoorva Chauhan. She successfully completed her defense in April 2019 and is now finishing edits on the final dissertation. Over the next months, we plan to publish at least two articles based on her work.
	+ Collaborating with Dr. Apoorva Chauhan at USU.
	+ Anticipated Publication Venue: TOCHI and ISCRAM
* *Requirements for Software to Support the Use of Social Media in Emergency Management: A Delphi Study*
	+ We have already published a preliminary paper on the results of our Delphi study. Now that the study is complete, we are analyzing the data. We plan to write a research paper on the results.
	+ Collaborating with Roxanne Starr Hiltz (Professor Emeritus at the New Jersey Institute of Technology), Muhammad Imran (Scientist at the Qatar Computing Research Institute), Linda Plotnick (Researcher at the New Jersey Institute of Technology), Robert Power (Researcher at Commonwealth Scientific and Industrial Research Organisation, Australia), and Murray Turrof (Professor Emeritus at the New Jersey Institute of Technology).
	+ Anticipated Publication Venue: International Journal of Crisis & Risk Communication
* *When Official Systems Overload: A Framework for Finding Social Media Calls for Help during Evacuations*
	+ We have already published a preliminary paper on our framework. Now we want to collect social media data from several hurricane evacuation events to test and refine our framework.
	+ Collaborating with Steve Peterson (Emergency Manager at the National Institute of Health), Keri K. Stephens (Associate Professor at the University of Texas – Austin), and Hemant Purohit (Assistant Professor at George Mason University).
	+ Anticipated Publication Venue: ISCRAM and/or possibly a journal.
* *Information Seeking and Use of Social Media among the Public during Disasters*
	+ We have IRB approval to conduct interviews and focus groups on this topic, and have begun conducting them. We hope to complete data collection and analysis in the upcoming months, after which we will write a paper.
	+ Collaborating with Hemant Purohit (Assistant Professor at George Mason University).
	+ Anticipated Publication Venue: CHI or ICWSM conference.
* *Playable Case Study for Emergency Public Information Officer Training*
	+ We plan to work with emergency public information officers to develop a playable case study that will help them train for their work. This project is still in the initial phases of establishing connections with public information officers and assembling the team of researchers.
	+ Collaborating with Derek Hansen. Jon Balzotti, and others at BYU.
	+ Anticipated Publication Venue: TBD.

***Human-Computer Interaction Projects***

* *Designing for Extended LAtencY (DELAY) Framework*
	+ This past Winter semester (2019) I assisted professor Derek Hansen in his Studio UX seminar, where we created a framework for studying and creating new types of delayed communication solutions, and then tested the framework in several workshops. We plan a journal article on the results.
	+ Collaborating with Derek Hanson at BYU and students from Studio UX.
	+ Anticipated Publication Venue: TOCHI journal.
* *The Effects of Haptics on Rhythm Dance Game Performance and Enjoyment*
	+ This project was the thesis topic of Bridger Hodges, a BYU IT Masters student. I was on his committee and have committed to help publish the results of this work.
	+ Collaborating with Derek Hansen and Bridger Hodges at BYU.
	+ Anticipated Publication Venue: CHI Play conference.

## CITIZENSHIP

### Self-Assessment

Although I plan to carefully manage how much time I devote to this area of my work, I recognize citizenship as an important component of a long-term career in academia. My primary strengths in this area are as follows: 1) I really enjoy citizenship service and find it personally fulfilling, and 2) I have established networks within multiple research and professional organizations in my field where I regularly serve. My skills and competencies related to citizenship include collaboration, dependability, dedication, and teamwork.

There are several areas in the citizenship component of my job that I would like to focus and improve upon. First, I tend to overcommit myself in citizenship activities, largely because I find my service in this area to be one of the most enjoyable aspects of my work. For example, I get asked to review a lot, often doing 50+ reviews per year. I would like to lower the number of reviews I do each year, so I can spend more time on my research and teaching. Second, I feel that I could be more involved in offering service at BYU. I’ve only been at BYU for a little less than 1 year and these opportunities are coming, but I hope to continue looking for places where I can contribute.

Opportunities for development related to citizenship include: 1) pursuing leadership opportunities within the organizations I am currently involved in, 2) seeking meaningful ways to serve at BYU, and 3) continuing to manage a relatively high citizenship load for a junior faculty member while seeking ways to balance this load with my other responsibilities.

