

Sample Faculty Development Plan

Marketing and Global Supply Chain

Marriott School of Business

July 18, 2019

Self Assessment

Previous to coming to BYU last year, I spent 5 years working at Penn State. This allowed me a strong start to my academic career and enabled me to join BYU with a shortened clock. My offer letter states that I can go up for continuing status in 2-3 years. I am planning on submitting my packet in summer 2020 and only taking the additional year if things do not go as planned for teaching and research purposes.

Strengths

- Because of my experience at Penn State I have significant experience already working as an academic. I have a set of co-authors and projects already in place.
 - I have been able to build a relatively broad network of contacts in different academic departments
 - I have a number of papers already published and have meet the recommended standards for continuing status in my department.
 - I have two papers currently in late stages of preparation. One has been submitted for second round at Journal of Marketing Research and the second preparing for resubmission to JMR. Both papers have received positive signals from the reviewers.
 - I have significant teaching experience having taught three classes per year for the last five year as well as teaching a undergrad marketing research class during my Phd.
 - I have broad interests and have been able to develop a good set of collaborators.
 - I feel that I have fit in well with my department here and have been able to start developing mutual respect with my colleagues in the department and school.
 - I bring significant practical experience to my research and teaching. I spent 7 years working full time for software and marketing research companies prior to starting my PhD and have been able to maintain some of those contacts and engage in consulting. This provides both research problems as well as practical experience that my students find useful.

Skills and Competencies

- Analytics and Statistics
- Research
- Computer Programming
- Competent Teacher

Areas for Development

- My first semester teaching MBA students at BYU did not go as well as I would have liked. This is likely due to a miscalibration on my part regarding what the students were both capable of and interested in. The experience has been useful and I have some concrete plans to improve my course.
- I have a tendency to procrastinate for some types of tasks, especially writing and preparing manuscripts. This is an area that I need to monitor and improve upon. I really enjoy the technical aspects of my research, but sometimes fail to write them up in a timely manner.
- I could be better at initiating collaborations with individuals in the field and reaching out for feedback from my peers.
- I have trouble finding the time to read journals and research in quantitative marketing which holds me back from being informed about the trends and current work of my broader colleagues.
- I have not yet started incorporating undergraduates into my research program. This has largely been due to the cost of starting up at a new institution and the current state of my research. I have one informal research assistant that I have been working with. He is starting a PhD in the fall however and will not be able to work with me further. I do have an undergrad RA lined up to start in the fall. I would like to start a small lab with 2-3 undergrad RAs that can be maintained on a rolling basis.

Professional Goals

Citizenship

- Until I reach continuing status I am mainly trying to maintain the current citizenship responsibilities that I have currently been engaged in.
 - I am currently the faculty advisor for the BYU MBA Analytics Club. The club is largely self sufficient, but I am active in attending club events, meeting with the presidency, manage the finances, and coordinate events
 - I am active in the Marketing and Global Supply Chain Department and participate in faculty meetings, seminars, and three slide Thursday's when they do not conflict with my teaching responsibilities. I also try to participate in and encourage informal social activities with the other members of the faculty.
 - I participate in the MBA program as a faculty by attending meetings and events that the MBA students put on outside of to the regular academic schedules.
 - I have advised students for extracurricular educational actives such as case competitions and independent study.
 - I seek to be active in my discipline and do so by reviewing journal articles and participating in conferences and seminars. I taught a tutorial at a conference this summer and am looking for ways that I can further develop relationships with colleagues at other research institutions.
- I am holding off making significant efforts to be more involved in the business community until after receiving continuing status. This is a long term goal that I hope to work on in the next couple of years.

Teaching

My primary teaching responsibilities for the next few years is the MBA Core Business Analytics class. Next year (Fall 2020) I will pick up an yet to be decided additional class. Because of this assignment my primary focus will be on improving my analytics class.

The primary feedback from the class is as follows:

- The class seemed to lack relevance to on the job work
- The homework assignments seemed to contain a lot of busy work
- The class was disorganized (This seems to primarily be due to using Canvas instead of Learning Suite)
- The lectures were boring
- The class did not do a good job incorporating the mission of being spiritually strengthening
- There was additional conflicting feedback that is harder to address including that the class was at a too high of level and too low of a level.

