

SAMPLE 1

Faculty Development Plan

1. Self-Assessment

1.1. Strengths, Skills, and Competencies

One of my greatest strengths is my desire to help others and support them on their personal, professional, and spiritual journey. This desire has led me to seek out employment at Brigham Young University (BYU) as I fully support the aims of a BYU education to be spiritually strengthening, intellectually enlarging, and character building, leading to lifelong learning and service. It is for this reason that I seek out roles where I can be a help and mentor to others. Helping students in this capacity and building those relationships is the most rewarding aspect of my career.

Another of my strengths is my ability to think and reason clearly and effectively. Through this innate ability that has been tempered through years of training and education, I am able to see research questions in the bigger picture, think expansively about how those questions relate to other areas, and communicate the most important elements of a technical issue in an effective way. This has helped me in my research (both in presenting my work in writing and in workshop presentations) and in the classroom (both in group lectures and in one-on-one student interactions).

Finally, I am fortunate to have attended a highly technical doctoral program and to have learned empirical research skills and methodologies from many of the leading experts in their fields. From that training I have learned the technical skills necessary to be effective and convincing in my research and to be able to evaluate the work of others. This has helped me to perform and create work of high caliber while also being able to model an expectation of excellence for my peers and students.

1.2. Interests and Opportunities

I am interested in research that has application and consequences for the tax planning activities and behaviors of firms. Tax is a specialty field within the broader field of accounting with taxation and its consequences playing a role in nearly every economic decision made. Studying and mastering concepts of taxation also provides and conveys a high degree of intellectual rigor, something I find particularly interesting and desirable.

Part of pursuing tax and tax research also allows me to learn laws and policies, and how their application can have real, day-to-day impacts on businesses and individuals. In addition, being in that position allows me the opportunity to take part in influencing future decisions that, again, can have everyday effects. This helps me keep my teaching and research materials current, informs my research agenda, and provides me important insights for mentoring and assisting students as they make life choices.

Finally, it is an anomaly for me to be in the same location as others that have similar interests in tax as mine. Indeed, this is the first time I have been in an environment where I have multiple colleagues of high caliber both teaching and researching in the field of tax. I feel very fortunate

to be surrounded by the faculty of the School of Accountancy (non-tax faculty included) as their expertise and excellence in their fields gives me a wealth of opportunities and knowledge I would otherwise have only limited access to. Similarly, BYU's standing as a national leader in accounting education provides me with similarly enhanced opportunities to reach out to and interact with leading experts in public practice. Thus, being at BYU provides me with opportunities which should benefit both my research and teaching.

1.3. Areas to Develop

Regarding teaching, throughout my career thus far I have really only taught the same course. While I feel that I have developed mastery over that specific course and its content, it also means that the skills necessary to develop new course content remain untried. Despite that, I will likely be put into the position of needing to teach at least one new course (and likely re-developing that course at that time) in the near future.

Regarding research, in recent years my role within a research team has shifted toward idea generation, development, and writing and away from performing statistical analyses. While this transition is common over a researcher's career, it means that both my programming skills and resulting econometric problem solving skills are not as fine-tuned as they used to be. Thus, I would like to continue to improve these skills.

2. Professional Goals

2.1. Citizenship

Goals	Plans
Play an active role within the department	<ul style="list-style-type: none"> - Attend all meetings - Attend all research workshops - Provide solicited feedback to colleagues about their research - Attend School of Accountancy (SOA) activities - Attend department lunches
Effectively serve as a member of the PhD Prep Committee and the Research Workshop Committee	<ul style="list-style-type: none"> - Coordinate with other members of the Research Workshop Committee to bring out high-quality workshop presenters and ensure those visits are well organized - Help identify students, especially those from minority groups, for admission into the PhD Prep Track - Continue to utilize student RAs to develop and refine the PhD Prep Track database
Provide service to the academy and professional associations	<ul style="list-style-type: none"> - Continue to serve as referee/reviewer for both journals and conferences as the opportunities arise
Collaborate with colleagues and students	<ul style="list-style-type: none"> - Continue to collaborate on research projects with other BYU faculty - Continue to employ student employees as TA/RAs

