

# **SAMPLE FACULTY DEVELOPMENT PLAN**

**Associate Professor  
School of Communications  
July 2020**



# PERSONAL STATEMENT

With over 10 years of experience teaching and researching in public relations and communication, I enter Brigham Young University with a commitment to fulfill the aims and mission of a BYU education through engaged scholarship and mentoring students to achieve professional, personal, spiritual, and intellectual success during and following their BYU education. Most importantly, my goal is to help students build a career from a Christ-centered and faith-based perspective: Students will build their education and career goals within the bigger picture of the plan of salvation and understand how to apply gospel principles in a professional work environment. Having earned tenure previously, I am committed to continuing my efforts to develop discipline-leading scholarship, effective teaching, and contributing to the School of Communications and the BYU community as a whole.

# TEACHING AND LEARNING

## STRENGTHS

I have over ten years of experience teaching at the academic level, teaching in a variety of courses including public relations, advertising, and social media.

My experience developing new programs, including a new major field of study at the University of Houston and a liberal arts certificate at Purdue have given me a broad ranging insight about meeting student needs.

My teaching evaluations tend to be above average at the universities where I have taught.

My professional experience in corporate and agency public relations as well as social media management enable me to help students connect communication concepts with professional skills.

## AREAS OF GROWTH

Having taught in primarily academic-centric programs, I find that the School of Communications' focus on practice challenges me to improve my acumen in using the programs and applications of today's public relations professional while learning to teach students to apply theory critical for their professional success.

Related to the above, I would like to implement more classroom instruction on the tools used in the field, particularly mobile tools from the Adobe Creative Suite.

Though I have always included my religious values in my teaching, the transition from purely secular teaching to more explicit gospel-centered teaching is an area of development for me.

Our recent assessment revealed a need for an increased focus on diversity. To meet that need, I commit to creating understanding and appreciation for diverse audiences in my courses.

## SHORT-TERM OBJECTIVES (1-3 YEARS)

Work with the Center for Teaching and Learning (CTL) to develop a purposeful course outline.

Raise my teaching scores to be above average by working with the Student Consulting on Teaching Program.

Engage in practice-based training initiatives to gain a better understanding of the tools communicators are using today.

Continue to create a spiritual environment for my students through praying in class and tying communication principles to gospel principles.

Create a focus on understanding diversity in each of my courses, including where possible, bringing in clients and initiatives that will help students create content for diverse audiences.

Set up a successful, ongoing study abroad program for public relations students that will help them learn effective intercultural communication principles and understand diverse audiences.

### **LONG-TERM OBJECTIVES (3-5 YEARS)**

Meet or exceed the average School of Communication evaluation scores on a semester-basis.

Create an appreciation for theory and strategic thinking to complement their current focus on communication skills.

Publish at least one paper with undergraduate students, and two papers with graduate students.

Create an atmosphere in which students feel equal. Many students complain that the PR Program favors the top 20% of its students.

# SCHOLARSHIP

## STRENGTHS

I have developed a strong and internationally-recognized program of research, with over 25 publications in peer-reviewed outlets.

I maintain an ongoing set of research pools, with at least two papers in the ideation stage, two in the production stage, and two in revision and publication stage.

My research addresses growth areas: that is, my studies are at the forefront of public relations research topics, as I seek to move the field forward in both theory and practice.

I have a strong network of scholars with whom I have and can publish with, further extending my potential for maintaining my continual publication stream.

My research crosses methodological lines. Though my strength is qualitative research, I have published in both network and quantitative methods.

I enjoy writing.

## AREAS OF GROWTH

Engage undergraduate and graduate students in research.

I would like to earn my awards and grants for my research.

Continue to build my research network with international scholars. I would like to participate in a research project on European Communication with scholars there.

I would like to build more application for my research in the professional arena, including working and consulting with clients using my research.

## SHORT-TERM OBJECTIVES (1-3 YEARS)

Involve undergraduate and graduate students in three research papers.

Submit my research for an Arthur W. Page Society award.