### Goals

*Short Term (1-2 years)*

1. Serve as the Graduate Coordinator for the Information Technology emphasis in the Masters of Technology program
2. Serve as the Women’s Initiatives Coordinator for the IT & Cybersecurity Program
3. Mentor graduate students by serving on at least 1 graduate committees as a chair and at least 2 as a committee member each year.
4. Serve on relevant and important conference Program Committees (i.e., ISCRAM, CHI, ICWSM, etc.).
5. Peer review for relevant journals and conferences.
6. Continue to serve as a Member of the Practitioner-Researcher subgroup of the Social Media Working Group for Emergency Services and Disaster Management that reports to the U.S. Department of Homeland Security.
7. Continue to serve on the NCWIT Aspirations in Computing Northern Utah Award Committee.
8. Maintain an “Excellent” rating in the citizenship section of my annual stewardship meetings.

*Long Term (3-5 years)*

1. Take on higher leadership positions in my academic communities (i.e., the ISCRAM, CHI, and CSCW communities) and at BYU.
2. Continue to serve on conference committees such as ISCRAM and CHI.
3. Continue as a peer reviewer for relevant journals and conferences.
4. Maintain an “Excellent” rating in the citizenship section of my annual stewardship meetings.

# COURSE DEVELOPMENT PROJECT PROPOSAL

*Assistant Professor, IT & Cybersecurity*

*School of Technology*

## GENERAL DESCRIPTION

For my course development project proposal, I plan to improve the Human Computer Interaction course (IT&C 255) in our program. I co-taught this class in Fall 2018 and am scheduled to teach the course again (as the sole instructor) in Fall 2019. Overall, the class I taught in Fall 2018 went well. Student ratings were in the “very good” range (4.2). However, there are many areas for improvement. First, I was unfamiliar with the format of the course and some of the material the first time I taught the course. The course will likely run smoother the second time I teach it. Second, students were sometimes confused by having two instructors and it was not always clear who was in charge. Only having one instructor this coming semester should help. Third, in student evaluations, a frequent complaint of the students was that some assignments felt like “busywork.” Fourth, I want the students to come out of the class with some confidence that they can meaningfully critique and evaluate a user interface design. Most of the students relieved heavily on instructors to tell them how to improve their designs. I would like to give students more practice in design critique which should help foster more competency in this area. The goal is to help students recognize ways to improve their own designs. Finally, students found the lecture material to sometimes be dry and they preferred more active learning of the course content.

The current course syllabus for IT&C 255 that I modified during the Center for Teaching and Learning (CTL) session on course development, directly follows this proposal. This syllabus does not yet reflect the changes I plan to make (see GOALS section below) to the course for Fall 2019. I will update the syllabus as I work on these changes in the next few months.

## GOALS

This proposal includes only those strategies/goals to be achieved by February 2020, as requested in the provided guidelines.

1. Design short, daily active learning activities to have students practice critiquing their own work as well as the work of others.
2. Streamline assignments to either condense or get rid of the assignments that feel like busywork.
3. Streamline lecture material and incorporate more learning activities to convey important concepts. I fully expect this will likely be a multi-year project, but I hope to convert at least 3 lectures this semester.
4. Revisit course material to make sure there is a clear association of all course assessments with course learning outcomes.

## METHOD FOR EVALUATING SUCCESS

The success of the strategies listed above will be determined by the accomplishment of the stated goals, as well as evaluation of how students react to the course changes (i.e., Do the students seem more engaged? Do the students perform better on assessments? Do they produce higher-quality work?). I also hope to see an increase in the student ratings for the course.

# IT&C 255 HUMAN COMPUTER INTERACTION SYLLABUS

**Instructors:**

**Teaching Assistant:** TBD

Course meets on Monday and Wednesday from 10–11:50am in 410 CTB. It is recommended that if you have a laptop you bring it to class, since the room does not have computers to use and we will want to have a critical mass of computers there. The room does have a number of monitors that teams will use throughout the semester. Individuals can project from laptops or mobile devices directly to the monitors.

**Course Purpose:**

By the end of this course, students will be able to apply the techniques and critical thinking skills required to design technology user experiences that make a meaningful difference in people’s lives.