2.2. Teaching

Goals	Plans
Make the classroom a place where students can feel the Spirit	<ul style="list-style-type: none">- Begin every class (or block, as the case for the Junior Corre) with a prayer- Regularly share spiritual thoughts, experiences, or relevant trials
Connect with students personally	<ul style="list-style-type: none">- Learn all students' names and refer to them by their name- Take time to briefly find out more about the students visiting my office (where they are from, future plans, etc.) and provide counsel to them as opportunities arise (e.g., career-related, life decisions, etc.)- Reach out to students who do well in my Junior Core course, especially those from diverse backgrounds, and encourage them to apply for the MAcc and PhD Prep track
Improve course content	<ul style="list-style-type: none">- Review course assignments in detail to remove questions that are confusing or beyond the scope of the course- Determine the extent to which homework, quizzes, and exams are impacted by ChatGPT- Spend more balanced time in class between lecture and in-class cases

2.3. Scholarship

Goals	Plans
Consistently publish top-tier research	<ul style="list-style-type: none">- Start at least two new projects this year- Try to identify the constructive criticism in each referee report received- Be timely in my revisions to working papers
Become a well-respected scholar in my field of expertise	<ul style="list-style-type: none">- Submit my research to respected conferences- Provide timely, thoughtful, and respectful feedback when requested by colleagues- Accept workshop invitations whenever possible
Improve my programming skills	<ul style="list-style-type: none">- Regularly spend time in SAS and STATA

3. Relationship between Goals and University Expectations/Needs

My goals align well with department, school, and university expectations.

My citizenship goals relate to the university's and department's needs to (1) have a unified and collegial work environment, (2) promote a sense of belonging among all members of the campus community, and (3) be student-centered in all aspects of my job.

My teaching goals relate to the university's needs to (1) attain the aims of a BYU education, (2) advance faith-based teaching and learning, and (3) provide more experiential learning in the classroom.

My scholarship goals relate to the university's and department's needs to (1) provide an intellectually enlarging education and (2) advance student-centered research and scholarship.

4. Resources Needed to Accomplish Goals

To accomplish my goals, I will need:

1. Funding to submit papers to journals
2. Funding for travel to academic conferences
3. Access to research databases such as WRDS
4. Funding for research and teaching assistants

5. Activities and Accomplishments to Date

For citizenship, I serve on the Research Workshop Committee and ensured that Sean McGuire's visit was well-run and impactful. I also serve on the PhD Prep Committee, have attended multiple meetings to support those efforts and those students, and currently working with a MAcc student, Lauren Mackin, to create and update a tracking database for both the PhD Prep students and other family and friends of the SOA. I attended all SOA events and activities unless prohibited by sickness or unavoidable family matters.

For teaching, I taught two sections of tax in the Junior Core during the Winter 2023 semester. Before the semester began, I coordinated with Professors Worsham and Fox and together we updated and revised all PowerPoint slides to be used in the classroom. Most of the updates were to align content with recently updated tax law. Within the classroom, I worked hard to learn and use student's names. I was respectful of students at all times and encouraged them to visit my office for further help, whether academic or personal. On one occasion, Professor Spilker attended my class and provided feedback. I started the block of classes with a prayer and incorporated spiritual thoughts frequently. My teaching evaluations suggested that the students appreciated the course and felt that it helped them progress as students, scholars, and disciples.

For scholarship, I had an article published in 2022 at the *Journal of the American Taxation Association (JATA)*. During the year I also advanced multiple projects, including submitting multiple papers to journals and further developing two papers with R&Rs. I have also been in discussions with multiple colleagues working to develop new ideas. I also employed two MAcc students as RAs, Michael Paulsin and Lauren Mackin, to collect data or review the literature, respectively.

