

# Faculty Development Plan

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Assistant Professor  
School of Communications  
Brigham Young University  
June 2021

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## Who am I as an Educator?

I am a compassionate instructor with a focus on personal development, both for myself, and for my students. I take the responsibility of having the ears and eyes of my students very seriously. My goal is to create an environment wherein the spirit can dwell and where students can connect their classroom learning with gospel centered principles. I am passionate about theory, scholarship, and practice. My experience as an advertising practitioner and a researcher have helped formulate a perspective that allows my students to see the relevance of theory in practice.

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## 1. CITIZENSHIP

### Overview

I believe in the value of working with others in a variety of capacities to stimulate growth in myself and in others and bring about positive change. I bring a willing attitude and calming presence to the assignments and demands placed on my shoulders. I choose to find the intrinsically rewarding aspects of the work that I do across a variety of citizenship related contexts.

### 2020-2021 Citizenship Activities

#### Service to the School of Communications

- **Graduate Committee Chair (2020 – 2021):** Served as a chair for a graduate student conducting research on social media and politics. Worked to guide the methodological construction of the project and assisted in guiding this student throughout the writing process.
- **Graduate Committee Member (2020 – Present):** Actively serve on two committees for MA students entering their second year of study. Regularly meet with and discuss research ideas and theories so that students can better conceptualize their thesis work.
- **Assessment Committee (2020 – Present):** Assist in developing and implementing an assessment process that is sustainable and centered on program improvement. I have worked to develop and implement novel approaches to assessing both direct and indirect metrics of success. Regularly meet with faculty and to develop plans and assess student work and keep detailed notes and reports to document and measure progress.

#### Service to the University

- **BYU Women's Conference –** Helped lead students in the Adlab to execute 40 qualitative in-depth interview that will inform future decision making related to a hybrid conference format.

#### Service to Professional Organizations

- **AEJMC CommSHER Division (2021 – Present) –** Serve as a member of the media team to ensure that relevant events, meetings, calls, and other opportunities with the division are promoted using a variety of online and print channels.

#### Journals and Grant Reviews:

- **Journal of Promotion Management**
- **Arthur W. Page Center for Integrity in Public Communication** reviewer of grant submissions

#### Graduate Students that I Mentor:

Name	Degree	My Role	Completion
██████████	M.A. in Mass communications	Chair	Finished 2021

████████	M.A. in Mass communications	Member	████████ In-progress
████████	M.A. in Mass communications	Member	In-progress

### **Citizenship Strengths**

- I am motivated by improving the student experience; accordingly, I strive to serve in each capacity with the student in mind.
- I have an approachable and collaborative spirit with a belief that building bridges should often involve more listening than talking.
- Serving others brings me joy and I am naturally motivated to be involved in citizenship initiatives.

### **Areas to Improve my Citizenship**

- I would like to emphasize opportunities this year that involve providing service to the field. This will primarily include identifying opportunities to act as a reviewer for academic journals and getting involved in leadership opportunities at relevant academic conferences.
- I would like to find more ways to become involved in university initiatives that center around promoting progress around topic of diversity and inclusion.
- I want to become more involved with professionally focused organizations including the American Academy of Advertising (AAA) and the American Advertising Federation (AAF).

## Citizenship Strategies Project

Fall 2021 – Winter 2022

### 2018-2019 Citizenship Goals

Included here are a list of goals that I have for the 2021-2022 school year:

#### *Short Term Objectives*

- I took part in the Association for Education in Journalism and Mass Communication (AEJMC) conference this August where I volunteered to become a member of the media team for the Communicating Science, Health, Environment, and Risk division (CommSHER). I would like to become more involved with this division as well as the advertising division in the coming year.
- I would like to review more journal articles by taking any review opportunities that come my way. This will help me improve my own writing and research design abilities.
- I would like to form closer research ties with the graduate students in the program and consider acting as a committee member or chair on more graduate thesis work.

