

SAMPLE 1

Faculty Development Plan (July 2023)

Associate Teaching Professor of Global Supply Chain Management

Department of Marketing and Global Supply Chain, Marriott School of Business, Brigham Young University

Self-assessment:

Strengths, Skills, and Competencies: I bring 20 years of Air Force experience and fourteen years of teaching experience to the classroom. This experience allows me to do share my experiences with students and better listen to students, and. First, it gives me a source of information that I use to teach and convey concepts to students. I have observed many of the challenges they face and will face. Sharing this knowledge with them is a significant learning enhancement. Second, I am careful to listen to students with the intent to understand and to address their concerns. I realize that students will not feel cared for unless they feel understood.

Interests: I have developed a passion to learn continually. My industry experience is based in the military and the U.S. government. As a result, I have blind spots in traditional business. I am always reading and listening to see what knowledge I can acquire to learn more about the world, to enhance what I currently know, and to fill in the blind spots in my business knowledge. This desire to learn has allowed me to connect with students at their level and allows them to see that I, like them, am learning and it is important for them to make this an enduring part of their lives. Additionally, I seek to learn to apply. Because we do experiential learning activities in class. They also need to learn to apply. It is not enough to be knowledgeable, they also need to learn what will improve or create better systems.

Opportunities: Knowledge is great, but applied knowledge creates ability in the knowledge owner. In my supply chain strategy course. Students work with organizational stakeholder to address real world problems. These problems are opportunities for students to develop capability to work, to create, to innovate and to improve. The end product is not a great answer on an exam but is the delivery of solutions that are actionable. Students must consider real resources and how they can be leveraged to deliver on the value proposition that enables customers to participate in the value chain of the organization.

Areas for Development: The world is awash in data. BYU students can access in many different forms of media the concepts, principles, and frameworks that I teach in my classes. Every student can develop a good understanding of supply chain by searching and consuming content. This necessitates that I as a professor deliver content and experiences in class that give the students command of the material. Understanding leadership, how to organize work, how to work, how to share ideas effectively, how to coach are all actions that the students need to learn but most will not without experiential opportunities in the classroom. I am constantly working to understand better how I can help students work through course principles in order to master and develop a level of comfort with the discomfort of ambiguity that comes with real life.

Professional Goals:

Citizenship

Lifelong Service:

1. Set an example of service to students. Service is conducted with a positive attitude and with the intent to bless the lives of people in my stewardship.
2. I currently serve as the Graduate Supply Chain & Operations Association (SCOA) advisor. In this roll, I see to bless the lives of the MBA students enrolled in the operations and supply chain track. My goals for service to SCOA include:
 - a. Working with the student leadership team to plan and execute activities that meet the Aims of a BYU education (Spiritually Strengthening, Intellectually Enlarging, Character Building, and Leading to Lifelong Learning and Service).
 - b. Treat each student leader with respect and kindness
 - c. Ensure activities occur with the frequency that will allow lasting relationships to be built.
3. Provide service to the department, BYU Marriott School of Business, and the University to lift and help as I can.

Teaching: The goals below reflect my desires to provide students opportunities to grow in wisdom and knowledge. The attached teaching philosophy is an evolving document that helps me to improve my student engagement.

Spiritually Strengthening:

1. Invite Christ and the Holy Ghost into the classroom with daily class prayers and respectful, spiritual discussion. Seek inspiration before and during class to guide class discussions and individual interactions with students.
2. Recognize and treat each student with the love and respect a child of God merits and communicate to them that they have unlimited capacity due to their divine heritage. Listening and demonstrating understanding and concern for each student is the basis of love. Encouraging students to stretch, grow and develop competencies enables them to become more like their Heavenly Father.
 - a. To promote belonging I will incorporate images of people from diverse backgrounds into my presentations and use sources and quotes from diverse individuals.
 - b. I will also reach out to students from diverse backgrounds who perform well in our introduction to global supply chain courses to encourage them to consider majoring in supply chain.
3. Seek to strengthen the feeble knees or hands that hang down. Many students are struggling with testimony, health, financial, and emotional concerns. Assist students as possible and introduce them to resources that will enable them to achieve stability and growth.

Intellectually Enlarging:

1. Create opportunities for applied/experiential learning. Work to make concepts, principles, and frameworks applicable to students' experience, knowledge, and vision. When possible, give students opportunities to practice and employ these principles in the classroom and real-world projects.
 - a. An important part of experiential learning is the inclusion of business professionals into the curriculum and classroom setting. To ensure smooth collaboration and alignment with instructional objectives, I will work to establish clear rules of engagement for speaker participation. Such guidelines will delineate boundaries, provide speakers with necessary guidance, and mitigate the risk of divergence from the intended learning outcomes. By formalizing expectations, we can effectively mitigate the potential for speakers to deviate from the established course trajectory.
 - b. With relationship to projects, I will work to standardize project selection processes to maintain consistency and transparency. By instituting a systematic approach, including transparent expectations for both students and project sponsors, I can streamline project selection and execution. For instance, implementing a structured system where alumni anticipate annual calls for projects would enhance predictability and facilitate better alignment with instructional goals. Additionally, introducing a competitive bidding process among students for project selection, akin to a Request for Proposal (RFP), can further enhance engagement and ensure optimal project alignment with course objectives.
2. Encourage creativity and innovation. Business, much like personal eternal progression in the gospel, requires us to assess frequently our capacity to deliver goods and services to consumers in a valued, respectful, and profitable manner. I seek to help students understand that innovation is necessary to continually deliver value to consumers and to help them employ of strategy, technology, and other tools necessary to deliver desired, improved value.

Lifelong Learning and Service:

1. Motivate curiosity. I personally am frequently seeking new knowledge of how business practice and the world is changing. I seek to share my changing knowledge with students and to motivate their curiosity to continually seek new truths that will enable them to understand our changing world and to deliver value business and through service.

Relationship between goals and university aspirations and needs: My professional goals were created with the Mission and Aims of BYU as guiding principles. I seek to advance the missions and aims in all my activities.

Resources needed to accomplish my professional goals: BYU, BYU Marriot School of Business and the Marketing and Global Supply Chain Department have done an outstanding job of resourcing my efforts here at BYU. My continued success requires continued funding in the

following areas. I need funding to attend professional conferences and teaching conferences to continue to enhance my professional and teaching capacity. I need funding for teaching assistants to be able to deliver quality in the classroom and to respond to student needs in a timely manner.