6. Student Mentorship in Learning and Research

As mentioned earlier, one of my strengths is my desire to support others in their journey. To that end, I strive to mentor students through my citizenship, teaching, and scholarship activities. This includes:

- Continuing to work with undergraduate and master's students on research projects by having them participate in literature review, data collection, data analysis, and/or idea development
- Continuing to meet with students in my office to answer questions about career choices, workload balance, and other life choices
- Striving to build research relationships with PhD Prep Track students
- Writing letters of recommendations for students as requested

7. Classroom Equity: Content, Language, and Behavior

To improve classroom equity, I will do the following:

- (1) Ensure materials related to mental health and belonging are on the course syllabus and learning management platform
- (2) Continue to share personal struggles and triumphs
- (3) Model vulnerability and respect for all individuals in my in-class and out-of-class discussions
- (4) Find opportunities to use diverse names and pronouns in classroom examples and course problems
- (5) Support students from diverse backgrounds as needed and where appropriate

Teaching Goals: 2nd Semester

Goals	Plans
Make the classroom a place where students can feel the Spirit	<ul style="list-style-type: none">- Begin every class (or block, as the case for the Junior Corre) with a prayer- Regularly share spiritual thoughts, experiences, or relevant trials
Connect with students personally	<ul style="list-style-type: none">- Learn all students' names and refer to them by their name- Take time to briefly find out more about the students visiting my office (where they are from, future plans, etc.) and provide counsel to them as opportunities arise (e.g., career-related, life decisions, etc.)- Reach out to students who do well in my Junior Core course, especially those from diverse backgrounds, and encourage them to apply for the MAcc and PhD Prep track
Improve course content	<ul style="list-style-type: none">- Review course assignments in detail to remove questions that are confusing or beyond the scope of the course- Determine the extent to which homework, quizzes, and exams are impacted by ChatGPT- Spend more balanced time in class between lecture and in-class cases

ACC 405 Principles of Taxation Winter 2024

Course Objectives

The purpose of this course is to build a working knowledge of the taxation of individuals and business entities. One of the major objectives of this course is to help you recognize the major tax issues inherent in business and individual financial transactions.

Upon completing the course students will be able to:

- 1) Demonstrate a working knowledge of taxation.
- 2) Work effectively in groups to solve unstructured tax problems.
- 3) Demonstrate an ability to communicate at a professional level in writing and through presentations.
- 4) Demonstrate working skills in using information technologies commonly expected of entry-level professionals in taxation.

Learning Objective	Assessment
1) Demonstrate a working knowledge of taxation.	Exams, Tax Return Problems, Homework, Quizzes, and Other Technical Tax Activities
2) Work effectively in groups to solve unstructured tax problems	Technical Tax Activities Such as T Assignments and In Class Activities
3) Demonstrate an ability to communicate at a professional level in writing and through presentations.	Research Cases and Technical Tax Activities
4) Demonstrate working skills in using information technologies commonly expected of entry level professionals in taxation.	Technical Tax Activities and Presentations

We are excited to get to know you and look forward to sharing our enthusiasm for the study of taxation with you!

Acc 405 required Text (please read before buying any text for Acc 405):

McGraw-Hill's Taxation of Individuals and Business Entities, 2023 Edition (14th edition), with Connect, by Spilker et al., McGraw-Hill Irwin, New York, New York.

This textbook is included in the bookstore's Inclusive Access Program. You are automatically provided access to the textbook by signing up for Accounting 405. The cost of the Inclusive Access Program version of this textbook is \$95.70. This program grants you access to your required course materials at the discounted rate the bookstore has negotiated on your behalf. Your student account will be charged this discounted rate after the add/drop period. If for any reason you decide to purchase your materials elsewhere, you can opt-out of this program by the add/drop deadline and your account will not be charged. However, please note, you will have to buy access to Connect (the homework system for this course) along with access to either the e-book or a hard copy of the book at a minimum. The price for Connect access (with the e-book and no hard copy) is listed on-line at \$147.50. The price through inclusive access is the cheapest option we can find.