#### *Long Term Objectives*

- Develop a research group for graduate students in our program to meet once a week to conceptualize and execute research projects.
- Manage several projects through the BYU Adlab every year.
- Continue to meet with current faculty members to discuss citizenship opportunities and solicit advice.
- Attend every School and College meeting.

## 2. SCHOLARSHIP

### Overview

Finishing my dissertation and developing my body of research has been a significant challenge during the pandemic. Even with these difficulties, I was able to keep several manuscripts under review at a time, with one of these ending in a first author publication at the *Journal of Promotion Management*. Though collaborations with new colleagues have been more difficult to form during the pandemic, I have been able to begin a variety of research projects that involve undergraduate and graduate students at BYU. I currently have six articles under review, and I am working with two different research groups at Pennsylvania State University and maintaining strong research ties at that institution. I am excited to keep growing as a researcher and feel that I am gaining strong momentum that should lead to great production in the coming years.

### 2020-2021 Publications

- [REDACTED] J., Wei, L., Yang, H., & Shen, F. (in press). Does in-stream video advertising work? Effects of position and congruence on ad and brand-related responses. *Journal of Promotion Management*.

### Scholarship Under Review

[REDACTED] J., & Dardis, F. E. (Under Review). *Kidfluencing: The Role of Selling Intent, Logo Presence, and Disclosure Modality on Parental Appraisals*. Paper to be presented at the 104<sup>th</sup> annual convention of the Association for Education in Journalism and Mass Communication (AEJMC), Online.

Eng, N., Chen, J., [REDACTED] J., & DiRusso, C. (Under Review). *Testing the efficacy of carbon footprint calculator messaging on climate action: An emotion-as-frames approach*. (Journal not specified for blind review integrity)

Eng, N., DiRusso, C., Troy, C., [REDACTED] J., Liao, M., & Sun, Y. (Under Review). *"I Had No Idea That Greenwashing Was Even a Thing": Identifying the Cognitive Mechanisms of Exemplars in Greenwashing Literacy Interventions*. (Journal not specified for blind review integrity)

[REDACTED] J., Buckley, C., T. Triptow., & Chai, Y. (Under Review). *Capitalizing on clickbait: Identifying the effects of listicle type, length, and sponsorship*. (Journal not specified for blind review integrity)

Sun, Y., [REDACTED] J., Shoenberger, H., & Shen, F. (Under Review). *To Tell or Not to Tell: Effects of AI-powered AR Experiences and Transparency on Product Attitudes and Behavioral Intentions*. (Journal not specified for blind review integrity)

Eng, N., DiRusso, C., Troy, C., [REDACTED] J., Liao, M., & Sun, Y. (Under Review). *"I Had No Idea That Greenwashing Was Even a Thing": Identifying the Cognitive Mechanisms of Exemplars in Greenwashing Literacy Interventions*. (Journal not specified for blind review integrity)

### Forthcoming Scholarship

██████████ J., & Krieger, M. (2019, August). Transparent deception: Exploring the relationship between moral ecology and native advertising.

Kim, N., Vafeiadis, M., ██████████ J., Harrison, V., Buckley, C., Bortree, D.S., Yang, G., Gessner, J. (2019, March). Countering misinformation on social media: How stakeholders' attitudes and behavioral intentions are influenced by source and supporting evidence of the rebuttal message.

Madden, S., Kim, N., ██████████ J., Buckley, C., (2020, August). The need for social media "Influentials" in science communication.

### Scholarship Strengths

- I am an excellent collaborator and have a passion for each of the areas that I research.
- I am organized, detailed, and team focused.
- I maintain a robust pipeline of scholarship and have a wholistic vision of where I would like to go with my work.
- I connect my scholarship to practice and emphasize emerging advertising formats and questions that I can link directly to the classroom.
- I take on a variety of roles and functions across the projects that I work on. Sometimes I take a lead role and other times, I act in a supportive capacity.