Activities and accomplishment to achieve goals to date: After teaching one academic year at BYU, my department chair provided feedback on my teaching activities. The results to date show that I was able to perform at the expected level for spiritually strengthening and intellectually enlarging teaching. This is great news but I need to move from surviving to thriving. Much of the last year felt like I was building the plane, while flying it. Now that I have most of my course preps complete or mostly complete. I need to focus on fine tuning and improving course content and my teaching efforts. The same could be said for my service this past year. I need to move from more of an observer role to a facilitator or coach. I am so grateful for all the support this past year from my leadership, colleagues and especially my mentor.

Measures to assess success: To measure success in teaching I will use two primary measures, student evaluations and faculty/peer evaluations. Taking and processing feedback from students gives a good indication of my classroom performance and goal achievement. Peer/faculty evaluations allows me to receive feedback from professionals that will enhance what I receive from the students and to think more strategically about my teaching approach. As far as service is concerned, my primary measure of success is feedback from my mentor. My mentor is the advisor to the Global Supply Chain Association, our undergraduate professional association. It has a parallel role to SCOA for the undergraduates. My mentor and I support each other in our roles as advisors. I will rely on his experienced evaluations to provide feedback that will result in correction and improvement as I provide service.

Teaching Philosophy

1. Students
 - a. Students are children of God with high intellectual capacity that merit individual respect.
 - b. Challenge students to demonstrate excellence in the classroom.
 - c. Motivate students to design and achieve course and their own learning objectives.
 - d. Motivate students to prepare to learn, to participate in classroom learning, to synthesize course concepts, and to seek application opportunities.
 - e. Challenge students to take responsibility for networking, internships, and their career progression and most important their eternal progression.
2. Curriculum

- a. Establish course objectives that assist in the development of business, community, and spiritual leaders. Achieving these objectives will enhance understanding of the environment students will face and will provide tools/critical thinking skills to address real-world situations.
 - b. Use practical classroom activities/ hands-on learning opportunities to cement managerial concepts and to build new mental models.
 - c. Use company projects to enable students to apply concepts and course learning through real-world problems and situations, to develop teamwork skills, and to create and understanding of how two work within a company to acquire data and buy-in.
3. Teaching
- a. Personal knowledge of individual students enhances the ability to gauge student knowledge and learning.
 - b. Include students in the class discussion to enable more learning, deeper understanding, the ability to participate in business discussions, and the ability to defend your position.
 - c. Engage individual students to obtain feedback on learning.
 - d. My desire to learn is essential to motivate students to learn during the course and throughout their lives.
4. Classroom Management
- a. Treat students with respect and kindness.
 - b. Maintain a classroom environment with an openness that represents Christlike interaction, invites the Holy Ghost, encourages discussion, questions, and a desire for continued learning.
 - c. Student input is respected and welcomed to create a diversity of ideas.

Teaching development plan for GSCM 429 Supply Chain Strategy

First Semester Feedback:

1. Too much work. I created the syllabus with a capstone project with a company, a personal strategy project, a supply chain of the future project, leadership activities, and MBA level cases. The students were overwhelmed by too many assignments.
2. Focus was more on getting everything done rather than ensuring that learning was occurring and that students had time to reflect and internalize learnings. I realized that I was teaching concepts and not teaching students.
3. Not enough spiritual strengthening engagements. Understanding how to incorporate normal spiritual content in my class in a normal and natural way was missing.
4. I was not building personal connections with students. I was not sharing enough personally to enable stronger connections with students.

Second Semester Goals and Results:

1. Reduced the workload to include the critical few assignments vs. the trivial many. The personal strategy project was converted to extra credit, the future of supply chain was dropped (I saw that they were doing this in other supply chain classes).

Results: Students were given more time to focus on their capstone projects. There were more frequent checks with groups to ensure that they were on track. The students performed well in their projects and did not have as high of stress levels. Leadership activities were well received the first semester and equally received this second semester. More time was available for students to prepare for the MBA level cases. Although the difficulty level remained, their ability to engage the material was enhanced, resulting in richer classroom discussions and better learning outcomes.

“This class was super great because of how many cases we looked over. He showed us real life examples of what strategy is truly like instead of just reading about it.”

“I really enjoyed the lesson’s learned activities, these were times to practice and visualize the concepts taught in Good Boss Bad Boss.”

“Professor was fantastic! I’ve never had a professor who teaches lessons in the way he did. I wish we had more of his interactive lessons, and would have gladly sacrificed team days to have more of his lessons. I feel like we learned leadership and life skills that never could have been taught from a textbook, and we grew closer together as a class. Thank you for all you do!!”

2. I engaged class TAs to refine essential assignments and to eliminate assignments and work that was less valuable. They were able to share the student perspective and how I could make work in the class more meaningful and more doable for students. In class lectures and discussions, my goal was to slow down and focus and student on concerns.

Results: Students responses to assignment changes was positive. They provided additional comments to improve for semester three. Being more deliberate and student focused on class discussions enabled me to cover the course content, so that students felt

heard, understood and walked away with clear class takeaways. This allowed me to engage from more of a coaching perspective and less of an expert that delivers content.

“I had some concerns, but he did a midterm feedback thing, and he improved the course to address my concerns.”

“Enjoyed the project for this class and implementing what we learned with an actual company. Really felt that this class is more than just a class but something to grow my career.”

3. I sought inspiration to understand what to share with students that would strengthen them spiritually. My personal scripture study was the primary source for pulling thoughts and principles that were shared with the class. Personal testimony was shared as experiences matched course content and student questions and concerns.

Results: Classes were more spiritually focused and it a good spirit was present in most classes. My sharing spiritual moments with the students prompted some of them to share. Their sharing was even more impactful.

“I really enjoyed the personal stories of faith building experiences and hearing the impact they had on Dr. B's life.”

“Great spiritual thoughts, a lot of them were needed for me personally.”

“Dr. B is not only a great professor but a great person. He did a wonderful job making this class engaging and always found ways to wrap in the gospel which left me inspired to be a better person.”

4. I moved personal material that was presented as a last lecture to daily engagements that helped build personal connections with students. I tried to be more open and willing to share on a frequent basis.

Results: My daily war stories led to more student engagement and discussion about work life balance, professionalism, ethics and other areas. I felt students were noticeably more interactive and there was a closeness that made it easier for them to approach me with things in their lives.

“He made himself available to help outside of class and also regularly answered questions during class”

“Professor did a fantastic job at sharing personal stories that both helped with educational and spiritual development!”