Reach out to European colleagues to work on the European Communication monitor.

## LONG-TERM OBJECTIVES (3-5 YEARS)

Develop a workshop on social media use or crisis management in the workplace for local companies and clients.

Publish at least one paper with colleagues in the School of Communications.

Publish at least one article in the Journal of Public Relations Research.

## **CURRENT STATUS: PUBLICATIONS**

*(redacted)*

# **COURSE DEVELOPMENT PROJECT**

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## **FEATURED COURSE**

### Comms 425 Digital Storytelling

Comms 425 was designed to give public relations students the most up-to-date professional skills training for the public relations field. It has changed multiple times over the past few years, and has lacked the focus necessary to help students gain these skills. The class has gravitated toward professional video work.

Our recent program assessment revealed that students are desperate for a class that trains them in the digital tools and platforms used for design and content creation. Up until this point, students have gone outside of the School and College to take a digital humanities class (Humanities 230) to learn these skills. Additionally, our students also struggle with creativity in their public relations campaign work. As a faculty, we decided to meet both of these needs through a complete re-design of Comms 425.

I was tasked with redeveloping this new course during the Spring 2020 Semester. As part of this redesign, I have attended three training courses focusing on digital communication and reached out to industry professionals to include the most up-to-date tools that professionals use. The following syllabus addresses these needs, and includes a revised set of learning objectives and assignments.

# DIGITAL STORYTELLING

Comms 425 Fall 2020

Associate Professor



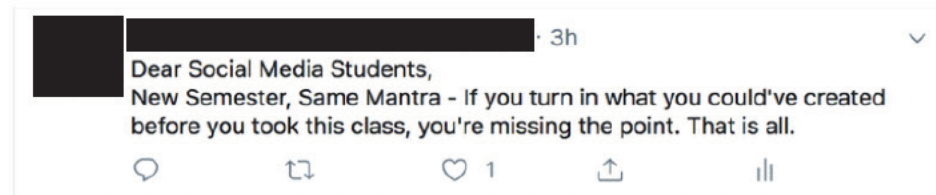
## What's the story, morning glory?

Today, more than ever before, public relations' practitioners must know how to engage stakeholders with compelling stories AND compelling design. The purpose of this class is to give you experience (and portfolio content) in both. You should treat this class as an agency, meaning you work under tight deadlines in an ever-changing social media landscape.

### Your Purpose

There is both a science and an art to public relations. Most students are able to take data and make a strategic decision (the science); but how are you at the artistic side of public relations? Your purpose in this class is to develop creativity while learning how to use the tools to showcase it.

### Your mission, if you choose to accept it (a.k.a Learning Outcomes)



In this course, you'll learn to develop and produce digital content. In this class, you will inevitably find things you think you already know. Don't let that get in the way. Course objectives for this course include the following:

1. **Develop compelling and strategic digital media content using appropriate digital tools.**
2. **Apply principles of design and engagement to digital content creation**
3. **Learn to optimize digital content for maximum reach**
4. **Contribute professional-quality content to an online portfolio (Develop a strategic portfolio online, and use a critical eye to curate work for your portfolio)**

These outcomes complement School of Communications outcomes:

1. **Students will communicate effectively with their audiences**
2. **Students will act professionally in their practice**
3. **Students will be scholars of the communication process**
4. **Students will apply Gospel-centered values as they contribute to society**



Overall, the focus of this class is on **learning how to create digital content**. Whether you work in a group or on your own, you will learn to be proficient in the platforms and tools professionals use. Because of the focus on using the tools, we will not be working with clients, but will rather work through case scenarios and spec work for clients you would like to work for. Of course, this will also enable you to take chances and make mistakes, as Ms. Frizzle used to say



Here are 3 effective ways to learn:

1. **Observe.** Look for communication messages around you. Notice where, when, and why you saw them.
2. **Analyze.** Try to figure out who is the intended target of a given message. What action is desired? How effective are the graphics, writing and channels?
3. **Adapt.** Ask yourself how you can use an idea or strategy in a new way. This is the essence of creativity. And creativity is the basis of strategy.