### Ways to Improve my Scholarship

- I need to improve the speed with which I address revisions or turn around articles that have been rejected. I would like to shorten the amount of time that it takes for me from initial submission to final publication.
- I have dealt with several rejections this year. One rejection occurred after a serious round of revisions; accordingly, I would like to be more dedicated to thoroughly addressing reviewer feedback.
- I need to connect more with the senior and experienced faculty to better understand best practices for selecting and working with various academic journals in the field.
- I need to get better at saying no to new projects and focus on finishing many of the projects that are closer to the finish line.
- I need to protect my time and prioritize my writing. Though I do find time to research, I also have a very open-door policy with my student that needs more structure to ensure that I am setting aside structured writing time.

## Scholarship Strategies Project

Fall 2021 – Winter 2022

### Scholarship Goals

Below are the goals that I am looking to accomplish during the 2021-2022 school year:

- Get three publications during the next academic year
- Write (or re-write) at least two paragraphs of academic writing every day
- Identify two additional projects for a new graduate researcher to help lead
- Work on more collaborative research with faculty in the department – At least two projects.
- Make a list of journals that best fit my work. Design more projects with special research calls in mind.



### 3. Teaching

#### Overview

I believe that quality teaching requires consistent self-evaluation and a willingness to re-invent approaches utilized in the classroom. Covid-19 has highlighted the value of being nimble and adaptive in the way I approach my teaching. As part of my future teaching improvements, I would like to take time each year to work with the Center for Teaching and Learning by being engaged in their workshops and taking advantage of their assessment resources. I believe that consistent review of my own teaching and a willingness to learn and grow in this domain will be essential to becoming the most effective teacher possible.

#### 2020-2021 Teaching Accomplishments

##### New Courses Taught and Prepped

- COMMS 337 – 4.7
- COMMS 372 – 4.6
- COMMS 309 – 4.7

##### Accomplishments of Students I have Mentored

- Effies Competition – Student First Place Award
- Washington Media Scholars Foundation – Student Second Place Award

##### Other Accomplishments

- Harold F. Martin Award – Was one of ten university-wide recipients of this highest award for excellence in graduate teaching during my final year at Penn State.

#### Teaching Strengths

- My students consistently report that I am approachable and treat them with respect.
- I comfort, inspire, and motivate my students as they navigate a variety of concerns and challenges related to the curriculum and their future careers.
- I am prompt at answering questions and consider myself highly responsive.
- I facilitate engaging dialogue and classroom discussion that students are eager to take part in.
- I focus on mixing up my approaches to teaching so that students can harness their attention and minds using a variety of methods (small group meetings, object lessons, videos, guest speakers, etc).
- My students appreciate my ability to connect theory and practice. Students consistently ask me about my personal experience from working in the field.\

#### Ways to Improve my Teaching

- There are many ways that I can improve my teaching, but one thing I would like to emphasize is utilizing some of the resources in the Center for Teaching and Learning.
- I would like to migrate my courses to Canvas and optimize the classroom flow and organization of the course by building out weekly modules.
- I want to go into each class with three to four clear and engaging questions that I can ask about reading.

- I want to emphasize classroom learning that can occur through trainings in our communications labs (i.e., Adlab, PRI Lab, Biometrics Lab, etc.).

SAMPLE

## Teaching Project

Fall 2021 – Winter 2022

### Teaching Goals

#### *Short-term Objectives*

- Schedule time for students to take part in at least one lab training session.
- Integrate new required books and readings into the COMMS 337 Account Management Course
- Have more training sessions (taught by both myself and other experts) to show students *how* to go about conducting their work and assignments. Less telling and more showing.
- Review and edit my rubrics for upcoming fall classes in advance of the semester beginning.

#### *Long-term Objectives*

- Work harder at creating more organized and efficient courses.
- Take part in conferences and workshops that center around teaching.
- Find more intentional, effective, and organic ways of integrating gospel principles into classroom teaching.