Work left to do:

1. I made a negative comment about tattoos. One student indicated it negatively impacted her. I need to work on filtering thoughts and comments that place barriers between me and students. I will be a better advocate for Christ like leadership if students feel loved.
2. Staying current is a continual challenge that I need to address. Understanding what is relevant today in supply chain and with student lives will help me help the students to learn and advance in their lives.

Course Syllabus

[Jump to Today](#)

Professor:

Office:

Email:

Office Phone

Cell:

Office Hours: 3-6 PM Wednesdays or by appointment

TA Contact Info:

Office Hours:

Office Hours:

Monday 12pm-3pm

Thursday 11am-12:30pm

Friday 9am-11am & 1:30pm-3:30pm

Office Hours:

Description:

This capstone course teaches you how to make strategic decisions in the face of ambiguity. You will learn concepts and skills that business leaders use to conduct rigorous analysis, make sound decisions, and write cogent arguments to persuade others. Strategic decisions require you to integrate your knowledge in management, marketing, supply chain, finance, economics, and accounting.

Companies and nonprofits develop strategies to guide their activities. Corporate strategy defines what goods and services will be the focus of their efforts. Business-level strategies and value propositions establish the competitive approach the firm takes. This course will focus on how supply chain activities driving by supply chain strategy should be selected to support business-level strategies.

Textbooks:

Sutton, Robert, (2012) Good Boss Bad Boss, ISBN 10: 0446556076 ISBN 13: 9780446556071

Johnson, Spencer, (1998) Who Moved My Cheese?: An Amazing Way to Deal with Change in Your Work and in Your Life, [ISBN 10: 0399144463](#)[ISBN 13: 9780399144462](#)[Links to an external site.](#)

Learning Outcomes:

Teamwork - Engage proactively, as an individual and as a member of a team.

Risk Assessment - Manage and evaluate risk.

Communication - Communicate persuasively.

Supply Chain - Use knowledge of Supply Chain theory, strategy, and practice to solve specific case problems and challenges.

Class Policies:

Late Assignments:

Possible points will be reduced by 10% for each late day. Assignments over 5 days late will be graded with the possibility of earning 50% of the initial points.

Attendance and Participation:

Every student is expected to arrive at class prepared to participate. Quizzes will be administered prior to class.

Each student will be given two "dropped" absences during the semester. Any additional unexcused absences will result in students losing 1% of their total score in the class per absence.

Class will be in-person.

If you will miss or miss class, please advise Dr. B as soon as possible by email. For excused absences, Dr. B will respond to your email with what you need to do to earn

participation points for that day. You will have one week from the date of the absence to submit the activity that Dr. B assigns.

To get information about the material covered in class, make arrangements with your classmates to share their notes. Additionally, you can contact Dr. B.

Grade Scale:

A	96
A-	93
B+	89
B	85
B-	81
C+	77
C	73
C-	70
D+	67
D	63
D-	60
E	0

University Policies:

Policy on the Use of Laptop Computers in the Classroom

Technology is an essential part of today's learning environment - that is why the Marriott School requires every student to own a laptop. However, technology, when used inappropriately, can also hinder learning. Most Marriott School students have, at some point, sat next to students who use their laptops in class to check e-mail, talk to friends, instant message, search the internet or play on-line games. Unfortunately, every person sitting around such students is distracted by this behavior and classroom learning decreases.

As a result of these distractions, the Marriott School has implemented the following policy effective Fall semester, 2010: *Each Professor will establish the times when using laptops in class to take notes or work on class projects is allowed.* These times may be

frequent or infrequent depending upon the nature of the class. Using laptops in class 1) at times other than those established by your Professor or 2) for uses other than as instructed by your Professor is considered inappropriate and would affect your Professor's assessment of your professionalism.

Please respect your fellow students and professors and abide by this Marriott School policy.

Marriott School Cell Phone and PDA Policy

Students are not allowed to use cell phones in classes in the Marriott School. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack or pocket.

See <http://marriottschool.byu.edu/students/classroomolicies>Links to an external site. for all Marriott School classroom 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 & Responding to Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report>Links to an external site. or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>Links to an external site., or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity>[Links to an external site.](#) for help.

Marriott School of Business Inclusion Statement

At Brigham Young University's Marriott School of Business, we embrace the university's mission to "assist individuals in their quest for perfection and eternal life." We strive to foster an environment that is respectful of all backgrounds, perspectives, and voices, that "all may be edified of all" (D&C 88:122). By extending a spirit of consideration, fellowship, and charity to everyone, we enable the discovery of common values and unique insights as we each pursue our worthy secular and spiritual goals.

We embrace the statement President Russell M. Nelson made on June 1, 2020.

"The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children. Any of us who has prejudice toward another race needs to repent!"

During the Savior's earthly mission, He constantly ministered to those who were excluded, marginalized, judged, overlooked, abused, and discounted. As His followers, can we do anything less?"

Let us be clear. We are brothers and sisters, each of us the child of a loving Father in Heaven. His Son, the Lord Jesus Christ, invites all to come unto Him—"black and white, bond and free, male and female," (2 Nephi 26:33). It behooves each of us to do whatever we can in our spheres of influence to preserve the dignity and respect every son and daughter of God deserves."

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham

Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We

create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>[Links to an external site.](#); for more immediate concerns please visit <http://help.byu.edu>[Links to an external site.](#).

Academic Honesty

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

Course Summary:

Date	Details
Tue Sep 5, 2023	Quiz Class Policies Quiz
Wed Sep 6, 2023	Quiz Strategy Basics Quiz
Thu Sep 7, 2023	Quiz Class Policies Quiz (3 students)
	Assignment LL: Puzzle Activity
Fri Sep 8, 2023	Quiz Strategy Basics Quiz (4 students)
	Quiz Class Policies Quiz (1 student)
Fri Sep 8, 2023	Quiz Strategy Basics Quiz (1 student)
	Quiz RGB Quiz (Take after completing Excel Sheet)
Mon Sep 11, 2023	Quiz RGB Quiz (Take after completing Excel Sheet)

Date	Details
Tue Sep 12, 2023	Quiz Class Policies Quiz (1 student)
Wed Sep 13, 2023	Quiz Strategy Basics Quiz (1 student)
Wed Sep 13, 2023	Quiz Louis Vuitton Case Quiz
Thu Sep 14, 2023	Quiz Louis Vuitton Case Quiz (1 student)
Mon Sep 18, 2023	Quiz GBBB Ch 1
Mon Sep 18, 2023	Quiz GBBB Ch 2
Tue Sep 19, 2023	Assignment LL: Managing Conflict
Wed Sep 20, 2023	Quiz Boeing Case Quiz
Wed Sep 20, 2023	Assignment LL: Managing Conflict (1 student)
Thu Sep 21, 2023	Assignment LL: Managing Conflict (1 student)