The Inclusive Access contract will permit access to the e-book and the Connect program for a period of only 180 days.

Loose-leaf version:


In addition to the Inclusive Access Program online access, you can also upgrade your e-book to include a hard copy. The BYU Bookstore will have copies of the loose-leaf version (ISBN 9781265605209) available within two to four weeks of the beginning of the semester that can be purchased directly from them for an additional cost of \$40.00 (total cost of the Inclusive Access Program plus the loose-leaf version through the bookstore option is \$135.70).

You can also purchase the loose-leaf version directly from McGraw-Hill through your Connect student account for an additional \$39.00 (total cost of the Inclusive Access Program plus loose-leaf version is \$134.70). This option will give you the e-book, Connect and the loose-leaf version of the text. You can buy a discounted loose-leaf book through the McGraw-Hill Connect homepage by selecting the “purchase loose-leaf” option and following the instructions.

Course materials



Rent the book
Rent a bound print version
of your course text.



Loose leaf option
Purchase a discounted
loose leaf copy of your
course text.

PLEASE TAKE NOTE. This tax textbook will be used again for all Master Students (both tax and professional stem) in various Master level classes at BYU. If you intend to apply for and be accepted into the MAcc Program, you should purchase the loose-leaf version of the textbook as the limited Inclusive Access Program will not provide you full access for the duration of future classes and you will likely have to repurchase the book in the future. The masters level classes will use this version of the book so you should not have to repurchase a hard copy of the textbook even though there will be newer editions of the textbook in the future.

Please contact your tax professor if you have any questions. Please don't vary from these options without discussing with your professor first. We would hate to have you purchase a product that you don't need for the course.

No matter which option you choose, you must register for the course on Connect (the homework management program).

Registering for course on Connect:

To register for ACC 405 (tax) on Connect you will need to go to the Connect link **for your specific section (see below)**. At the web site, click on the "Register Now" button and follow the instructions. Registration for Connect will open on January 1, 2023.

The link for your section is provided below.

Please be sure to use the link for the section you are registered for. Also, please be sure to enter your name exactly as it is entered on Canvas, or we will have problems uploading your Connect scores into the Canvas grade book.

Section 1: <https://connect.mheducation.com/class/r-worsham-section-1-2>

Section 2: <https://connect.mheducation.com/class/j-kerr-section-2>

Section 3: <https://connect.mheducation.com/class/j-kerr-section-3>

Section 4: <https://connect.mheducation.com/class/r-worsham-section-4>

Section 5: <https://connect.mheducation.com/class/z-fox-section-5>

Section 6: <https://connect.mheducation.com/class/z-fox-section-6>

Course Grade

Your final grade will be determined based on your relative class standing in accordance with Junior Core grading guidelines. Points are accumulated as follows:

	Assignment Points	Total Points
Quizzes (10 @ 10 points each)		100
Homework:		
T assignments (10 @ 10 points each)	100	
Daily homework assignments	45	
Smart Book Ch. 10 module	5	
Tax return	50	200
Professionalism		+ or -
Common Core Activities		100
Exams:		
Exam 1	200	
Exam 2	200	
Final Exam (not comprehensive)	200	600
Total Points		1,000

Quizzes (CLOSED BOOK, INDIVIDUAL RED ASSIGNMENTS)

We will give 12 Connect quizzes during the semester, plus one practice quiz to make sure you're comfortable with the Connect homework management system. The quizzes are timed such that you will have 10 minutes to complete five question quizzes. The Junior Core Online Quiz Policy will be strictly enforced with respect to these quizzes. The quizzes may contain multiple-choice, true/false, and/or workout questions relating to the reading material assigned for that day. On workout problems, please be sure to follow the instructions for inputting information. For example, you will usually be asked to round your solutions to the nearest dollar (if $< .5$ round down, otherwise, round up). Each quiz is worth 10 points. **The quizzes are individual, closed-book assignments (individual code red)** and are accessible from the course Connect web site. If you haven't completed the quiz before 8:00 a.m. (morning sections) or 12:30 p.m. (afternoon sections) on the date the quiz is due, what you have completed will automatically be submitted at class start time (8:00 a.m. or 12:30 p.m.).