## Course Development Project

I am currently working to adapt the advertising account management (Communications 337) course. Having worked as an account manager in the industry, I feel that I have an amazing opportunity to shed light on the topic. However, my first year I elected to utilize the textbook, assignments, and materials from previous instructors. To remain consistent with the learning outcomes, but still make the class my own, I would like to:

- Utilize more hands-on assignments and connect them to the course objective
- Update the books that are used in the class
- Infuse more management strategy assignments
- Emphasize professional preparation related to job interviews, resumes, and portfolio development
- Provide opportunities to connect with industry practitioners

I have streamlined the course objective to read: “By engaging in practical and theoretical learning, you will become a more strategic and capable partner for your future advertising clients.” My goal is to make every assignment and activity in the class a building block to helping students achieve this course objective.

# COMMS 337 – Advertising Account Management

## FALL 2020

Section 001: 9:30 – 10:45, M/W

### Instructor Info:

**Name:** [REDACTED]  
**Office Phone:** 801.362.7981  
**Office Location:** 328 BRMB  
**Open Door Hours:** Wednesdays, 10:45 – 12:30  
**Email:** [REDACTED]@byu.edu

### Course Objective:

By engaging in practical and theoretical learning, you will become a more strategic and capable partner for your future advertising clients.

### Required Text:

**The Great Client Partner: How Soft Skills Are the True Currency in Client Relationships**

<https://www.amazon.com/Great-Client-Partner-Currency-Relationships/dp/1544500920>

**What Clients Really Want**

<https://www.amazon.com/What-Clients-Really-Drives-Crazy/dp/099354312X>

### Outcomes:

1. To become a “student of advertising,” immersed in the current world of advertising and understand the world of Account Management
2. To gain a fundamental knowledge about the role of the account manager in an advertising agency.
3. To get a feel for the discipline of agency life.
4. To prepare and present a credentials review and new business pitch.
5. To create a resume/portfolio appropriate for advertising agencies.

### Professionalism

Before I get too far into the weeds about course requirements, a brief note about professionalism. In short, it matters. If you want to succeed in this industry, practice being professional. In an educational context, I acknowledge that there is a power imbalance between the professor and the student. I will do my best not to exploit this imbalance by ensuring that I treat each of you with the respect you deserve. I recognize that each of us have diverse backgrounds and experiences that have shaped who we have become, and I hope that we can respect and learn from each other in this academic setting. I expect you to treat your peers, myself, and the course with a level of respect and professionalism. Please do not hesitate to reach out if you feel that I have not been professional in my interactions with you, and I will do the same. We are all learning together. That said, one of my greatest pet peeves is a lack of professionalism over email. Please, please, consider your words before hitting the send button. Know that if I made a mistake, it was not my intent to do so. Please be courteous and thoughtful in crafting your concerns, thoughts, and needs. Thoughtful and thorough communication is the mark of an excellent account manager. Let's practice improvement in this domain together.

## Course Requirements

### *Attendance*

You will get out of this class what you put into it. Thus, it is critical that all students attend and are engaged in class so that key concepts can be thoroughly taught, clarified and understood as we progress through the semester. Naturally, students are expected to attend each class, and to participate in class discussion if you are healthy enough to do so. You will begin losing points for attendance after missing two class periods. Each class that you miss after the second class will dock your attendance grade by 20 points. Other commitments such as class schedule conflicts, work, job interviews, etc., are not acceptable excuses for missing class. Students will have one week after they return from any illness to make up work. After one week, work will be marked down one letter grade for each additional day until it is handed in.

### *Reading Responses*

This class offers a healthy blend of individual and group work assignments. One individual assignment will involve actively reading the assigned chapters from the book. Each week, I expect that we will come together and engage with what we have read in a meaningful way. Let's make sure that we all take something from this class. Deal? Deal. In order to stimulate meaningful conversation, I would like you to post a paragraph or two about your response to the reading each week. **PLEASE DO NOT SUMMARIZE THE READING.** The goal is to ask yourself questions as you read, make connections with things you have learned previously, and stimulate curiosity that leads to sharing pertinent resources that relate to the topic at hand. Posts will be done using the app "Slack," I recommend that you primarily write your responses using your laptop. There will also be a generic "home" tab on Slack where you can ask course related questions.

