

SAMPLE 1

Faculty Development Plan

| Assistant Teaching Professor | Information Systems | January 2024

Self-assessment

I have finished my first year of teaching at BYU. I am proud of the work that I have done, and I am excited to continue to improve.

Strengths, skills, competencies

My industry experience, organization, and respect for students are my most helpful strengths in helping students prepare for their careers in information systems.

Experience. Before I started teaching, I worked for over 8 years in a variety of roles at 5 companies of different sizes and industries. I have a solid understanding of what students will need to know to be successful after they graduate. I value practical skills and am not afraid to change what we have taught in the past to keep up with an ever-evolving field.

Organization. I am organized and share that organization through clear communication. This will help students know exactly what is expected of them and how to be successful in my courses.

Respect. I respect students in their individual educational paths. I recognize they have different goals and interests, and I want them to be successful in the paths they choose. I believe in encouraging and supporting students while holding them to high standards of excellence.

Interests, opportunities

Based on my background working as a product manager, I am interested in promoting product management skills and fostering industry relationships.

Product management. The Information Systems major gives students a blend of skills that they can use to lead technical projects in any industry. Whatever role they choose, the ability to deliver a product end-to-end from conception through delivery will enable them to make an impact. I am interested in preparing students with the skillset they will need to do important work and be proud of what they accomplish.

Industry relationships. BYU can make a positive impact in industry both by alumni being hired into companies and also by facilitating interactions between students and companies while they are in school. I am interested in exploring ways for students to learn through hands-on interaction solving real problems for real companies, benefiting both students and companies through the process.

Areas to develop

I gave my very best effort to develop an engaging and informative class for my students, designing the whole thing from the ground up. I believe I did a good job, and I am also aware

that I have room to improve. Based on my own evaluation of the class and on students' comments, I'd like to improve the way I use class time, reduce the number of homework assignments, and convert the quizzes into more of a learning opportunity.

Class Time. I was surprised by student comments at the end of my first year that they didn't find class time very helpful. I had taught with a mixture of lecture, hands-on activities, and time to work on projects, and I had thought that all of those would be valuable for student learning. Based on student comments, I would like to additionally use class time to check their understanding through low-stakes quizzes. I would also like to include test questions on material covered in class, to encourage students to pay attention during class.

Assignments. Many of the concepts in the project management class are process-oriented, and I thought students would learn best by doing the processes. However, they felt that they were expected to do too much work outside of class. This semester I have adjusted the course to have 2 group projects (compared to 4 last semester), and I now allow them to use AI on the coding. Instead of 16 individual assignments, this semester I only have 2 to be done outside of class, plus 11 in-class activities that will be graded on participation. I am hoping that giving students time to do the assignments during class will give them the learning opportunity while simultaneously making class time more effective and reducing the amount of outside work for students.

Quizzes. Last semester, quizzes were closed note, proctored, 10 questions long, and each about 1% of the students' final grade. Students felt the quizzes were unnecessarily stressful, and thought they should be more of a learning opportunity to check their understanding instead of expecting them to be an expert on the material. I have adjusted the quizzes this semester to be open book and only 5 questions, reducing the weight of the quiz to each be 0.6% of the students' final grade. I am hoping that students will find the updated quiz format a better learning experience and reduce their stress, while still helping them prepare well for the tests where they will need to know the material.

Teaching goals

I've implemented structural changes to make improvements to my class (as described above). My top teaching goals at this point revolve around teaching an engaging course.

- **Measure student engagement.** Last semester I collected mid-semester and end-of-semester student feedback, and I found the responses helpful for pointing out blind spots. This year I'm planning to collect mid-semester feedback from each section on a rolling schedule so I get more frequent input from students.
- **Peer input.** I haven't been able to get anyone to observe my class yet. This semester, I would like input from my peers on how to make my class more effective for student learning. I would like my assigned peer reviewer and also my mentors to observe my class and help me improve how I use class time.

Professional goals

My professional goals are to learn more about how to create an effective learning environment for my students.

- **Read books.** Last year I read *Make It Stick*, *Scrum*, *The Moment of Lift*, and *Why Gender Matters*. This year I'd like to read a few more that I've received and have been recommended to me.
- **Attend conferences.** Last year I went to the conference for Computing Education + Information Systems Applied Research (ISCAP) and *Mind the Product*. This year I would like to go to the Teaching Professor Conference, the Americas Conference on Information Systems (AMCIS), and the International Conference on Information Systems (ICIS).
- **Observe classes.** Last year I went to 18 classes by my peers, and this year I would like to continue learning from how they teach.
- **Attend trainings.** Last year I went to a lot of trainings: the New Faculty Series (monthly trainings all year, plus two week-long workshops), as well as several ad-hoc trainings every month. This year I would like to continue to take advantage of the opportunities BYU offers to learn about effective teaching.