Overall the class needs a significant redesign. This is not surprising or unexpected as it is the first time this class has been offered, there are not similar classes offered at other institutions, this was my first time teaching in an MBA program, and this was my first time teaching at BYU.

I am fairly comfortable with the basic syllabus and objectives of the class, but I am going to spend the fall semester engaged in the following activities before teaching again in the winter.

- Observe at least two classes of well respected professors that teach in the MBA program. I'm currently planning to try to attend Mike Drakes and Mike Bonds classes.
- Reorganize the class schedule and topics to provide more opportunities to apply specific analytics skills
- Rewrite the problematic assignments
- Find an additional 5 case studies that we can discuss in class
- Find and schedule at least two guest speakers for the class. One at the management level and one that works as an analyst.

Teaching and polishing this class will be a process, but I think that I can significantly improve the class for the next time that I will teaching based on the feedback that I have received.

Scholarship

I am fairly comfortable with my ability to develop and execute research papers, although I would like to see my output improve. I try to to take a quality over quantity approach to scholarship and that aligns with the expectations and

aims of both my department and college. As such there are a few specific things that I can work on on that front. My primary goal is to get at least one of the two working papers I am currently working on published over the next year. This seems reasonable possible for my paper on platform goods as I am the primary driver of that research. In addition I need to start building up a pipeline of high quality work that can sustain my push to full professor. Along those lines over the next couple of years my goal are to:

- Quickly and efficiently respond to the revision requests that come back for the platform goods paper. It is difficult to know what the response will need to be without seeing the reviews, but I need to complete them much quicker than the previous round.
- Submit the Gremlins in the Data paper by the end of July as per the deadline.
- Form a research group with undergrad students to investigate Product Management/Marketing in the technology space. The first year will probably not produce an A level working paper, but should provide significant background that is necessary for developing a stream of research on this topic.
- Draft a working paper and submit it by the end of next school year for the paper on Power Analysis for conjoint analysis.

In order to accomplish these goals, I have a goal to spend at least 15 minutes doing writing on research each work day. In addition I will maintain a document of next steps for each of the 4 research projects so that at anytime I know what to work on for each project. I have a tentative commitment for an undergrad statistics student to be my research assistant for the coming year starting in August. Her first assigned task is to recruit 2-3 additional students to help with our project. This should be the start of developing a sustainable stream of contacts in the Statistics Department from which to draw research assistants.

Resources Required

BYU has done a great job providing the necessary resources for me to prosper and flourish. My research is relatively inexpensive compared to many fields. I primarily need a quiet place to work, capable computers, and access to funding for research assistants, surveys, and travel. Many of these needs are already satisfied and there are resources in place to meet the other needs. One of the focuses of the university is student centered research. I anticipate furthering that goal by involving a handful of undergraduates in some early stage research projects related to marketing and product design at technology companies. This will involve hiring and managing 2-3 undergrad research assistants. There are a number of grants that can easily be applied for to fund this endeavor. I will be applying for the next round of funding for these research assistants.

Regarding resources for teaching, I am happy with the resources that I have been able to secure. I was able to hire three teaching assistants for my course last year to help with grading and monitoring participation. I will likely continue that for my future courses. MBA students are happy to help, but they seem to prefer lower commitments so spreading the load is the preferred option.

The final resource that is in high demand is time for research and teaching. Pre-CFS, my department chair and area leader have done a good job of isolating me from many of the administrative responsibilities that can draw a lot of time. I expect this to continue until I achieve CFS and am very happy with the way that has been handled.

Current Accomplishments

After a full year on the faculty at BYU I have had a number of great experiences. I currently have one article under a second round review and another that should be finished this month for second round as well. This has also been a very productive year designing and teaching a brand new course. This course was a new course at BYU and it was introduced to the MBA Core program and involved a significant innovation in the MBA program. I am also working to reenergize the MBA Analytics club and we are starting to plan a great set of events for the coming school year. I am starting to build better relationships in the broader BYU community and make the connections with companies in the area that will lead to fruitful collaborations in the future.