We understand that for various reasons you may need to miss class during the semester. To provide for this possibility, we will drop your two lowest quiz scores. Under normal circumstances we will not allow make-up quizzes. Note, however, that since the quizzes are administered online, you can take the quiz even if you can't make it to class. We will deal with extraordinary circumstances such as a documented death in the immediate family or a university sponsored activity when they arise (while important, recruiting trips are not university sponsored activities). **Please do not ask for an exception to this policy.**

One additional tax quiz will be dropped if you complete a SONA project and designate the project credit to be applied to Accounting 405. This must be completed by the last day of classes in April.

Readings and Homework Assignments

You can find the reading schedule for this course on the Junior Core schedule posted on Canvas. You are expected to complete the reading assignment before the class listed next to that particular day in the course schedule. Any additional reading assignments will be provided on the Canvas site for this course. Further, we will post class information such as PowerPoint slides or other materials (if any) on Canvas. **(Note, however, quizzes and most homework are provided on the course's Connect web site not on Canvas).**

You are responsible for completing pre-class assignments, the Smart Book module for Chapter 10, “T” assignments, in-class cases, and a tax return problem. You will also be able to work practice problems. Each of these assignments/problems is described below:

Pre-class assignments (“Daily homework assignments”): (Individual green assignments – open book)

- For most class sessions, a list of pre-class problems is provided on the course syllabus posted on Canvas.
- These problems come from the book and deal with important learning points from the reading material. You will complete the actual pre-class assignment on the Connect website.
- Your work must be submitted on Connect *before* the beginning of the first block of the Junior Core on the day we cover the material in class (morning sections must submit *before* 8:00 a.m. and afternoon sections must submit *before* 12:30 p.m.). Work submitted after the deadline will not be accepted.
- While you are working on these problems in Connect, you will be able to check your work before you submit your final answers. These assignments are individual green assignments.
- You will be allowed to redo the assignments as many times as you like until their due date. You will be able to keep your highest score.
- As indicated in the point detail list above, these assignments in total account for 45 points of your final grade. While not a large portion of your graded points, completing the homework assignments in a timely manner will be a great help in preparing you for success in class.

Smart Book Module for Chapter 10 (Individual red assignments – open book)

- Smart Book modules test your knowledge of chapter material. You must complete the Smart Book module for Chapter 10. We will make Smart Book modules available for all chapters, but you are not required to complete them. Some students find Smart Book useful for learning and reviewing material. We do recommend you consider utilizing this tool to enhance your study, but you are only required to complete the module for Chapter 10
- **To receive full credit for the Chapter 10 Smart Book module, you must complete the module by midnight on Monday February 13, 2023.** Note that

completing Smart Book modules is a way to review for exams, prepare for class, or both.

T Assignments: (These assignments are individual, but you may discuss your thoughts with your group up until you sit down at the computer to enter your own answers. Each person must submit his or her own answer(s). You must do this without any input from anyone).

- These assignments are designed to be comprehensive over a particular chapter (or chapters).
- The due dates for all T assignments are indicated in the “Assignments Due” section of Canvas.
- T assignments will generally be submitted through the Connect web site. We will let you know in advance regarding exceptions to this general rule.
- T assignments must be submitted *before* the beginning of the first block of the Junior Core on the due date (before 8:00 a.m. for morning sections and before 12:30 p.m. for afternoon sections).
- There are 12 T assignments worth 10 points each—you may drop your scores on two of these assignments (**you will not be allowed to drop T11 which is a tax return related T assignment**).
- Solutions to the T assignments (and in-class cases) will be posted on Canvas for your review after we cover the topics for the assigned material in class. You will also be able to get feedback from Connect on the T assignments submitted through Connect. We will provide more details on T11 in class.