Citizenship goals

I would like to engage with my colleagues in the department and college levels.

- Serve on the employee experience advisory council at the college level.
- Serve on the alumni, admissions, curriculum, and experiential learning finances committee at the department level.
- Regularly attend university devotionals and lunches with my colleagues.

Additional considerations

Resources needed

I am expecting to receive all the resources I need from my department: funds for books and conferences, access to colleagues for questions and course reviews, and guidance with TAs.

Student mentoring

Through my course, I will give students hands-on experience with real-world problems to solve as a team. They will give each other feedback on their working style and prepare to pass job interviews in the field. I will work closely with my TAs, who should be students interested in the subject matter. I will provide office hours to talk individually with students as they have questions.

Equity in the classroom

I plan to include coursework that addresses some aspects of equity head-on: the need to design for people with disabilities, the need to differentiate customers based on relevant characteristics rather than demographic information, and projects that involve relevant issues like mental health.

1. Student Learning

- a. **Learning outcomes.** I redesigned the IS 401 course to cover multiple topics that had previously been taught in several different classes. It now covers project management, user interface and experience, product management, and systems analysis and design. I teach students the foundational principles of each topic, and I have learning outcomes focused on each area. I communicate clearly to students through the semester which topic we are covering and how it fits in to the whole.
- b. **Learning activities.** I was surprised by student comments at the end of my first year that they didn't find class time very helpful. I had taught with a mixture of lecture, hands-on activities, and time to work on projects, and I had thought that all of those would be valuable for student learning. Based on student comments, I would like to additionally use class time to check their understanding through low-stakes quizzes. I would also like to include test questions on material covered in class, to encourage students to pay attention during class.
- c. **Learning assessment.** I would like to improve the learning assessment in my course.

Assignments. Many of the concepts in the project management class are process-oriented, and I thought students would learn best by doing the processes. However, they felt that they were expected to do too much work outside of class. This semester I have adjusted the course to have 2 group projects (compared to 4 last semester), and I now allow them to use AI on the coding. Instead of 16 individual assignments, this semester I only have 2 to be done outside of class, plus 11 in-class activities that will be graded on participation. I am hoping that giving students time to do the assignments during class will give them the learning opportunity while simultaneously making class time more effective and reducing the amount of outside work for students.

Quizzes. Last semester, quizzes were closed note, proctored, 10 questions long, and each about 1% of the students' final grade. Students felt the quizzes were unnecessarily stressful, and thought they should be more of a learning opportunity to check their understanding instead of expecting them to be an expert on the material. I have adjusted the quizzes this semester to be open book and only 5 questions, reducing the weight of the quiz to each be 0.6% of the students' final grade. I am hoping that students will find the updated quiz format a better learning experience and reduce their stress, while still helping them prepare well for the tests where they will need to know the material.

2. Learning environment

- a. **Relationships.** I include spiritual thoughts, examples from scriptures, and assignments focused on spiritual insights. For example, students have an extra credit assignment to identify a story in the scriptures that showcases concepts from project management and to explain what they can learn spiritually from that story.
- b. **Settings.** Students in my class sit in their assigned groups and I give them opportunities to interact in different assigned roles to help each other in the class. For example, they conduct weekly team retrospective meetings to talk about what is going well and what could be improved in their group relationships and practices. I also work hard to learn and use students' names when I call on them in class (I have 240 students this semester).
- c. **Materials.** I designed a whole new class, based on the latest trends in industry. Course materials are up to date and relevant to student interests. For example, students read the book *Scrum: Doing Twice the Work in Half the Time*, which was written by the co-creator of Scrum. They had the opportunity to get an industry certification in scrum, and do multiple projects in the scrum framework, including one on a topic of their choice.

3. Process of Improvement

- a. **Course improvement.** Last semester I collected mid-semester and end-of-semester student feedback, and I found the responses helpful for pointing out blind spots. This year I'm planning to collect mid-semester feedback from each section on a rolling schedule so I get more frequent input from students. I haven't been able to get anyone to observe my class yet. This semester I would like input from my peers on how to make my class more effective for student learning. I would like my assigned peer reviewer and also my mentors to observe my class and help me improve how I use class time.
- b. **Professional development.** I am working hard on professional development in a lot of areas.
 - Read books.** Last year I read *Make It Stick*, *Scrum*, *The Moment of Lift*, and *Why Gender Matters*. This year I'd like to read a few more that I've received and have been recommended to me.
 - Attend conferences.** Last year I went to the conference for Computing Education + Information Systems Applied Research (ISCAP) and *Mind the Product*. This year I would like to go to the Teaching Professor Conference, the Americas Conference on Information Systems (AMCIS), and the International Conference on Information Systems (ICIS).
 - Observe classes.** Last year I went to 18 classes by my peers, and this year I would like to continue learning from how they teach.
 - Attend trainings.** Last year I went to a lot of trainings: the New Faculty Series (monthly trainings all year, plus two week-long workshops), as well as several ad-hoc trainings every month. This year I would like to continue to take advantage of the opportunities BYU offers to learn about effective teaching.