Measures of Success

The ultimate measure of success in the short term is completing the CFS process and achieving the rank of associate professor with continuing status. Because of my shortened tenure clock, this is a major focus currently. In the intermediate term, I will be looking for improving teachings evaluations, published papers, and more working papers. Longer term, I am focused on building up a stronger research pipeline and working more closely developing additional course curriculum for both the MBA and undergraduate program.

Citizenship Project Proposal

I have really enjoyed my colleagues and BYU and have built significant relationships with them over the past year. In addition I have a growing set of collaborators and other universities. This has been very beneficial for my research and professional development.

I plan to do the following to further develop relationships within my department and in the wider discipline:

1 - Invite a colleague to lunch at least every other week - The marketing department does not regularly get together for social activities especially during the semester. I generally bring a lunch and eat alone in my office. This makes it harder to build relationships with my colleagues in a social environment. Inviting various colleagues that I don't usually interact with would be a great way to continue to build positive relationships.

2 - Present research at "Three Slide Thursdays" - Our department has a monthly activity where we present a short overview of our research. I will volunteer to present at one of these events. I was not able to attend last semester due to teaching commitments and would like to interact more fully with the other marketing faculty regarding research.

3 - Submit a paper to and attend a new conference - I have a tendency to attend the same conferences year after year and interact with the same people. A great way to meet new people and develop more collaborators is to present at a conference. This would not only build new or strengthen existing relationships, but it can hopefully contribute to the community at large.

Scholarship Project Proposal

My major research goal is to produce research that is innovative and useful to both academics and marketing practitioners. With my research I target top quantitative marketing journals such as Journal of Marketing Research, Marketing Science, and Quantitative Marketing and Economics. I have found success with this strategy in the past and currently have two papers that are in the review process at Journal of Marketing Research.

Research Plan

As previously discussed, my main goals for the coming year to revolve around getting my current working papers published and move a few early stage papers forward to build a pipeline. In addition, I am planning on setting up an undergrad focused research lab to build a long term pipeline of research in product management.

As part of this program there are a few areas of focus. The first area is on completing existing projects and getting them published. The second main theme is to move forward projects that have been on hold for a while. My projects often stall out at the very beginning of the project after the data has been collected and the idea fleshed out, but the work of turning that idea into a working paper still needs to be done. I have a number of projects in this stage of development. The final area that I want to focus on is developing a new research stream that I can engage undergraduate research assistants in. This doesn't work as well with many of my research projects since they are about developing new statistical methodologies. This type of work is difficult to work with undergrads on because they are not trained for this type of work. In addition, much of work is individual effort working mathematical models and computer programming. I am interested in developing a new research stream that undergrads can more readily participate in. This involves more topical work and less statistical and mathematical modeling. This is a new area of work so the first step is setting up a sustainable lab.

I expand on my current research goals below and include additional plans to accomplish those goals.

Scholarship Goals

- Spend at least 15 minutes each day engaged in writing related to my research
 - This will especially help move the early stage projects from conception to working papers as well as moving forward working
- Spend at least 15 minutes each day reading current papers or books in my field. Specifically focus on the abstracts from Marketing Science and Journal of Marketing Research
 - This goal is primarily about keeping current with the state of marketing in a broader perspective. This will be especially important for the final step of developing a new stream of research that is conducive to undergrad participation
- Hire at least 1 undergrad research assistant (Stretch goal is 3) and meet with him or her weekly
 - This is directly related to the third theme of my research program
- Submit papers to top-tier journal
 - Revise Fixed Cost paper this fall if needed
 - Submit Gremlins paper in July
 - Prepare Power Analysis for Conjoint paper for spring submission

Course Development Project

For my course development project I am revising and revamping MBA 560 - Business Analytics. This course is taught winter semester only. In addition, this is the only course that I teaching and the students have expressed interest in moving the course from a theory driven course to a more hands on/ tools focused course. In preparation for that I need to develop new assignments, cultivate new datasets fro the students to analyze, and build a new course evaluation project rather than the take-home final I previously used.

My CTL advisor is Susan C. Eliason. I met with her and the Spring Seminar and will work with her as needed as I revise the course.

A current draft of the revised course syllabus is included below.

Course Development Project Grant Proposal

The course as currently designed uses software and tools that are free available to students and faculty at BYU. I do not currently see the need for additional funds to complete the course redesign.