This class also features a number of smartphone apps, some of which you will be required to purchase, while others are free. The apps you use to complete assignments are entirely up to you. The overall objective is to get you comfortable applying design principles and strategic thinking to creation of digital media content.

## COURSE MATERIALS

**WHITE SPACE IS NOT YOUR ENEMY (3<sup>RD</sup> ED)**  
Rebecca Hagen & Kim Golmbisky

**LumaFusion App**  
\$29.99 on the App Store

**FilmMic Pro App**  
\$14.99 on the App Store

**AHREFS SITE (AHREFS.COM)**  
Ahrefs has generously granted an educational license for students to conduct Keyword Research

## Grading

Crash Course Quiz	5%	25
Digital Media Content	35%	175
Video Content	30%	150
Book Review Podcast	5%	25
Class Participation, Pop-Up Assignments	2%	10
Portfolio and Video	5%	25
Blog with Design	3%	15
Social Media Takeover Final	15%	75
<b>Total</b>		<b>500</b>

## ASSIGNMENTS

The following assignments will help you develop your acumen in the design platforms for public relations professionals. You should engage in each assignment with a goal to apply what you've learned in this course and to build your creativity. **For each assignment (unless otherwise noted), you will need to include a creative brief**, which is explained below.

### Design Crash Course Exam

In this class you need to know design principles AND be able to use design tools. Because you need to apply the principles to your design projects, we will be going over the principles of design over a two week setting. Consider this a workshop that you'll refer back to throughout the rest of your semester. Following the end of the crash course, you will take an exam online. You will have a 4 days to take the exam and it will be offered via Learning Suite. The exam is closed book, closed note. You will use Proctorio to take the exam.

### Creative Brief

You must include a creative brief with each assignment. It may be submitted as a separate document, or may be copied and pasted into the comment section of the assignment submission box. A missing creative brief incurs a 10% deduction from the final grade of the assignment, and the assignment receives a zero until it is submitted. Late penalties for the assignment apply until it is properly submitted. The creative brief should help me see your line of thinking for each assignment. It is not a report, but is a short set of statements. You should use the following headings for your creative brief: 1) *Objective* 2) *Brand Statement* 3) *Audience* 4) *Tone* 5) *Media Outlet* 6) *How it fills objective*

### Digital Media Content

Throughout the semester, you will design media content using the programs you are learning in class. For each, you will be given a scenario or client specs around which to build your content. You should plan on developing the following content: **Logo, Meme, Infographic, Facebook Story, Social Media Ad, and Instagram Story.** Additional social media content may be assigned throughout the semester as “pop-up assignments,” in which you will need to complete the assigned content piece DURING the class period.

### Video Content

To build your video production skills, you will engage in a number of video activities. Again, you will be given scenarios for each activity. You should plan on doing the following: **Video Editing, Storyboarding and Shot Listing, Live Video, and Vlogging.**

### Portfolio and Video

This course will provide you ample opportunities to contribute content to your online portfolio. For this assignment, you will submit a fully-designed portfolio along with an introduction, elevator pitch video that should be included on the home page of your portfolio.

### Book Review Podcast

One of the most beneficial things you can do for your career is to read current works on concepts like creativity, communication, social media, and the industry in general. During the semester, you will choose a book to read from a list that will be provided. You will have the semester to read it. You will then produce a podcast discussing what you have found. You may partner with a fellow student to conduct this podcast.

### Blog Post with Original Imagery, Design Content

For this assignment you will write a 500-700 word blog post on a topic that will be provided. Your blog post will include at least one piece of design content, as well as keywords and hashtags.

### Social Media Takeover Final

For your final project, you will plan and develop content for a takeover of a company’s social media account. Facebook or Instagram are preferable. You will get more information about this takeover later in the semester.



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## POLICIES

Treat this course as if you were working in an agency. I expect motivation, commitment, and professionalism.