In class cases: (professionalism points)

- We will complete many in-class cases during the semester. These cases may come from the text, or they may be posted on Canvas before class.
- We will not be handing out copies of the cases in class. So, please download the files from Canvas.
- You may either print out a hard copy to bring to class or access the files from your laptop during class when instructed to do so

Tax return problem: (see point summary above)

- Due date is the last day of class for the semester before 8:00 a.m. for morning sections and before 12:30 p.m. for afternoon sections.
- Additional information will be provided during the semester.
- Don’t wait until the last minute to get started!

Practice problems: (not graded)

- To allow you to check your knowledge, solutions to problems for each chapter are posted on Canvas.
- In addition, you can use Connect to work other problems from the chapter that were not assigned. The Connect assignments appear as “practice” assignments on the Connect web site.

Professionalism

Your preparation, participation, and professionalism are imperative if our classroom experience is to be worthwhile. You need to do the advance preparation so that in-class time can be spent clarifying complicated issues as opposed to providing detailed explanations of the basic materials. The expectation is that all of you will be present and prepared for every class and that you will conduct yourselves professionally. This is especially important in the setting where not everyone is in class together.

Your professionalism points will be affected by the Group Peer Evaluation at the end of the semester, attendance at Junior Core required meetings, adherence to Junior Core policies, and the professor's subjective evaluation of your contribution and behavior related to the class.

How do we define professionalism in this setting? We believe a student that behaves professionally is one who is amicable and courteous in their dealings with professors, other students, our graders, and staff in and out of class. In short, "professionalism" means that you treat others as you would want to be treated. See the Junior Core policies for further discussion of professionalism-related issues.

Exams

Exams will be given as indicated on the Junior Core schedule. All students are expected to take the exam during the times scheduled. If a student has an acceptable excuse for missing an exam (death in the family, extended provable illness), the student is responsible for informing the instructor and obtaining permission to miss the exam *before* it takes place.

Communications

On the first day of class, or as soon as possible thereafter, we will individually provide you with our scheduled office hours and other contact information.

Policies

This course endorses and follows all Junior Core, BYU Marriott, and Brigham Young University policies. You are expected to know and comply with these policies, which are included on the Junior Core Winter 2023 Canvas page.

Final Report: Teaching Goals

Goals	Plans
Make the classroom a place where students can feel the Spirit	<ul style="list-style-type: none"> - Begin every class (or block, as the case for the Junior Corre) with a prayer - Regularly share spiritual thoughts, experiences, or relevant trials
Connect with students personally	<ul style="list-style-type: none"> - Learn all students' names and refer to them by their name - Take time to briefly find out more about the students visiting my office (where they are from, future plans, etc.) and provide counsel to them as opportunities arise (e.g., career-related, life decisions, etc.) - Reach out to students who do well in my Junior Core course, especially those from diverse backgrounds, and encourage them to apply for the MAcc and PhD Prep track
Improve course content	<ul style="list-style-type: none"> - Review course assignments in detail to remove questions that are confusing or beyond the scope of the course - Determine the extent to which homework, quizzes, and exams are impacted by ChatGPT - Spend more balanced time in class between lecture and in-class cases

I begin this report and reflections document with the caveat that I only teach during the Winter semesters. Thus, since these goals were first created in May 2023, they were created after I taught my course that year and, to date, I have only had about a month and a half worth of Winter 2024 teaching upon which to implement and reflect on them. In addition, since I attended the August 14-17th CTL workshop on Effective Teaching Principles Through a Gospel Lens, the principles learned there were not integrated into these Teaching Goals (and thus I've added some additional discussion to the end of Section 1.3 to discuss how I've applied the workshop to improve my course).

1. Teaching goals report

1.1. *Make the classroom a place where students can feel the Spirit*

As I've taught this semester, I have ensured that each Jr Core block period begins with a prayer (often offered by a student).