Date	Details
Mon Sep 25, 2023	Quiz VF Brands Case Quiz
Wed Oct 4, 2023	Quiz GBBB Ch 3
Fri Oct 6, 2023	Assignment LL: Communication Assignment LL: Communication (1 student)
Mon Oct 9, 2023	Quiz Amazon Case Quiz Quiz Walmart Case Quiz
Sat Oct 28, 2023	Quiz Midterm Exam (Proctored) (Remotely Proctored)
Mon Oct 30, 2023	Quiz Midterm Exam (Proctored) (Remotely Proctored) (3 students)
Fri Nov 3, 2023	Assignment Team Project: Midterm Evaluation
Tue Nov 7, 2023	Assignment LL: Who Moved My Cheese?
Wed Nov 15, 2023	Quiz Royal FloraHolland Case Quiz

Date	Details
	Assignment LL: Change Trailblazer
Wed Nov 22, 2023	Assignment LL: Change Trailblazer (2 students)
Mon Nov 27, 2023	Quiz GBBB Ch 5
Tue Nov 28, 2023	Assignment LL: Managing and Protecting Talent
Mon Dec 4, 2023	Quiz GBBB Ch 7
Tue Dec 5, 2023	Assignment LL: Doing the Hard Things
Thu Dec 14, 2023	Assignment Project Lessons Learned Presentation
Fri Dec 15, 2023	Assignment Team Project: Annotated Slide Deck and Project Presentations
Thu Dec 21, 2023	Assignment Team Project: Peer Review
	Assignment

Professional Development Plan

Goals:

1. Build and extensive supply chain network
 - a. I will reach out on a continual basis to build a network of companies that can be tapped to help our students develop professionally.
 - b. I will specifically seek to include professionals with the capacity to provide business problems that can be used as class projects.
 - c. I will seek relationships with professionals that can mentor our students professionally and that have values consistent with building Christlike leaders.
 - d. I will work to develop a portfolio of professional talent that can speak in classes to address the diverse topics found in Global Supply Chain Management (GSCM).
 - e. I will seek out professionals that that have the ability to work with students in a positive manner to work through assignments, projects and exams.
2. Make BYU Global Supply Chain a source and focus for professional knowledge in the community.
 - a. I will show a willingness to understand and counsel with local professionals and community members on their supply chain issues and concerns.
 - b. I will look for opportunities where supply chain principles and engagement with BYU GSCM will improve processes, operations, and outcomes.
 - c. I will seek opportunities to share GSCM information, principles and knowledge with community members, organizations, schools, ect. to help and grow the visibility of our program.

Citizenship development plan

My goals:

Internal – Unity

1. I am blessed with colleagues in the Marketing and Global Supply Chain Department. I have been blessed to spend time and to learn what they do that I can learn from. I will continue to spend time with and observe my colleagues (faculty and staff) to understand things that I can do to improve. Being able to support the positive things which are doing by being consistent will help our students to feel supported and loved.
2. In addition to looking at my colleagues' strengths, I also need to look at ways that I can support and help. Being able to lift and strengthen, so that as a whole we are better is key to moving toward our shared goals. I will look at doing this in program ways that include observing other faculty teach and providing feedback, serving on committees, filling in when I can teach or do work when others have personal needs to attend to, and finally to be a friend that helps personally.
3. Following the goal of creating a belonging environment, I will strive to embrace the individual attributes and characteristics that make our department, college, and university a rich and wonderful place. My goal is for students, faculty, and staff to feel appreciated and valued for who they are as we all strive to become more Christlike.

External – Improving practice

1. I will participate actively in professional organizations to improve practice and our focus on providing value to our communities.
 - a. I recently took on the role of track chair for the Council of Supply Chain Management Professions for the annual Edge Conference. I work to provide content to the membership to improve our ability to address risk by building more resilient supply chains.
 - b. I participate and will continue to participate in local supply chain organizations that improve practice and community in the supply chain discipline. I currently actively participate in meetings with Utah Leaders in Procurement. I will pursue the opportunity to participate with the Council of Supply Chain Management Professionals and the Institute of Supply Management.
 - c. I consistently seek to build relationships with supply chain management and business professionals locally and nationally to assist them to grow and improve business practice.

Citizenship development plan

My goals:

Internal – Unity

1. I am blessed with outstanding colleagues in the Marketing and Global Supply Chain Department. I have been blessed to spend time with them and to learn what they do that I can learn from. I will continue to spend time with and observe my colleagues (faculty and staff) to understand things that I can do to improve. Being able to support the positive things which they are doing and acting in a consistent manner will help our students to feel supported and loved.

I continue to observe my colleagues. I especially have worked to engage with my Global Supply Chain colleagues. We have been working together to adapt our admissions in the face of generative AI. We are especially working to maintain a collaborative, supportive environment that prepares our students to function well in professional supply chain environments and to become Christlike leaders.

2. In addition to looking at my colleagues' strengths, I also need to look at ways that I can support and help. Being able to lift and strengthen, so that as a whole we are better is key to moving toward our shared goals. I will look at doing this in program ways that include observing other faculty teach and providing feedback, serving on committees, filling in when I can teach or do work when others have personal needs to attend to, and finally to be a friend that helps personally.

I have served on the MBA admissions committee for over a year now. I strive to find students that will be enriched to learn in the BYU MBA and to ensure they are committed to values we hold at BYU. I have advised three different study abroad programs. My goal is to play a part in helping students realize the BYU value of having the world as our campus. I was able to step in and assist one of our professors last fall that suffered a serious medical condition. Being able to help him and his students, allowed him to recover and the students to finish their education.

3. Following the goal of creating a belonging environment, I will strive to embrace the individual attributes and characteristics that make our department, college, and university a rich and wonderful place. My goal is for students, faculty, and staff to feel appreciated and valued for who they are as we all strive to become more Christlike.

One thing I have consistently tried to do is to make myself available to meet with and engage with students and colleagues. Whenever possible I meet with students and colleagues. This often includes career counseling, addressing class concerns, and personal and spiritual concerns when appropriate.