- **Late Work** — Being on time is essential. Supervisors, clients, the media and colleagues expect and demand it. Your own level of professionalism requires it. Assignments are due at on the class day they are assigned. Specific deadlines will be announced in class and/or listed on the learning suite website. Your grade will be reduced by 25 percent for every 24-hour period the assignment is late. Assignments turned in late can get a maximum of 75 percent of the allotted points. Weekly quizzes on Learning Suite cannot be made up. Take careful note of the deadlines. It is not fair to the members of the class to expect work on time, and then to let some students get by with being late. If deadlines need to be changed, I will change them for the entire class.
- **Absences** — You may miss 2 class periods without incurring a penalty. Any absence thereafter incurs a 5-point per absence deduction to your total grade. Three late arrivals to class equals 1 absence.
- **Professionalism/Work Policy** — Some believe that as long as they put in the work, they deserve all the points for an assignment. This is a myth. Hard work does not equal good work. Smart work = good work. If you work smart, you will get a good grade. Professionalism also means being a good colleague. This means not disrupting the class with your electronic device. In fact, **if your electronic device disrupts the class in any way, you owe the class an apology in the form of cookies or donuts (enough for everyone as well as napkins).** You must bring them to class within one week of the infraction (by the second class period after it occurs) or you will automatically lose 10 points. If you use any kind of electronic device to either send or receive phone calls, text messages, emails or anything else, you are subject to the penalty. Further, if you leave class for any reason, please re-enter in a way/moment that is not disruptive to the class. Please show courtesy and respect to your professor and to your fellow students. The public relations faculty takes the department's professionalism policy very seriously. You may be asked to leave class if you are distracting from a lecture or discussion in any way, including sleeping, reading rather than listening or participating and any other distractive behavior that affects the professional environment of the class. We expect you to conduct yourself with courtesy and respect for others.
- **Grade Rounding** - This is a points-based class, not a percentage-based class. I do not round up grades.
- **Honesty** — Any student found cheating in any way will automatically fail the class in which the cheating occurs; a second infraction will mean automatic dismissal from the public relations program. Cheating includes any action which attempts to deceive the instructor or others, such as (a) turning in assignments written by someone else, including spouses, (b) having others do work specifically assigned to you, (c) submitting work used in any other class or (d) submitting work containing materials written by others but not properly attributed or cited as the work of another (plagiarism). Cheating on exams, quizzes or homework, or permitting others to cheat on exams, quizzes or homework is also considered unethical.
- **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 every instructor's 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 & Responding to Sexual Misconduct** — In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources

can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

- **Student Disability** – Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.
- **Plagiarism** — Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.
- **Mental Health** — Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

### A word on Covid 19 Adjustments

This class is listed as a blended class, which means there may be a mix of online and in-person class meetings. The official statement from BYU on COVID 19 is as follows:

*While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.*

What this means for our class:

- 1) All class lectures will be conducted online via Zoom.
- 2) We may conduct lab time in small groups on campus.



- 3) If you are sick, feel sick, worry that you may become sick, have been around someone who was sick, have been around someone who's been around someone who was sick, don't come to campus. Physical attendance is not required.
- 4) Digital participation IS required. This includes participation in Zoom classes and signing on for small group lab time if you prefer not to attend physically.
- 5) You signed up for the days and times this class meets, so you must be available and in attendance either in person or digitally for ALL class sessions. See the attendance policy for missed class sessions.

## **A Statement on Professionalism**

School of Communications  
Brigham Young University

A key mission of our school is to prepare students for their eventual workplace experiences. Whether a Communications graduate pursues a career in journalism, advertising, public relations, law, business or any other field, he/she will be evaluated, in part, on professionalism. Because we feel our responsibility strongly — and because it is essential to the career growth of our graduates — the Department of Communications instituted a Professionalism policy effective at the beginning of Fall Semester 2004. This policy applies both to students who have been admitted to one of our five emphases and to pre-communications students.