MBA 560

Business Analytics

Winter 2020

Section 1: TBD
TA: TBD
Section 2: TBD
TA: TBD
Section 3: TBD
TA: TBD

Instructor:
E-Mail:
Office: 621 TNRB
Office Hours: F 10:00-12:00am
Or by appointment

Overview

Business Analytics is the study of using data and mathematic models to aid decision makers in understanding and evaluating potential courses of action. Because of the increased availability of data and high levels of competitiveness in the market, business analytics has increased in profile and use. In this class we will be developing the foundational skills to understand and apply analytics to many different types of business problems. This course is intended to provide and introduction to basic analytical techniques and tools.

Objectives

Effectively structure or reframe a business question so that it can be answered using the analytics process

Articulate the conceptual foundations and apply the data science methods from this course

Differentiate the intended purpose and strengths of the data science methods presented in the course

Effectively use the analytics tools discussed in the class to format a business issue, prepare a data analysis, present the analysis, and evaluate proposed solutions.

Understand and deal appropriately with ethical issues surrounding data and analytics in business organizations

Materials

Course Website:

Learning Suite
<http://byu.instructure.com/>

Course Format

The course will primarily be a traditional lecture/case study course with the addition of lab session where we will be applying the techniques that we talk about. In addition to the lectures and labs, each group will be expected to present a case study about how analytics was or could have been used in a company that you are familiar with. Ideally This will be about a company that at least one of the group members have direct experience with. Because of the nature of the course there will be many smaller assignments leading to a large final project. Analytics is something you do rather than information that you need to learn and memorize.

My general philosophy is that the best way to really learn analytics and data science is through use on a problem that you have a vested interest in solving. The motivation to learn this skill is generally not present unless you have a significant stake in the outcomes. Unfortunately, a class grade is generally not sufficient to provide that motivation. There are many other resources including classes in the Marriott School and self-directed study that are available to you. If you would like to dig deeper into specific topics, I am happy to assist you in finding projects and resources that you can leverage.

Grading

The grade policy for this class has been determined by the MBA program office and we will follow those recommendations. The class will be graded on a curve with a target of:

Grade Distribution

A - 15%
A- - 35%
B+ - 35%
B - 15%

Grades lower than a B including Failing and Incomplete grades may be awarded in certain circumstances.

Grades will be made up of the following categories:

Participation – 25%

Group Presentation – 10%

Problem Sets – 25%

Final Project - 40%

Individual Grades may be further adjusted using the teamwork evaluation outcomes across the core courses.

My primary philosophy on education and grading is that true education comes when you have the freedom to fail at low cost, appreciate your mistakes, and adjust course to compensate. Learning is not a one-shot deal and often the people that are most successful struggle at the beginning. It is one thing to learn how to do it right, but another thing to also learn why many of intuitive or obvious solutions are not correct. Unfortunately, the traditional classroom setting with the schedules and constraints of a semester require compromises. With this background, my policy on homework and makeup work is as follows:

Participation – This is primarily graded on effort not accuracy. I expect all students to put in an effort and make sure that their voices are heard. On rare occasions I will cold call an individual, but I expect all students to be engaged and prepared for the class discussions. This includes reading the assigned material before coming to class and fully participating in class. Use of electronic devices during discussion time is strongly discouraged. I will not be evaluating comment and questions for accuracy, but relevance is important. Classroom discussion is not a place where I'm worrying about evaluation, but rather engagement. Asking questions, making comments about things that you have learned or answering questions are all good forms of participation. (A little hint: participation is often the

primary way good students are separated from great students.). Since participation is something that happens in the moment, it is not possible to truly make-up participation points. To accommodate for unique situations and times when you may need to miss class, participation is graded on a curve which adjusts for the standards in the class. In past classes you would need to receive participation points in about 75% of the class sessions to receive full participation points.

Group Presentations – Each team will be responsible for presenting a short case study in class to highlight a company or project that used analytics to solve the problem. Expect to spend 5-10 minutes presenting and discussing the case study. The purpose of the assignment is to give the class exposure to a wide range of business problems and possible solutions. There is a full document posted on Learnings Suite that outlines the details of this presentation. You will be graded as a group based on the posted rubric.