External – Improving practice

1. I will participate actively in professional organizations to improve practice and our focus on providing value to our communities.
 - a. I recently took on the role of track chair for the Council of Supply Chain Management Professions for the annual Edge Conference. I work to provide content to the membership to improve our ability to address risk by building more resilient supply chains.

I attended a meeting for track chairs. I am currently working with my co-chair to develop the program for the conference in October. Our goal in my track is to help supply chain professional understand how to prepare to manage risk and disruptions.

- b. I participate and will continue to participate in local supply chain organizations that improve practice and community in the supply chain discipline. I currently actively participate in meetings with Utah Leaders in Procurement. I will pursue the opportunity to participate with the Council of Supply chain Management Professionals and the Institute of Supply Management.

I have continued to attend Utah Leaders in Procurement meetings. Additionally, I have begun coordinating with the Institute of Supply Chain Management and the Council of Supply Chain Management. I am waiting on information from professionals to begin participating. I have begun leveraging relationships to have these professionals help in classes as speakers and to administer oral exams to students.

- c. I consistently seek to build relationships with supply chain management and business professionals locally and nationally to assist them to grow and improve business practice.

I have worked with a number of supply chain professionals to identify projects for my supply chain strategy class. To date, we have delivered successfully 28 projects for companies, nonprofits, and entrepreneurs. I am continually working to increase my number of professional contacts to help them and my students by working together.

Request for \$500 Teaching Grant

A major requirement of my supply chain strategy class is to develop a network of alumni and supply chain professionals that can provide students with meaningful projects. These projects need to have the depth, so that students can learn to apply supply chain tools consistent with strategy. To this end, I request the funds for the teaching grant to build an alumni and professional network.

The two networks require the following effort. For the alumni network, I will hire and have students work with our current students to capture their contact information and their willingness to participate in future supply chain opportunities with our program. The goal is to build a database that will be used in annual calls for projects and semester calls for speakers, mentors, and advisory board members. I will also use the money pursue an equivalent database for supply chain professionals. This work will require me to attend professional meetings, visit companies, and attend conferences. The teaching grant will provide some seed money for beginning this work.

SAMPLE 2

Faculty Development Plan

Assistant Professor of Global Supply Chain Management

Timeframe: 2023-2025

I joined BYU Marriott in November 2022 from the faculty of the Carey Business School at Johns Hopkins University, with a shortened clock (2025 or 2026) to apply for continuing faculty status (CFS). In this document I provide an assessment of my strengths and opportunities for growth in scholarship, teaching, and citizenship. I then provide my goals for how I can use these strengths and opportunities to submit a competitive CFS packet.

Self-Assessment

Scholarship

Strengths

- **Consistent Effort:** A core strength that has helped me be successful in scholarship my consistent allocation of time to research. I learned early in my doctoral studies that predicting when a manuscript will be ready for submission is fruitless as one does not know how the project will evolve over time. Since one could become demotivated when internal timelines aren't met, I resolved that I would simply do my best to control the amount of time that I dedicate to research by setting annual goals for research time. I track my progress daily in a spreadsheet that I have maintained since the second year of my doctoral program.
- **Topical Focus:** I am fortunate that my pre-academic career path provides me with topical focus. Prior to entering academia, I spent nine years managing the operations of customer service call centers and IT support centers. My experience in industry inspired me to enter academia to rigorously research operational issues in service systems. I now work with industry partners to obtain unique datasets and use a variety of methods to study customer and server behavior. Because of this focus, I have not needed to spend significant time on finding new research topics, leaving more time to analyze and write.
- **Methodological Breadth:** Because I undertook a broad and challenging set of methods courses during my PhD at UNC, I have been able to collaborate with a variety of researchers whose methodological expertise vary. This allows for flexibility to allow the research topic to settle at its most interesting place. In particular, my work has included econometric modeling, behavioral experiments, stochastic modeling, dynamic programming, and simulation techniques.

Growth Areas

- **Utilizing Research Assistants:** My research collaborations have been exclusively with other faculty. Not only does BYU have a large potential pool of RAs (within and outside of Marriott), but the administration strongly encourages close research collaboration with students as part of the mission. I want to support this mission by taking on the role of a mentor who follows Christ while living in the secular world of scholarship. I look forward to learning from seasoned colleagues about how to effectively execute this mentorship role.
- **Balanced Task Arrangement:** Thus far I have succeeded in research by "grinding" through long hours to push projects forward. While this has worked well, this grinding process often leads to burnout. Moreover, I have found that most seasoned, productive researchers no longer grind. Rather, they carefully arrange their tasks within the day to do short bursts of activity and allow themselves ample time to recover their creativity. I hope to emulate the examples of my more seasoned colleagues in this regard.
- **Writing Speed:** I am a slow writer. The primary reason for this is my tendency towards perfectionism, which makes producing a first draft particularly time-consuming. I meticulously

spend time on the first draft but then ultimately make major edits to subsequent drafts. I hope to learn how to write faster by reading books on the topic as well as picking up writing tips from my colleagues.

Teaching

Strengths

- **Alignment with BYU Aims:** I accepted this position at the Marriott School to share my testimony of Christ and help shape the lives of Latter-Day Saint youth. It is therefore encouraging to me that my initial set of student evaluations show that students appreciate how I weave my testimony throughout the course and integrate it with the content.
- **Student-Focused Philosophy:** I care deeply about the Marriott School students and want them to gain valuable skills that will benefit them in their internships and throughout their careers. Moreover, the topics that I cover in my course(s) are highly quantitative, which can be quite challenging for some of my students. Thus, I'm often asking them to grow and push in ways that are good for them in the long run but may be uncomfortable for them in the short term. To ensure that I have buy-in from them in this process, I consistently evaluate how I'm doing along three dimensions.
 - **Relevance:** Students are excited to learn what is truly relevant for their future careers. Thus, I strive to select content that is most relevant and present it such that it clearly demonstrates benefit to them.
 - **Performance:** Within the classroom, I am a performer. Thus, I strive to incorporate creativity, clarity, variety, and humor to capture and maintain student attention.
 - **Customer Service:** Outside of the classroom, I provide the students customer service. Students should find course expectations and deliverables clear and me highly accessible with a cheerful attitude.

I intend to continuously improve along these dimensions throughout my time at Marriott.

- **Enthusiasm and Genuineness:** A consistent theme in my student feedback at Carey and Marriott is that I am enthusiastic and genuine. These traits come from my desire to share useful analytical tools, tips for career success, and deep feelings about the applications of the gospel in real life. I believe that these traits make me highly accessible to students and greatly facilitate learning and connection.