The biggest struggle is in integrating spiritual thoughts and experiences because my course content is not naturally conducive to these types of discussions. Regardless, I began the first class of the semester by bearing my testimony and I have made it a point to try to share a spiritual thought before the end of the last class that we have each week (my Wednesday class).

Although I have missed a few of those times, I have probably shared my testimony and/or a spiritual thought more than a half a dozen times this semester thus far.

1.2. Connect with students personally

It will be a semester-long effort to learn all 220 of my student's names, but I am endeavoring to do so and always refer to them by name if I know it. I've also made a concerted effort to ask students their names when they come by office hours.

In that vein, I begin each office hour meeting by asking the student how they are doing and trying to figure out more about what is going on in their life. Because of this, I have found many opportunities to counsel students as they have shared their hopes and anxieties about the future (and as they've asked for help and guidance in making decisions related to their futures).

Although the semester is still ongoing (and thus I am unable to reach out to students who have done well at this point), I have talked a lot about the PhD Prep track and have been in communication with a few students about opportunities there.

1.3. Improve course content

In preparation for this semester I reviewed, generally, all major topics of the course and trimmed out those that didn't seem pressing or relevant (specifically, I removed luxury auto expenses, listed property, and simplified like-kind exchanges when both giving and receiving boot). In that vein, I also improved a handful of questions to eliminate confusion per feedback I received from last years' students.

I spent time investigating the impact of ChatGPT on the course and have determined that the impact, at this point, is minimal. The free version of ChatGPT is not yet capable of understanding of accurately understanding tax topics and, generally, gives bad results. In addition, we do very little in the form of non-technical essays that could be impacted via plagiarism through ChatGPT.

I have also made a concerted effort to be more balanced between lecture and in-class cases. I found that, at the end of last year, some students had provided feedback that we were too heavy on in-class cases and (to my surprise) the ad hoc feedback I have solicited from students this semester indicates that they also overwhelmingly prefer more class time to be spent in lecture. To that end, I have adjusted my approach to ensure that I give lectures suitable to covering all concepts before progressing to in-class cases or problem sets.

Lastly, in consultation with Ursula Sorenson, my course development project consisted of working with SCOTs to re-vamp my syllabus to make it more learner centered. I feel that, together, we were able to improve the syllabus considerably. Ursula and I made the choice for this to be my course development project because the course I teach is a common core course within my department. As a common core course, my course has a separate policy administrator that creates and determines policies for all these types of courses. In addition, the specific course I teach is also taught by multiple other faculty members. It is important for my department to

have all sections of this course taught in a uniform manner (both by all instructors within any given year, as well as across time for new batches of students). Therefore, I do not have wide latitude to make extreme changes to the course either in terms of approach, policies, and content. I've attached the revised syllabus for your perusal.

Final Report: Scholarship Development Goals

Goals	Plans
Consistently publish top-tier research	<ul style="list-style-type: none"> - Start at least two new projects this year - Try to identify the constructive criticism in each referee report received - Be timely in my revisions to working papers
Become a well-respected scholar in my field of expertise	<ul style="list-style-type: none"> - Submit my research to respected conferences - Provide timely, thoughtful, and respectful feedback when requested by colleagues - Accept workshop invitations whenever possible
Improve my programming skills	<ul style="list-style-type: none"> - Regularly spend time in SAS and STATA

1. Scholarship goals report

1.1. Consistently publish top-tier research

In the last year I started two new projects, both of which are in the “work-in-process” stage. Both projects are with Professors Zack Fox and Hannah Judd. In the first project we are scraping corporate financial statements for mentions of countries to create a more accurate list of which firms are multinational firms. In the second project, we are in the process of identifying firms that do business in sanctioned countries and have plans on investigating the effect that this has on the firm’s financial well-being.

Also, in the last year I have had many opportunities to strive to identify the constructive criticism in each referee report. I’ve received two more advanced round reviews within the last year and with both have done a good job of seeing each comment for what it is asking and have worked hard to identify ways in which I can satisfy that comment.

