

SAMPLE 1

Marriott School of Business
Romney Institute of Public Service and Ethics

FACULTY DEVELOPMENT PLAN

“If we start right, it is easy to go right all the time; but if we start wrong, we may go wrong, and it be a hard matter to get right.”

--Joseph Smith, Jr.

I joined the BYU faculty immediately after finishing my PhD. As this is my first faculty appointment, I feel both a weight and an excitement when I consider the necessary growth that lies ahead of me. My hope for this faculty development plan is to be intentional about how I start, so that I can continue right for the rest of my career at BYU.

SELF-EVALUATION

Strengths, Skills, and Competencies

I am fortunate to be the son and grandson of full-time CES educators. My father and grandfather were both on the faculty at Ricks College/BYU-Idaho, and they instilled within me a thirst for knowledge and a passion for the mission of Church Education. From a young age, I demonstrated a natural ability to teach. Teaching has always been, and likely will always be, my first love within the academy. The classroom is where I feel most confident, comfortable, and fulfilled. In my short time at BYU, I have already been recognized for this skill when the 2nd year cohort of the MPA program awarded me with the Professor of the Year award in April 2023.

Research has been a skill I have developed over the past 7 years. Because my father and grandfather were not research faculty, and because I attended an undergraduate institution for my bachelor's degree, I was not introduced to the world of research until my MPA program. Since then, I have worked hard to develop the quantitative skills necessary to produce a strong research agenda. My research is gaining traction, having been published in multiple A-level journals and having very recently received a Best Paper designation from the Public and Nonprofit Division of the Academy of Management.

I also believe that I am skilled at mentoring, particularly for pre-PhD students. I am passionate about the graduate student experience and I want to help students gain the most out of their degree through mentored experiential learning. I enjoy involving graduate students in my research.

Interests

When I consider the 35+ years that lie ahead of me in my career, I have two passionate interests. The first is a passion for Church education. I enjoy reading biographies and histories of the development of the Church Educational System and I continually study the mission and aims of the Church's full institutional portfolio. Second, I am passionate about leadership succession and transition. In my early 20's, I developed a fascination with the succession process of college and university presidents. I love reading about a new president, their professional background, and the various struggles and opportunities associated with bringing a new leader and vision to an institution. I have been fortunate to be able to develop this interest into a research agenda, and I've only scratched the surface of what I hope to study on this topic in the future.

Ultimately, I see these two interests as being interconnected. I hope that over my long career here that I can provide value to the Church Educational System through my expertise in institutions of higher education and those who are tasked with leading them.

Opportunities

I believe my appointment in BYU Marriott is a remarkable opportunity and a strategic advantage in my field. Whereas many public administration scholars are housed in schools of government or political science, being in a school of business will provide me with numerous opportunities for interdisciplinary collaboration and for obtaining the resources I need to develop a strong research agenda.

I also have an incredible opportunity to bring the light and color of the restored gospel into my classroom. This is an opportunity I had hoped for but did not expect to receive this early in my career. I want to use these early years to practice and perfect gospel methodologies in the classroom.

Areas for Development

In my short time here, I have already identified several ways that I'd like to improve. As I work to obtain Continuing Faculty Status, I'd like to develop my ability to:

- Put first things first. My own spiritual, mental, and physical development are important “firsts” that will make me a better version of myself in all aspects of my life.
- Reach outward, not inward. I have very introverted tendencies that can often hinder my ability to serve and lift others around me. I want to become a member of the BYU community, which means getting out of my office.

PROFESSIONAL GOALS & MY PLANS TO ACCOMPLISH

Citizenship

I have three goals related to citizenship.

First, I have had several faculty members in other departments show surprise at how closely my research interests align with others in their department. My goal is to take them up on their suggestion to come to one of their faculty meetings or lunches and introduce myself and my research. My hope is to be able to cross departmental lines and begin collaborative research projects.

Second, I will lead out on a book club style reading of the recent publication *Envisioning BYU* with other members of the department. In past department meetings, we have discussed doing this with broad support. Rather than putting this on our chair, I have a strong desire to connect with my colleagues on a topic that I am highly passionate about (see *Interests* section above) and would be happy to lead this endeavor.

Third, I will extend more invitations to colleagues to participate in physical/cultural activities. Last Fall semester, I regretted not taking more opportunities to hike or bike in the autumn leaves, have a pickleball night, or attend a cultural event on campus with my colleagues. Now that I have my feet under me, I want to extend more invitations and be more active.

Teaching

I have three goals related to teaching.

First, after reviewing student feedback regarding my public management economics course, I want to revise my empirical projects to make them more practical for students and to align them with the various emphases in the program. This will result in one introductory project, one nonprofit project, one local government project, and one state/federal project. This will be a significant undertaking, but I have made plans to collaborate with my teaching assistant, who will use this as her capstone. As she hopes to become a government economist, thinking about real government problems and obtaining real government data will be an important experiential learning opportunity for her.