Growth Areas

- **Ensure Content Attainability and Applicability:** My content should be attainable at students' current level of training and applicable to their early careers. While I feel that my current course mostly achieves this, it does fall short in some of the topics and exercises. Recalibration is needed, and I discuss my plans for how to tackle this in more detail in the goals section.
- **More Outside Learning Aids:** Given how quantitative my coursework is, I offer pre-recorded instructional videos and practice problems to reinforce learning. My students have indicated

that they want even more outside help. In my goals sections, I outline how I intend to produce additional videos, provide more practice problems, and set up TA learning sessions.

- **Real-Time Comprehension Checks:** I would like to develop my ability to better assess whether students are understanding my content delivery real-time by reading their faces and/or body language. I see this as a present gap in my skillset as I am missing important signals that could improve the course. Moreover, I would like to implement creative ways of assessing student comprehension real-time; for example, by providing a live TA chat room for students to express any confusion they are experiencing during instruction.

Citizenship

Strengths

- **In-Office Face Time:** I like working in the office as it makes me feel more connected to the institution, the students, and my colleagues. I consistently converse with student workers and administrators in the department office. I consistently go to lunch with my colleagues and chip in with student-facing activities such as recruiting events and advisory board networking events.
- **Out-of-Office Face Time:** I like interacting with students outside of the office. In my first semester, I attended several GSCM Student Associate events where I got to throw dodge balls, whack pickle balls, and even go rolling skating. I look forward to further interacting with students in the future.

Growth Areas

- **Office Levity:** Some have expressed that I have a seemingly unapproachable disposition, giving the impression that I am overly serious about the job. This is partially controllable based on how much I smile, how much I participate in meetings, and how much I open up to colleagues in group settings. In short, I need to bring more levity to work.
- **Investing in My Colleagues' Paths:** I feel that I should spend more time getting to know my colleagues, both in their academic pursuits and in their lives outside of the office. I would then feel more connected to them, which strengthens working relationships. I discuss later in my goals how I intend to do this.

Goals

Scholarship

Current Progress

- **Publications:** I have been a coauthor on four published journal articles. Two are in *Management Science*, one in *Operations Research*, and one is in an applied probability journal called *Queueing Systems*. The first three are considered 'A' journals in the GSCM area.
- **Other Scholarship:** I have been interviewed for the *Resoundingly Human* INFORMS podcast for my *Operations Research* publication and have presented my work at various invited conference sessions (at the INFORMS, MSOM, and the Behavioral OM conferences).

Goals

- **Publish Current Work:** The minimum standard for CFS is three 'A' publications. While I have met this standard, it has been recommended that I publish an additional 'A' article before submitting my application. I have three current research projects and provide their status below:
 - **Chatbot Experiment:** Using controlled laboratory experiments, we explore how customers choose between chatbots and live servers and suggests ways that firms can increase chatbot uptake. This paper is under major revision at *Management Science*. Our intent is to submit the revision by the end of 2023.
 - **Omnichannel Service Desk Model:** We formulate an analytical model of how a firm chooses which service desk channels to provide its customers – live agents, bots, or both. This paper is in advanced stages of analysis. Our intent it to make the initial submission to *Operations Research* by the end of 2023.
 - **Empirical Emergency Department Physician Study:** We use archival data from a network of Emergency Departments to study how physicians assign themselves cases from the census of available patients and how the physicians' compensation packages influence this assignment behavior. This paper is still in its initial stages of development. Our intent is to finish the initial analysis by the end of 2023 and submit it sometime in 2024.
- **Start New Projects:** Before I submit my application for CFS, I would like to start two new projects to maintain a continuous pipeline of work. Ideally, one of those projects would be with a Marriott School faculty member.
- **Establish RA relationships:** Given that my work tends to be more technical, there is a limited pool of Marriott School students with whom I can establish research assistantships. I am thus interested in establishing assistantships with students from more technical majors such as Economics, Computer Science, and Engineering. (Having stated this, I am open to working with and already have worked with Marriott School students who can provide ample support.)

Teaching

Current Progress

- **Courses Taught:** Prior to arriving at Marriott, I taught an 8-week Business Analytics course to Flex MBA students and Masters' students at Carey. At Marriott I have taught three sections of the full-semester Operations Analytics (GSCM 412) to the Global Supply Chain undergrads. I supplemented my Hopkins material (Excel-based Optimization) by adding Data Visualization (Tableau), Data Wrangling (Excel), and Storytelling with Data (PowerPoint).
- **Initial Student Feedback:** I was pleased with my initial student ratings and am excited to improve. I was within the band for Instructor Effectiveness in two of the three sections and was off by only a tenth of a point in the third. Moreover, I was above the bands in achieving several of the BYU aims across all sections. However, there were some areas for improvement. ChatGPT has summarized my student comments as follows:
 - Demonstrations and instructional videos were generally helpful. Dr. efforts to cater to BYU students were appreciated, but some found things unnecessarily complicated. The class setup received mixed feedback, with frustration over homework before learning concepts.
 - Many students liked the course organization, Canvas layout, and video resources, but desired more feedback on homework. Spiritual elements in the class received positive feedback, providing inspiration and real-life connections. The fast pace of the class made it difficult to keep up, and opinions varied on the effectiveness of in-class assistance and tutoring.
 - The challenging nature of the course was acknowledged, with differing opinions on lectures versus video examples. Some wanted more emphasis and practice on concepts. However, Professor availability and caring attitude were valued. The homework load varied, with mixed opinions on format and content.

Goals

- **Improve Operations Analytics (GSCM 412) Course:** Given the initial student feedback, there are several changes that I would like to make to the Analytics course over the next couple of years:
 - **Content Selection:** I will continue to refine the content of this course to be applicable and accessible. I intend to make the following changes:
 - **Remove Monte Carlo Simulation:** I spent three weeks covering Monte Carlo simulation. While some students could grasp the content, an introduction of applied probability was a big stretch for many. Moreover, Monte Carlo simulation has limited applicability to GSCM. I intend to remove this content and add it to a term-length elective course on simulation methods.
 - **Remove Advanced Data Wrangling:** I spent four weeks covering data wrangling in Excel. While some students enjoyed learning about more advanced applications of Excel, others struggled to grasp the deeper concepts. I intend to remove most of the advanced content from this course and add it to a term-length Advanced Excel Data Wrangling course. However, I intend to continue covering Pivot Tables in my unit on Descriptive Analytics.