**Learning Outcomes:**

In-class and out-of-class activities are organized around topics that will teach students, step-by-step, how to establish user needs, derive design ideas, assess tradeoffs, and report results. Students will develop and iterate prototypes and evaluate their designs with representative and real users. Students will achieve the Course Purpose through the following Learning Outcomes.

**Users and environments**

Students will be able to analyze users and their environments for the purpose of designing to meet their needs.

**HCI best practices in diverse fields**

Students will be able to describe and analyze user interfaces for best-practice user interface approaches, including diverse form factors and accessibility issues.

**Professional Communication**

Students will be able to present and document user experience findings and the results of user experience projects and analysis using technical writing and presentation standards.

**Grading:**

*Reading Response Questions (individual)* - due before class starts. Open book. Cannot collaborate on them. Grading on each question response will be done on a 0-2 scale: 0 if there is no response or the response is very poor; 1 if the response was weak and/or demonstrated that the student did not do the reading; or 2 if the response was thoughtful, answered the question, and met expectations for the assignment. The lowest two scores will be dropped: 15%

*Homework assignments (individual)* - homework not tied to group project: 15%

*Project assignments (individual)* - assignments related to the group project, but conducted by each individual group member and graded separately: 25%

*Project assignments (group)* - assignments submitted as a group that relate to the group project. Will receive the same grade on these assignments. 35%

*Peer evaluation -* Adjustment to grade based on feedback from group members on your contributions to the group project: 10%

*Attendance Policy.* You are allowed 3 absences total throughout the semester. If you have more than 3 absences then your grade will drop a step for each absence - e.g., from A to an A- for one day, from an A- to a B+ for another day. This strict policy is important because so much of the learning and group activity occurs during class. Contact the instructor or TA before absences if there are extenuating circumstances such as a death in the family, prolonged illness, or other situations that may warrant exceptions.

**Required Books:**

[*Don’t Make Me Think Revisited: A Common Sense Approach to Web Usability (3rd Edition)*](http://www.amazon.com/gp/product/0321965515/ref%3Das_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0321965515&linkCode=as2&tag=winnerswreath&linkId=IHA2EWVBBAMTXOHS) *by Steve Krug.* A fun read with many practical tips for designing websites, mobile apps, and by extension user experiences.

[*101 Design Methods: A Structured Approach for Driving Innovation in Your Organization*](http://www.amazon.com/gp/product/1118083466/ref%3Das_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=1118083466&linkCode=as2&tag=winnerswreath&linkId=572JKTGWRJA4SRFV)*.* by Vijay Kumar. A nice introduction to innovation design processes and methods. Note: This book is available via the library for free online, though not everyone can use it at the same time.

**Optional Books:**

[*About Face: The Essentials of Interaction Design, 4th Edition*](http://www.amazon.com/gp/product/1118766571/ref%3Das_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=1118766571&linkCode=as2&tag=winnerswreath&linkId=N77REB2HQ4KDX6LX) *by Alan Cooper, Robert Reimann, David Cronin, and Christopher Noessel*. An excellent book for detailed explanations and examples of interaction design best practices.

[*100 Things Every Designer Should Know about People*](http://www.amazon.com/gp/product/0321767535/ref%3Das_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0321767535&linkCode=as2&tag=winnerswreath&linkId=QG4PKBNN26TQBQ2X) *by Susan Weinschenk*. A fun, popular treatment of several psychology theories and how they relate to design.

[*Interaction Design: Beyond Human-Computer Interaction, 3rd Edition*](http://www.amazon.com/gp/product/0470665769/ref%3Das_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0470665769&linkCode=as2&tag=winnerswreath&linkId=CR2PE2B7CZALHY4Z) *by Rogers, Sharp, and Preece*. A classic textbook on HCI covering the academic perspective of the field with many good examples throughout.

**Core Content Areas Covered and the Books they draw from:**

* Innovation and user experience design process (101 Design Methods; Interaction Design: Beyond Human-Computer Interaction)
* User-centered design methods (101 Design Methods; Don’t Make Me Think)
* HCI Best Practices (Don’t Make Me Think; About Face 4th edition: The Essentials of Interaction Design)
* HCI Theories (Interaction Design: Beyond Human-Computer Interaction; 100 Things Every Designer Should Know about People)

**Late Policy:**

It is essential that assignments are turned in on time, since we will discuss and build upon them during class most days. Therefore, unless **prior** arrangements are made with the instructor or TA due to extenuating circumstances, all late assignments will be reduced by 50% irrespective of how late they are.