### **Some Key Features**

- Any major found in violation of the university Honor Code, especially with regard to cheating and plagiarism, will receive a zero for the assignment involved, may receive an E in the course and will be referred to the Honor Code office. Execution of this policy will be at the instructor's discretion. In addition, the offending student's case will be reviewed by the department chair and/or associate chair for undergraduate studies. If the offense is sufficiently serious, the student may be removed from his/her major — no matter how close graduation may be. A second violation of academic honesty, whether done concurrently or subsequently, will automatically result in dismissal from the major.
- Any pre-communications student found cheating will be denied the opportunity to apply to any of our five emphases. This decision rests with the department chair and associate chair for undergraduate studies.
- Students who demonstrate consistently unprofessional behavior in class may also be dropped from his/her major or not allowed to apply in the first place. Examples of unprofessional behavior include — but are not limited to — excessive absences, disruptive behavior, sleeping in class, chronic tardiness, reading non-course material during class, playing computer games and/or checking e-mail during class, use of cell phone or text messaging, and regularly leaving class early without making arrangements with the instructor.

### **Policy Enforcement**

If an instructor feels he or she has a student in violation of this policy, the following should be followed:

- First warning: This will come from the instructor. A meeting between the instructor and the student will be conducted to resolve the issues of unprofessional behavior. If the violation is excessive enough, the department can be involved (cases of cheating and plagiarism). Following this consultation, the professor and student will sign a letter that describes the problem and subsequent resolution. The department will keep this letter in the student's file.
- Second warning: This will come from the department (either the Chair or Associate Chair for Undergraduate Studies). At this time, the student will be reviewed for removal from the department. Both sides of the case will be presented to a review committee composed of faculty from the student's emphasis, and a decision will follow a deliberation. A letter explaining the decision must be signed by the members of the committee and will be placed in the student's file.
- Appeal: The first appeal will be to the Undergraduate Committee. Second appeal will be to the Department Chair. Final appeal will be to the College.

### **Why a policy on Professionalism?**

It begins with the demand for entrance into our emphases and the fact that some students are being turned away. However, some who are successful in their pursuit of a particular major then demonstrate unprofessional behavior. We have decided we would rather take a student who has a less-impressive academic record but will work diligently than a higher-ranking student who treats the major casually and without respect. A second factor is the tendency of some majors to "coast" once in an emphasis. This behavior is potentially serious to a student,



who is unlikely to suddenly develop professionalism if hired by an agency, newspaper or television station, nonprofit organization or other employer. This, in turn, reflects on the reputation of the university, our department and the degree conferred.

Our new policy is consistent with those already in effect elsewhere in the university. With thousands of young people desiring to attend BYU – many with an interest in Communications – we feel an obligation to admit and retain the students who demonstrate the kind of work ethic and behavior that will enhance our collective academic and professional performance.

## COURSE SCHEDULE

Week	Topic	Due
1	Design Crash Course	WSINYE Chs. 3-6
2	Design Crash Course	WSINYE Chs 7-9 Exam 9/16-9/21
3	Personal Branding Guest Speaker 9/21: Karen Freberg	Freberg, Ch 3 (LS) Pitch/Slide Deck
4	Social Media Strategy Guest Speaker 9/28: Andrew Tillman	Meme Due
5	Graphic Design for Web Illustrator	Brand Logo Due
6	Graphic Design for Web Canvas	Social Media Ad Due Infographic Due
7	Graphic Design for Web Adobe Spark Post	Facebook Story Due
8	Video Production Premiere Pro, Editing	Video Editing Assignment Due
9	Video Production Storyboarding, Scripting, Shotlisting	Instagram Story Due
10	Video Production Filming	
11	Video Production Post Production, Thumbnailing	Vlog Video Due
12	Social Media Video Adobe Premier Rush, Spark	Live Video Due
13	Portfolio Video (Thanksgiving 11/24, no class)	Portfolio Video Due
14	Slide Decks and Podcasting	Podcast Due
15	Social Media Takeover Final	SM Takeover Due 12/16

\*schedule subject to change