- **Add Demand Forecasting:** Given that demand forecasting is such a common task asked of Global Supply Chain managers, I intend to include a unit on this topic in this course. It will include a review of the time-series methods covered in Tom Foster's course, trend identification, and multivariate linear regression.
 - **Presenting with Data:** I spent some time in the final unit covering storytelling with data. Given that this is a critical aspect of early career success, I intend to create a full 4-week unit on this topic, which will build upon the content Scott Webb covers in his course.
 - **Enhance Study Aids:** Given the challenging quantitative nature of my course, I strive to provide ample study aids to gain mastery. I would like to improve in three ways here:
 - **Additional Instructional Videos:** I currently provide students instructional videos that capture the core concepts covered in the lectures. Students find these videos valuable both as a means for preparing for class and in reinforcing concepts. I intend to create additional videos that cover even more fundamental topics to aid students who are struggling to grasp the material.
 - **Additional Practice Problems:** I currently provide two practice problems for each weekly module. Given how much students valued these problems, I intend to generate this additional practice problems, with varying difficulty levels.
 - **TA-Led Study Sessions:** I intend to schedule regular TA-led study sessions. These will be particularly valuable to students who need personalized help.
- **Create Elective Analytics Courses:** This year I will continue to teach my three sections of GSCM 412. To fill my increased teaching load in subsequent years, I intend to create two term-long, elective Analytics courses. I am working with John Gardner to prepare a proposal for the curriculum committee this Fall. I describe my vision for each course below:
 - **Simulation Methods:** In this 400-level course, I will teach Monte Carlo Simulation using an Excel add-on and Discrete Event Simulation using to-be-determined specialized software. The intended audience would be undergraduate and MBA GSCM students who are interested in building skills in process analysis.
 - **Advanced Excel Data Wrangling:** In this 400-level course, I will teach how to use Excel to perform advanced data wrangling functions such as automated data cleanup, trend identification, and what-if scenarios. To avoid redundancy with IS courses, the focus of this course would not be on what Excel can do, but on what students can do with Excel and data. Because this course is broadly applicable, it would be intended for any undergraduate or Masters' student at Marriott.

Citizenship

Current Progress

- **Student/Staff Rapport:** As I mentioned in my self-assessment, I feel that I have already made great progress in establishing rapport with students and staff outside of the classroom setting.
- **Faculty Rapport:** I have made some efforts to establish rapport with my colleagues (such as impromptu in-office meetings and lunches) and will continue in these efforts.

Goals

- **Attend 5 GSCM Student Association Events Per Year:** To continue building rapport with the students, I intend to attend at least 5 GSCM Student Association events per year.
- **Lunch with Faculty Colleagues:** I would like to have one-on-one lunch with each faculty member in the department. This would help me continue to build rapport with my colleagues.
- **Organize Research Seminars:** I have been asked to organize the research seminars in the GSCM area for 2023-2024. I would like to bring in a few external guest lecturers and have a few speakers internal to our area.
- **Annual Operations Research Info-session:** I would like to organize an annual info-session for students who are interested in learning more about pursuing graduate degrees in Operations Research (OR) or Operations Management with a more OR focus. The primary audience would be undergraduate students with higher level quantitative abilities such as those in Econ, Applied Math, Engineering, and qualified Marriott School students.

Course Development (Teaching) Project—Final Report

I set several goals to improve my GSCM 412 course. Because I only teach this course in the winter, I cannot fully report on the outcomes of all initiatives. However, I can report progress:

- *Unit 1: Optimization with Linear Programming*
 - **Animated Instructional Videos:** I worked with the Center of Teaching and Learning this past Fall on creating and recording the script, as well as creating the storyboard for the first of what I hope will become three animated videos that I can share in class on the topic of optimization. The Center has been great to work with and very professional along the way. Unfortunately, due to a constraint on the number of animators, we were unable to get the video done in time to present in class. I will continue to work with them so that the videos can be ready by Winter 2025. I anticipate they will be very helpful.
 - **Additional Practice Problems:** I have worked with my TA, Nathaniel Slaughter, to double the number of practice problems from six to twelve. In addition, I have recorded accompanying videos to walk the students through the problems. I have seen how the students have used these problems to prepare for their exam on this topic and have observed much better scores this go-round.
- *Unit 2: Data Wrangling with Excel*
 - **More Pivot Table Exercises:** I have worked with my TA, McKenzie Tate, to make the learning objectives of our Data Wrangling Unit much clearer. We have converged on the following three skills in Excel: (1) Pivot Table Navigation, (2) Lookup and Logical Functions, (3) Compound Filtering. In each of the three modules, we use these skills in class, on the assignments, and on the practice problems. The foundation of all of these skills is using the Pivot Table. Hence, we have developed the most exercises for this, with over 100 separate pivots over the Unit. I can observe that the students are much clearer on what is expected of them and are working toward proficiency. As of submission of this document, I'm half way through this module.
 - **Visualizing Recursive Thinking:** McKenzie and I have worked on creating figures that show how we use recursive thinking in data wrangling. In particular, we have put together slides that demonstrate how you would start with the end in mind and work backwards in steps to your current state. While I have not yet presented these slides, I am hopeful they will help students understand the core change of thinking they must embrace to become great at data wrangling. Having said that, I admit that of all the things I teach, I'm not sure how well this can be taught. We'll see how it goes this semester and whether I continue to incorporate it into the class.
- *Unit 3: Business Forecasting with Excel*
 - I am currently still developing the content for this unit, which we will cover in three weeks. However, I have laid a good amount of groundwork by: (1) training up my TA, Kyra Loutensock, on the mechanics of regression, (2) obtaining and generating additional datasets for analysis, (3) conceptualizing the core skills students will need to learn to become effective demand forecasters. I look forward to trying this material for the first time.
- *Unit 4: Presenting Data to a Live Audience*

- **Principles of Good Slide Design:** I have been working extensively with my TA, Kimball Shupe, on the development of this final unit. Given the quantitative density of the first three units, we have decided that this unit should take a much lighter tenor. She has been busy creating a series of lessons on slides design and aesthetics. We'll have many in-class activities and contests to expand student creativity in this area. Finally, we will conclude this Unit with a guest speaker who is an award-winning television producer and motivational speaker. He'll cover how to own the room when presenting. See the grant application for more information about the speaker.

In conclusion, I have been working hard on continuously improving this course and look forward to getting further feedback from the students. I appreciate the NFS series for helping me reflect on these improvement opportunities.