We do not have the time in class for “make-up” group presentations if the first round did not go as expected. As such group presentations grades are final. Prior to your group presentation I expect each group to meet with me to approve the case study topic and discuss the details that you expect to cover.

Problem Sets – Throughout the semester you will be assigned problem sets related to the software we are working with in class. These problem sets are designed to be started in the lab sessions but may need to be completed outside of class. Group collaboration is permitted on the problem sets, but each individual must submit their own work.

Problems sets are primarily meant as a learning exercise not as an evaluation exercise. As such it is essential to be able to receive and respond to feedback. Problem sets may be reworked and resubmitted provided the first submission is reasonably complete and submitted on time. All rework must be submitted before the first day of finals.

Final Project – In lieu of a final each person must prepare a final project. This project will involve identifying a business problem, determining the appropriate analytics procedure, and working through the analytics process. You will be responsible for finding the project and appropriate data to use for the project. There are no specific requirements regarding companies or organizations, but you should be able to identify a clear business/organizational question that can be answered using analytics. You will be expected to submit a written report highlighting the business question and your solution. The full details of the assignment will be posted on Learning Suite.

The final project is primarily an evaluative procedure. In addition, there is not time for a full feedback loop. Because of these limitations, the final project does not allow for make-up.

Additional Policies

I expect all students to abide by both the letter and spirit of the Honor Code including treating all individuals with dignity and respect. It is worth calling out a few additional policies:

Academic Honesty

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Attendance

In short, attendance is required in all classes. We expect you to be present and ready to fully engage the day's assigned materials in every scheduled class session unless something critical and well outside of your control prevents you from being there. We trust that you will not miss class unless it is truly critical, so a rare absence will not likely affect your grade. In the very unusual circumstance where you must miss class, please work directly with your professor.

Extraordinary Circumstances. Something unusual may be happening in your life that may cause extended or persistent absences. If it is important for you to demonstrate your learning and grasp of the material ("including but not limited to," as they say, for purposes of your contribution grade), feel free to coordinate with your professor/s to arrange some kind of assignment/work in an effort to compensate for your lack of attendance and contribution.

When Absent. As in any professional setting, if you are going to miss class, please let your professor know beforehand. However, there is no need to reach out to a professor to give a detailed explanation of absences because we trust you will make sound judgments regarding when you need to miss. There are no "excused" absences or "unexcused" absences. They are just absences--if you are not there, your contribution grade will naturally be affected.

Furthermore, it is impossible to quickly sum up or recreate the learning experience of a 75-minute interactive classroom experience, so please do not ask your professor to do this for you if you miss class. Your best bet is to rely on your teammates to capture as much as possible from their experience.

Final Note

This syllabus is a living document. It may or may not be updated at any time as the class evolves. While I expect things to be fairly stable, sometimes things come up and I reserve the right to modify or change the policies, procedures, or schedule at any time. You will be notified via email of any changes.

Tentative Schedule

Class Number	Topic	Assignments
1	Case Discussion	
2	Course Introduction and Expectations	
3	Uncertainty, Probability, and Evidence	
4	Technique Lab - Probability and Bayesian Statistics	Problem Set #1
5	Cognitive Biases and Prediction Errors	
6	What is a good business question (Case Study)	Case Study #1
7	The Analytics Process/ Types of data	
8	Technique Lab – What are the business problems	Problem Set #2
9	Data Storage and SQL (Case Study)	Case Study #2
10	Technique Lab - SQL	Problem Set #3
11	Experiments	
12	Technique Lab – Experiments	Problem Set #4
13	Optimization (Case Study)	Case Study #3
14	Technique Lab – Excel Solver	
15	Data Visualization 1	
16	Technique Lab – Setting up Tableau	Problem Set #5
17	Tableau Guest Lecture or Data Visualization 2	
18	Technique Lab – Tableau Building a Dashboard	
19	Introduction to statistical software	
20	Technique Lab – Setting up and using R	Problem Set #6
21	Prediction (Case Study)	Case Study #4
22	Technique Lab – Regression Exercise	Problem Set #7
23	Text Analysis	
24	Technique Lab – Text Analysis	Problem Set #8

25	Ethics and Current Issues with Business Analytics/Case Study	Case Study #5
26	Building an Analytics Culture/Guest Lecture	
27	Conclusions and Review	