### *Interview with an Account Manager*

I would like you to identify an account manager that is actively working in the field of advertising and set up a time to conduct an interview over the phone/zoom. Make sure to set aside enough time to have a thoughtful discussion (anywhere from 30 minutes to an hour). Rather than taking notes during the call, you may ask if you can record the conversation, this will allow you to be more present in the interview. You will receive 30 of your 100 points by submitting an interview guide that includes the questions that you plan to ask during the interview. The remaining 70 points will come from a 2-page written report that details the insights gleaned from your conversation.

### *Reverse Creative Brief Assignment*

To create successful advertising campaigns, you must first be able to deconstruct the insights and creative decisions that have made other work flourish. Accordingly, this assignment asks you to identify a brand that competes with a brand of your choice and develop a creative brief that is a reflection of their current campaign work.

### *Agency Review*

To increase our familiarity with the various agencies (of all size) that exist in the industry, I require each student to select an ad agency of choice and present about it to the class. Increasing your familiarity with key players in the agency world will allow you to begin setting your sights on the type of agency that would best fit your interests and skillset. This assignment has two parts:

**PART ONE:** At the beginning of a class during the course of the semester, you will also be asked to introduce the class to an advertising agency of your choice. You will be asked to sign up for a date and provide the name of the agency that you will highlight. This will ensure that no agency is presented on twice. You'll thoroughly research this agency and include an introduction to the agency and present some of the recent advertising work that they have created.

**PART TWO:** Every chapter/new agency presentation requires that you produce a summary sheet of your presentation to give to the class. It's called a "leave behind" in the industry. It's part of your grade. Refer to the rubric on learning suite when you prepare your discussion leader presentation.

### ***Resume and Practice Interview***

During my three years working as an account executive, I interviewed for seven different positions. Knowing the fast pace with which agencies move and adapt, you similarly must be able to take control of your own career trajectory. Accordingly, I seek to provide opportunities for you to practice the interview skills that will be needed in a safe environment. Half of your points for this assignment will come from the quality of your resume, while the remaining half will come from your performance on the interview. Here is a resource that may help with your resume development (<https://careers.byu.edu/resumes>) in addition, the Marriott School has a list of verbs that can be used to help craft your resume (<https://marriott.byu.edu/internships/resumes/action-verbs/>).

### ***Writing for Business***

Competencies in writing and speaking are at the heart of account management. You will send and receive thousands upon thousands of emails during your career. This assignment will help prepare you for situations in which well-crafted email will exude professionalism and represent your agency well.

### ***Final New Business Pitch***

In the advertising industry, clients regularly come and go. The goal is to ensure that more clients join than leave your agency. New business is the lifeblood of an agency. In this class, I would like you to go through the process of creating a new business pitch in order to win a new agency client. As part of the pitch, I would like you to highlight the strength of your agency, highlight some of the creative work that your agency has recently executed for other clients, and develop a new campaign and strategy based on a client brief that the entire class will be working to meet. This assignment will put to test many of the skills that you will have accumulated over the course of the semester. It will challenge you to creatively solve client challenges and learn what it takes to be a strategic partner.

### ***Late Work***

One core part of being a successful account manager is completing projects and work on time. If you turn in an assignment late, you will be docked 10% for each day that the assignment is late. After 5 days, the maximum credit that you can earn is 50% for the assignment.

### **Course evaluation**

Your final grade will be determined by the following scale:

<b>Course Evaluation Break Down</b>	
Attendance	10% (100 pts)
Reading Responses	15% (150 pts)
LinkedIn Profile - Intrinsic vs. Extrinsic Learning	2.5% (25 pts)
Reverse Creative Brief	6% (60 pts)
Interview with an Account Manager	10% (100 pts)
Writing for Business (Optional Check-In)	8% (80 pts)
Agency Review	7.5% (75 pts)
Rough Draft – Resume/Portfolio “About Me”	5% (50 pts)
Resume/Practice Interview/Portfolio “About Me”	14.5% (145 pts)
Final New Business Pitch (Required Check-In)	21.5% (215 pts)
<b>Total</b>	<b>100% (1000pts)</b>