# COURSE DEVELOPMENT PROJECT GRANT PROPOSAL

*Assistant Professor, IT & Cybersecurity*

*School of Technology*

## GENERAL DESCRIPTION

I would like to request monies in the amount of $300 to support two efforts relating to course development and improvement: 1) resources for a learning activity to benefit students in the classroom, and 2) resources that support my development as a teacher of Human Computer Interaction (HCI) and User Experience (UX) Design. I expect both of these improvements to enhance learning by providing enriched activities for the students.

1. *Lockbox Activity* – Recently, escape rooms have become quite popular, where a group of people are locked in a room and they have to solve a series of problems to escape. This type of problem-solving can be quite engaging in a learning environment. For example, I created an activity this past semester for my *IT 252 Computer Architecture & Organization* class, where students had to find the memory stored on a computer at three virtual addresses in order to find the three-digit code to unlock a locked box. The students really liked the activity and it helped them tie together complex concepts from the class. I would like to create more of these activities for all of the classes I teach, as I’ve seen the lockbox activity (where students solve a problem to find a code) applied to many different knowledge domains. I’d like to use funds to purchase 14 lockboxes. Each lockbox consists of a 4-digit combination lock and a plastic box that can be locked with the combination lock. Having more lockboxes will allow me to create more customized experiences where students can work in small teams on their own unique lockbox. I plan to purchase the following items ($193.60 + tax):
	1. Puroma 2 Pack Combination Lock 4 Digit Padlock
		1. COST = $8.99 + tax X 7 packages (14 locks) = $62.93 + tax (pricing based on Amazon.com)
	2. Sheffield Plastic Field Boxes
		1. COST = $9.34 +tax X 14 boxes = $130.76 + tax (pricing based on Amazon.com)
2. *Books on HCI and UX Design* – The fields of HCI and UX Design are constantly changing as researchers and practitioners develop new methods and techniques. To stay abreast of these changes and to support my continued development as a teacher of HCI and UX, I would like to put some funds towards the purchase of the following books ($94.77+tax):
	1. “Lean UX: Designing Great Products with Agile Teams” by Jeff Gothelf
		1. COST = $20.39 + tax (pricing based on Amazon.com)
	2. “100 Things Every Designer Needs to Know About People (Voices That Matter)” by Susan Weinschenk
		1. COST = $22.04 +tax (pricing based on Amazon.com)
	3. “Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days” by Jake Knapp
		1. COST = $19.04 +tax (pricing based on Amazon.com)
	4. “About Face: The Essentials of Interaction Design” by Alan Cooper
		1. COST = $33.30 +tax (pricing based on Amazon.com)

# SCHOLARSHIP STRATEGIES PROJECT PROPOSAL

*Assistant Professor, IT & Cybersecurity*

*School of Technology*

## GENERAL DESCRIPTION

My faculty development plan includes a description of both short- and long-term goals, and related themes according to my crisis informatics and human-computer interaction research agenda. This proposal includes only the specific strategies/goals to be achieved by February 2020, as requested in the provided guidelines. Additionally, this proposal includes a list of specific strategies for scholarly productivity and a method to evaluate success.