In the last year I have also met every deadline for having a revision ready for resubmission.

1.2. Become a well-respected scholar in my field of expertise

In the last year I have not had any new research to submit to conferences, though we are currently working on a paper with having it prepared for a May conference submission deadline in mind. I plan on continuing to push papers forward with conference submission as an important part of the process.

In the last year I have been requested to give feedback to colleagues in two separate occasions and feel that I have risen to the task by providing timely, thoughtful, and respectful feedback in each occasion. I have been generously thanked for the feedback I have given each time.

Unfortunately, I have not received any workshop invitations in the last year, though I did receive an invitation to an invitation-only conference and I accepted that invitation.

1.3. Improve my programming skills

In hindsight, this was a poor goal as I am steadily progressing into a stage of my career where being the data guru of a project is often given to the more early career professors. In that regard, I have not spent as much time as I'd originally thought I would want to within Stata or SAS as my focus has shifted toward idea generation and written exposition. Where possible, I have still spent time with programming in order to more fully and effectively help a younger colleague through data issues they might be encountering.

Final Report: Citizenship Development Goals

Goals	Plans
Play an active role within the department	<ul style="list-style-type: none"> - Attend all meetings - Attend all research workshops - Provide solicited feedback to colleagues about their research - Attend School of Accountancy (SOA) activities - Attend department lunches
Effectively serve as a member of the PhD Prep Committee and the Research Workshop Committee	<ul style="list-style-type: none"> - Coordinate with other members of the Research Workshop Committee to bring out high-quality workshop presenters and ensure those visits are well organized - Help identify students, especially those from minority groups, for admission into the PhD Prep Track - Continue to utilize student RAs to develop and refine the PhD Prep Track database
Provide service to the academy and professional associations	<ul style="list-style-type: none"> - Continue to serve as referee/reviewer for both journals and conferences as the opportunities arise
Collaborate with colleagues and students	<ul style="list-style-type: none"> - Continue to collaborate on research projects with other BYU faculty - Continue to employ student RAs as TA/RAs

1. Citizenship goals report

1.1. Play an active role within the department

In the last year, I have attended all meetings. That includes attending all research workshops when faculty visits BYU.

As mentioned in my Scholarship Goals Report, in the last year I have been requested to give feedback to colleagues in two separate occasions and feel that I have risen to the task by providing timely, thoughtful, and respectful feedback in each occasion. I have been generously thanked for the feedback I have given each time.

In the last year, I have also attend all SOA activities and events to try to build collegiality. I have attended all department lunch workshops, though sometimes I have missed ad hoc lunches thrown together by department members due to prior or teaching obligations.

1.2. Effectively serve as a member of the PhD Prep Committee and the Research Workshop Committee

In the last year, I have actively coordinated with each member of the Research Workshop committee. We have worked together to identify and invite high-quality workshop presenters. I have worked diligently to make sure that my invitee's visit has been well run and well organized.

I have also worked hard to help bring new students into the PhD Prep Track. My focus has been on minority groups, particularly females, to help and guide into the track and support once within it.

In the last year, I have employed three different RAs to assist with research, including one dedicated to developing and refining the PhD Prep Tracking database. The database has seen huge improvement in the last year in terms of information available and its organization.

1.3. Provide service to the academy and professional associations

In the last year, I have accepted every invitation to serve as a referee for both journals and conferences. That being said, the opportunities to accept those invitations have been quite sparse.

1.4. Collaborate with colleagues and students

As mentioned in my Scholarship Goals Report, in the last year I started two new projects, both with BYU faculty. As mentioned above, I have employed three individual RAs as my personal RAs and have found occasion on the project with Professors Fox and Judd to employ a group of RAs in the data cleaning (all of whom are BYU students).

Grant Request

Please consider this my formal request for the \$500 teaching grant per the New Faculty Development Series. The grant will be used to help me gain greater expertise in how to best teach and approach students. This could include the purchase of texts to read to acquire new and relevant skills as well as to try out new techniques.