### Grading scale

A = 94-100; A- = 90-<94; B+ = 87-<90; B = 83-<87; B- = 80-<83; C+ = 77-<80;  
 C = 73-<77; C- = 70-<73; D+ = 67-<70; D = 63-<67; D = 60-<63; F=<60



### Tentative Lecture Schedule

Date	Topic	Required Reading
M – 8/30	Introduction to course <ul style="list-style-type: none"> <li>• Syllabus review</li> <li>• Intrinsic vs. Extrinsic Learning</li> </ul>	Syllabus
W– 9/1	Agency Background & Structure / Marketing and Positioning Yourself in this Industry <ul style="list-style-type: none"> <li>• Create a LinkedIn Profile</li> <li>• Distribute Sign-Up Sheet for Agency Review, etc.</li> </ul>	
M – 9/6	<b>LABOR DAY, NO CLASS</b>	
W – 9/8	Becoming A Strategic Client Partner - I <ul style="list-style-type: none"> <li>• Hand out assignment – Interviewing an account manager</li> <li>• <b>Due: LinkedIn Profile / Intrinsic &amp; Extrinsic Motivation</b></li> </ul>	<b>READ Lesson 1 &amp; 2 and post by 9 pm on 9/7 - GCP</b>
M – 9/13	Becoming A Strategic Client Partner – II	<b>READ Chapter 2, 7, 8 &amp; 9 WCRW and post by 9 pm on 9/12 - GCP</b>
W – 9/15	Becoming A Strategic Account Manager <ul style="list-style-type: none"> <li>• <b>Hand Out Reverse Creative Brief Assignment</b></li> </ul>	<b>Read WARC Articles on Canvas and post by 9 pm on 9/14 - GCP</b>
M – 9/20	Guest Lecture <ul style="list-style-type: none"> <li>• Working with Creatives</li> </ul>	<b>READ Lesson 11 – GCP and post by 9 pm on 9/19 - GCP</b>
W – 9/22	Writing for Business - Guest <ul style="list-style-type: none"> <li>• <b>Hand Out “Writing for Business Assignment”</b></li> </ul>	<b>READ Lesson 24 &amp; 25 – GCP and post by 9 pm on 9/21</b>
M – 9/27	Developing a Resume and Portfolio <ul style="list-style-type: none"> <li>• <b>Hand Out Resume and Portfolio Assignment</b></li> </ul>	<b>READ Article on Canvas – No Slack Post Needed</b>

W – 9/29	New Business Process <ul style="list-style-type: none"> <li>• <b>Hand Out New Business Assignment</b></li> </ul>	<b>READ WARC Article on Canvas and post by 9 pm on 9/28</b>
M – 10/4	Day-To-Day Account Management – I (Managing the Clients Money) <ul style="list-style-type: none"> <li>• <b>Due: Reverse Creative Brief Assignment</b></li> </ul>	<b>READ Lesson 3 &amp; 7 GCP; Chapter 1 &amp; 5 WCRW and post by 9 pm on 10/3</b>
W – 10/6	Day-To-Day Account Management – II (Status Reports, Competitive Alerts, etc.)	<b>READ Lesson 8, 9, 10 – GCP, READ Chapter 1 WCRW and post by 9 pm on 10/5</b>
M – 10/11	Day-To-Day Account Management – III (Managing Meetings)	<b>READ Lesson 13 &amp; 14 - GCP and post by 9 pm on 10/11</b>
W – 10/13	Day-To-Day Account Management – IIII (Relationship Building and Networking) <ul style="list-style-type: none"> <li>• <b>Due: Writing for Business Assignment</b></li> </ul>	
M – 10/18	Managing Stress – Not Everything is a fire	<b>READ Lesson 16 – GCP and post by 9 pm on 10/17</b>
W – 10/21	What it Means to Know Your Clients Business Inside and Out	
M – 10/25	Interviewing: Resumes and Portfolio Workday <ul style="list-style-type: none"> <li>• <b>Due: Resume Rough Draft</b></li> </ul>	<b>READ WARC Article “How to Nail...” and post by 9 pm on 10/24</b>
W – 10/27	Guest Lecture <ul style="list-style-type: none"> <li>• Competencies That Last</li> </ul>	
M – 11/1	Account Management Interview Discussion <ul style="list-style-type: none"> <li>• <b>Due: Account Management Interview</b></li> </ul>	