Scholarship Development Goals Report

IS 401

February 2024

Professional faculty note. As a professional faculty, I set professional development goals instead of scholarship development goals.

Original goals.

These are the goals from my Faculty Development Plan in summer 2023:

My professional goals are to create a seamless experience for students to get the help and information they need from my class and to see how it relates to the material they are learning in other courses.

Last semester, I was personally responsible for a class and handled all student questions individually. Students appreciated my close involvement and my fast response times. As my teaching responsibilities grow, I will not be able to sustainably handle all questions myself: with 250 students, I'll need to rely on teaching assistants (TAs) to help grade assignments and answer questions.

One of the great advantages of the information systems program is that the classes are interrelated: students go to classes as a cohort and do large projects that require skills from multiple classes. In order to help students see how their classes are interrelated—and at the same time refreshing my own technical skills—I would like to familiarize myself with what my peers are teaching and help students see connections between our subjects.

- Effectively use TAs by clearly defining their responsibilities, creating shared expectations for assignments, and checking in regularly.
- Occasionally attend technical classes taught by my peers and find ways to integrate their subjects into my class.

Evaluation.

I hired 3 TA's last semester. I used the principles of scrum that I use in my class to facilitate our interactions, with great success. We met weekly for a half hour planning session. I prepared beforehand by making cards on a shared Trello board with each item of work to be done that week, and in the meeting TA's chose which items they would each like to do. These regular check-ins gave TA's a scheduled opportunity to get clear on requirements and to discuss questions, and they expressed their appreciation for a clear and organized approach to assigning work.

I attended classes by my peers 18 times last year, taking notes on what they taught as well as how they taught. This year I am teaching in the junior core, an integrated curriculum where students stay in the same classroom with the same team for 4 classes. I met individually with each professor in the junior core to identify ways to tie into their class, and plan to have shared projects or material for each of the 3 courses.

Citizenship Development Goals Report

IS 401

February 2024

Original goals.

These are the goals from my Faculty Development Plan in summer 2023:

My long-term goal is to promote a collaborative environment among my colleagues: a department where we enthusiastically support each other and strive together to give our students the best education possible. We already have a culture of open communication and support when someone asks for help. I would like to deepen my relationships with my colleagues to promote more conversations and collaboration earlier in peoples' decisions.

Specifically, I will engage with my colleagues in the following ways.

- Attend university devotionals and forums with colleagues in my department.
- Eat lunch with my peers every week.
- Collaborate with my peers by serving on other committees as assigned by my department.
- Interact with people in other majors of the Marriott School of Business by serving on the Employee Experience Advisory Council.

Evaluation.

I achieved all of my goals in the original citizenship development plan.

- I attended university devotionals and forums with colleagues in my department every week.
- I ate lunch with my peers at least once a week.
- I collaborated with my peers by serving on the alumni committee and the admissions and curriculum committees.
- I served on the employee experience advisory council, helping launch the Values in Action award and attending department meetings across the college to congratulate the recipients.

I believe as I have interacted with my colleagues I have promoted a collaborative and supportive environment. I plan to continue all of these activities in the coming year, and to take on additional citizenship responsibilities as needed by my department.

Course Development Grant Proposal

IS 401

February 2024

I would like to request \$500 of assistance toward the registration fee of The Teaching Professor Conference, held in New Orleans, Louisiana June 7-9, 2024.

I met with Ursula Sorensen, my consultant from the Center for Teaching and Learning, review different options for teaching conferences, and this is the one that she recommended I attend. Registration is \$800, and I would like to put my whole \$500 grant toward this registration fee. The Teaching Professor Conference would be my first experience learning best practices from professionals at other universities. I have studiously attended all of the new faculty trainings offered at BYU and will continue to take advantage of the opportunities available on campus. This national conference will give me additional insights from professors external to BYU. I hope to come away from the conference with specific ideas I could experiment with in the classroom to achieve my teaching goals of making a more engaging use of class time and improving the ways I assess student learning through assignments and quizzes.