Scholarship Project—Final Report

- **Publish Current Work:** I am very pleased with the progress I have made on my scholarship goals.
 - **Chatbot Experiment:** Using controlled laboratory experiments, we explore how customers choose between chatbots and live servers and suggests ways that firms can increase chatbot uptake. We have completed the major revision from *Management Science* and resubmitted it in October. This revision included conducting an additional set of experiments that involved using RA's (Benjamin Updike and Nathaniel Slaughter) to play to role of live chat agents. It is currently with the Associate Editor and we anxiously await the result.
 - **Omnichannel Service Desk Model:** We formulate an analytical model of how a firm chooses which service desk channels to provide its customers – live agents, bots, or both. We prepared this draft for submission and submitted it to *Operations Research* in early January. We are hopeful that we will receive a major revision but understand that *Operations Research* is one of the two premier journals in our field (along with *Management Science*). If we receive a major revision, we will prioritize making the recommended changes. If it is rejected, we will take the feedback and edit it for submission to *MSOM* (the next journal down).
 - **Empirical Emergency Department Physician Study:** We use archival data from a network of Emergency Departments to study how physicians assign themselves cases from the census of available patients and how the physicians' compensation packages influence this assignment behavior. This paper continues to be in the initial stages of development. However, I have made progress on several fronts. First, I now have an RA from the ACME program (Mike King), who is already trained in Matlab programming. He has been able to proceed under my supervision on prepping the data for econometric analysis. Moreover, at least one Marriott School research fellow has expressed interest in working with me on this project.
- **Start New Projects:** Because my time has been primarily occupied with teaching preparation and scholarship, I have not developed any new projects. However, I feel that the ED study above could result in several papers. In particular, I will be flying out one of the preeminent ED Operations researchers to be a guest speaker. He and I have already been in initial discussions regarding an experimental paper on a similar topic as the ED project above.
- **Establish RA relationships:** I have been successful in establishing RA relationships with Marriott School students (Nathaniel Slaughter, Benjamin Updike, and future RA(s) from the Fellows Program). Moreover, I have established my first RA from the ACME program (Mike King). Given the multi-method nature of many of my studies, I have found that I can effectively use the Marriott School RAs to help me with more qualitative tasks (such as running experiments, sending out surveys, and scraping internet data) and use my ACME RAs on more technical tasks such as programming and data analysis. I have been very pleased with the availability and work ethic of RAs here at BYU. I also find that I am able to connect with the personally and spiritually.

Citizenship Project—Final Report

I am pleased with my efforts and progress in citizenship. I report on my progress in each of the four goals that I set.

- **Attend 5 GSCM Student Association Events Per Year:** To continue building rapport with the students, I wanted to attend at least 5 GSCM Student Association events this year. While I have not yet met that goal, I have been able to attend the GSCA Opening Social, where I participated in the dunk tank. However, going forward we have activities scheduled such as a trampoline park, pickle ball, and roller skating. I look forward to getting to know our students better through these activities.
- **Lunch with Faculty Colleagues:** I would like to have one-on-one lunch with each faculty member in the department. While I have not been able to do this, I continue to have group lunches with members in our area that come to campus on Fridays.
- **Organize Research Seminars:** I have been asked to organize the research seminars in the GSCM area for 2023-2024. I have or plan to bring in a total of five guest speakers. These include:
 - Seyed Emadi (UNC)
 - Sriram Narayanan (Michigan State)
 - Karen Donohue (Minnesota)
 - Baradwaj Kadiyala (Utah)
 - Bob Batt (Wisconsin)

I feel that the department has been pleased with my efforts in this regard as the visits has thus far gone smoothly and allowed faculty to have stimulating and potentially valuable research conversations with external scholars.

- **Annual Operations Research Infoession:** I am organizing an infoession for students who are interested in learning more about pursuing graduate degrees in Operations Research (OR). My progress in this regard has been well beyond my imagination. I have been able to establish a relationship with Tyler Jarvis, the director of the Applied Computational Math Emphasis (ACME) program. While applied math is one of the primary feeders in to OR graduate degrees, there has yet to be a concerted effort to create a pipeline from this ACME program into top OR PhD programs. Tyler and I have worked together to create and approve a 4-course OR concentration. To do this, I've had to reach out to faculty in Computer Science, Manufacturing Engineering, and Electrical Engineering to get approval for ACME students to take their courses. In addition, we will be holding a kickoff infoession about this concentration on 3/13, where we will be flying in Clark Pixton, a former BYU Math grad and Marriott School faculty member who received his PhD in OR from MIT. Through these efforts, I have also established relationships with several students and faculty in the IdEa labs, which works with quantitatively gifted students on a variety of projects, including those pertaining to OR. Indeed, my first RAship with an ACME student (Mike King) has come from these efforts. He intends to apply to PhD programs this fall and I have been actively working on advising him through the process.

Teaching Grant Proposal

Dear Grant Committee,

I am writing to submit a \$500 grant request for my course development plan to defray the cost of flying in a guest speaker to speak to our students on engaging public speaking.

Part of our commitment to provide comprehensive and practical education is preparing our students to communicate in the workplace. As a department, we have noticed a growing need for students to be able to not just analyze data, but to be able to communicate their findings to various groups such as managers, engineers, or clients. I am introducing a new unit to my GSCM 412 course (see above for details) that focuses on presentation and hope to have an expert teach us about engaging presenting techniques.

The proposed guest speaker, Dave Softley, is a highly sought-after speaker in the field of communication. Please see some of his credentials below:

Education/Certifications

BA Communications

MBA Marketing

Advanced Communicator Certified - Toastmasters International

Experience

10 years experience directing live television and coaching top on-air talent for ABC and NBC

Award-winning television director for NBC in Las Vegas including:

National Academy of Television Arts and Sciences - Directed Emmy

Nevada Broadcasters Association - 7x award winner for excellence in broadcasting

8 years experience as professional speaker/trainer

3x quarterfinalist in the Toastmasters World Championship of Public Speaking (2014,2017,2018).

Bringing Dave Softley in would also be a development opportunity for myself as a professor as I hope to learn from his presentation and teach the unit myself in future years. The estimated cost of round-trip airfare (from his home in Charlotte, NC) and overnight lodging would exceed the \$500 grant. I intend to pay the remainder out of my research budget, but would appreciate the grant to defray the cost.

I firmly believe that bringing Dave Softley in to speak to our students will significantly benefit their development and the development of this course, and am grateful for any financial support.