W – 11/3	Reading and Interpreting Qualitative & Quantitative Insights	<b>READ Both WARC Articles on Data and post by 9 pm on 11/2</b>
M – 11/8	Presenting	<b>READ Lesson 5 READ Chapter 10 WCRW and post by 9 pm on 11/7</b>
W – 11/11	Diversity and Inclusion / Becoming an Ethical Practitioner	<b>Read WARC Article on Canvas and post by 9 pm on 11/10</b>
M – 11/15	Launching Your Career <ul style="list-style-type: none"> <li>• <b>Due: Final Resume &amp; “About Me”</b></li> </ul>	<b>READ Ch. 26 – GCP and post by 9 pm on 11/14</b>
W – 11/17	Job Interviews continued - 15 minutes/student <ul style="list-style-type: none"> <li>• *When Not Interviewing, use as Group Meeting Time</li> </ul>	
M – 11/22	Job Interviews continued - 15 minutes/student <ul style="list-style-type: none"> <li>• *When Not Interviewing, use as Group Meeting Time</li> </ul>	
Nov. 24-28	THANKSGIVING BREAK – Online Only for Remainder of Semester	
M – 11/29	Job Interviews continued - 15 minutes/student <ul style="list-style-type: none"> <li>• *When Not Interviewing, use as Group Meeting Time</li> </ul>	
W – 12/1	Job Interviews continued - 15 minutes/student <ul style="list-style-type: none"> <li>• *When Not Interviewing, use as Group Meeting Time</li> </ul>	
M – 12/6	<b>New Business Pitch – Conducted Over Zoom</b>	
W – 12/8	<b>New Business Pitch – Conducted Over Zoom</b>	

## Diversity and Inclusion

The Brigham Young University School of Communications embraces its responsibility to create and maintain an environment of inclusiveness that engenders appreciation for diversity and unity. In addition to the promotion of academic excellence and life-long learning, BYU's mission is to pursue the full realization of human potential.[1] Our belief that human potential is of divine origin motivates us to respect all people and to value the rich diversity of the human family.[2] We believe diversity strengthens our academic community and enriches the educational experience for all our students.

We seek a learning environment that reflects the diverse nature of our sponsoring institution, the Church of Jesus Christ of Latter-day Saints. As we do so, we recognize that despite our differences in cultures, ethnicities, languages, or social or economic backgrounds, "what unites us is far more than what differentiates us." [3] Thus, recognizing that diversity and unity can be mutually reinforcing, we seek a community, brought about not through similar attributes or backgrounds, but rather through mutual respect and charity towards all, so that we are "no more strangers and foreigners, but fellow citizens with the saints, and of the household of God." [4] While we will not support practices contrary to doctrines of the LDS Church or policies of BYU, we categorically oppose prejudice and reject behavior that excludes, marginalizes or is derisive of others and we unreservedly affirm principles of justice, inclusion and equity. Faculty, staff, and students have a shared responsibility to promote a positive environment that is welcoming of all peoples.

## University Policies

### 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 Sexual Harassment:

All forms of sexual harassment, including sexual assault, dating violence, domestic violence, and stalking on the basis of sex, are contrary to the teachings of The Church of Jesus Christ of Latter-day Saints and the [Church Educational System Honor Code](#). Brigham Young University prohibits sexual harassment by its personnel and students and in all its education programs or activities. Visit Sexual Harassment Policy for full details at <http://www.policy.byu.edu>

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. 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, contact the Equal Employment Office at 422-5895 or visit the website at <http://www.byu.edu/hr/eoo/info.html>.

**Student Disability:**

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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-