## GOALS

1. Establish the Crisis Informatics Lab at BYU.
	1. Create a website for the lab.
	2. Recruit a master’s student and hire two undergraduate students to work in the lab.
2. Network with other researchers across the BYU campus. Targeting 1 lunch or meetup per month. Participate in the next “Speed Research Networking” event put on by our college.
3. Finish analyzing data from the Winter 2019 Studio UX course and write and submit a journal article to the TOCHI journal (with Derek Hansen).
4. Complete two journal/conference submissions related to my PhD student’s thesis work (with Apoorva Chauhan from USU).
5. Assist in writing a conference/journal submission based on Bridger Hodges master’s thesis on dancing video games that use haptic feedback for instructions (with Derek Hansen & Bridger Hodges).
6. Complete the data analysis for the study about software requirements for emergency management social media use, and write a journal article targeted to the Journal of Contingencies and Crisis Management (with Roxanne Hiltz and others).
7. Conduct interviews for the study on understanding public information-seeking behavior during emergency evacuations and do the analysis of the collected data (with Hemant Purohit).
8. Collect data from several hurricanes this Fall to begin the study on “calls for help” on social media during hurricane evacuations (with Steve Peterson, Keri Stephens, and Hemant Purohit).
9. Begin working on a Playable Case Studies for training emergency public information officers (with Derek Hansen, Jon Balzotti, and others).
10. Devise a crisis informatics research project that students can assist with for the IT&C 670 – Web and Social Media Analytics course I am teaching in Fall 2019.
11. Submit NSPIRES grant proposal to NASA in July 2019 (with Jim Nelson and Dan Ames from the college).
12. Submit reworked CyberCorp SFS grant proposal to NSF (with Derek Hansen, Justin Giboney, Dale Rowe, and Kent Seamons).
13. Submit NSF CAREER grant proposal on social media simulation work for emergency responders (July 2019).
14. Submit a Mentored Research Grant Proposal to the Ira A. Fulton College of Engineering in Fall 2019.
15. Graduate Student Advisement
	1. Assist Apoorva Chauhan with the successful completion of her PhD thesis, including a corresponding submission (or two) to a journal/conference for publication.
	2. Become committee chair or member of another graduate student committee during Fall 2019.

## STRATEGIES FOR SCHOLARLY PRODUCTIVITY

1. Involve undergraduate students in research efforts.
2. Set aside a minimum 30-minute block of time to write at the beginning of each work day (when I am the freshest). This will include closing my office door.
3. Don’t wait until a paper is “perfected” but submit for review in shorter intervals.

## METHOD FOR EVALUATING SUCCESS

Ultimately, the success of the strategies listed above will be determined by the accomplishment of the goals defined previously in my faculty development plan. The successful publication of quality peer-reviewed submissions at appropriate venues will be the primary method for evaluating my success.

# CITIZENSHIP PROJECT PROPOSAL

*Assistant Professor, IT & Cybersecurity*

*School of Technology*

## GENERAL DESCRIPTION

For my citizenship project proposal, I want to continue building on my already well-established citizenship activities (at the state, national, and international levels), while also finding meaningful ways to serve locally at BYU. This proposal includes only those goals and activities to be achieved by February 2020, as requested in the provided guidelines.

## GOALS AND ACTIVITIES

1. BYU University/College Service Activities
	1. Serve as the Graduate Coordinator for the Information Technology emphasis in the Masters of Technology program.
		1. Create and submit a proposal for changes to our Master’s program (in preparation for eventually becoming our own department) in Summer/Fall 2019.
		2. Hold at least two grad student seminars in Fall 2019, in addition to the new student orientation that is done across the entire School of Technology.
	2. Serve as the Women’s Initiatives Coordinator for the IT & Cybersecurity Program.
		1. Hold at least one meeting/activity with the women in the IT&C program in Fall 2019.
	3. Graduate student committee membership and advising.
	4. Mentor a senior capstone team during the 2019-2020 academic year.
2. State Service Activities
	1. Continue to serve on the NCWIT Aspirations in Computing Northern Utah Award Committee.
	2. PhD Committee Chair (USU) – Apoorva Chauhan
	3. PhD Committee Member (USU) – Yajie Li
3. International & National Service Activities
	1. Serve as the Program Co-Chair for the ISCRAM 2020 Conference – manage the paper submission process for the conference (~150-200 papers submitted)
	2. Serve as an Associate Chair on the CHI 2020 Conference Program Committee – managing the review process and reviewing for approximately 20 papers
	3. Serve on the Program Committee for ICWSM 2019 – reviewing 5-6 papers
	4. Continue to serve as a Member of the Practitioner-Researcher subgroup of the Social Media Working Group for Emergency Services and Disaster Management that reports to the U.S. Department of Homeland Security
	5. Continue as a peer reviewer for relevant journals and conferences, but be selective in accepting requests.
4. Activities to Build Collegiality
	1. Have lunch with colleagues and other researchers across campus at least once per month.
	2. Participate in a cross-disciplinary writing group (led by Traci Nielsen in the Physics department).

## METHOD FOR EVALUATING SUCCESS

To measure my success in most of the goals and activities above, I will simply indicate whether they were completed or not. Some of the activities, however, are ongoing (e.g., filling a particular role in an organization) and in those cases, success will be determined by whether I actively participated in the activity during the evaluation period and fulfilled my designated responsibilities.