Second, as I teach the classes for the State/Federal emphasis in our program, I feel a responsibility to help these students in their career preparation. I am concerned that our curriculum is not adequately preparing these students to take on jobs in the state and federal government. For example, earlier this year I had two alumni visit my classes to recruit for the Governor's Office in Arizona. In front of my students, I asked them which of the classes in the program were most helpful to them in their current job. In both of their responses, neither mentioned the current state/federal course offerings. It was an incredibly disappointing experience. My sense is that other alumni would agree. I will strive to work with my chair and the curriculum committee to revisit our state/federal course offerings and, if allowed, will work to establish the right curriculum.

Third, I want to establish more connections with working professionals who can come to mentor and help my students. Due to being a young and new member of the faculty, my small network has been a weakness. While other scholars in the department and college bring many impressive and helpful individuals to their classes, I struggled this last year to be able to do this. In line with my Course Development Grant Proposal, I will seek out more relationships with professionals who could help my students.

Scholarship

I have two goals regarding scholarship.

First, I plan to publish at least three articles in A-level journals and maintain an average of one peer-reviewed publication per year prior to CFS review. I plan to accomplish this goal by:

- Time/project stacking; arranging my schedule to have less hours of deep work, and to design my research projects so that multiple papers can come out of single projects.
- Limiting new projects to those with the best chance at publication in A-level journals.
- Expanding my co-author network.
- Presenting my work regularly at our department paper bag sessions and at the academic conferences that provide the best opportunity for obtaining valuable feedback.

Second, I hope to add capacity and value to the Public Service Lab, where two other faculty members and I create mentored student research experiences. As a new professor who is hungry for publications, I can provide many opportunities for MPA students. If I design these projects correctly, I can engage students in the work and provide experiential learning opportunities while freeing myself up to work on the things I am best suited to do.

RELATIONSHIP BETWEEN INDIVIDUAL GOALS AND DEPARTMENTAL AND UNIVERSITY ASPIRATIONS & NEEDS

My **citizenship** goals align with the department's and college's aspirations to increase our national ranking and with the entire university's efforts to understand and implement BYU's unique mission. We hope to become better stewards of that mission in the Romney Institute, and I believe these goals will foster that.

My **teaching** goals will help BYU MPA students expand their professional networks and allow the department to better fulfill its goal of providing an applied program that gives students practical tools they can use in the workplace.

My **scholarship** goals increase the scholarly reputation of the BYU Romney Institute and create experiential learning opportunities for BYU MPA students that will help them learn how to explore, measure, and analyze new ideas.

RESOURCES NEEDED TO ACCOMPLISH PROFESSIONAL GOALS

I currently have all the resources I need to accomplish these goals. The only limitation that would prevent me from achieving them over time is how highly I prioritize them. Thus, the single greatest resource I need is my own attention.

ACTIVITIES AND ACCOMPLISHMENTS IN THE PAST YEAR

Citizenship. I was appointed to Curriculum Committee and the Student Engagement and Experience Committee in the Romney Institute. I have also been a prominent volunteer and guest speaker for the New Student Orientation experience, including going with the new students to Moab, Utah for several days.

Teaching. I received the Professor of the Year Award from the second-year MPA students. I was also recognized by the college as having high "spiritually strengthening" scores on my evaluations and was invited to attend a meeting with the Dean's Office to brainstorm how we can improve this skill throughout the college.

Scholarship. I published an A-level article late last summer. Since then, I have received favorable R&R's for two manuscripts, both at A-level journals. I was also awarded with a Best Paper designation from the Public and Nonprofit Division of the Academy of Management for one of these manuscripts. I have started four new paper projects, one of which is currently under review at a journal and three of which are progressing.

MENTORING STUDENTS

My approach to student mentoring is founded on two important principles of human dignity. First is the principle of individual agency: learning occurs at the deepest level when the student is recognized as an agent that acts, not an object that is acted upon. This implies that mentoring is similar to transformational leadership. While the student must ultimately act for themselves in the learning process, a mentor can give students a vision of who they can become, which increases their desire to act

and accelerates their learning. Second, I want each student to know that they belong and that their perspective is inherently valuable. Accordingly, I take extra measures to draw out and validate the perspectives of each student, and I emphasize my belief that each of them can attain the high standards I set for the classroom or in my research.

As much as I love the energy generated in a classroom setting, I recognize that this setting is not conducive to student mentoring. My responsibility as a teacher often extends beyond scheduled class hours, where I can proactively interact with students through office hours, labs, email, video conferencing, and more. Here, I can take on the role of a mentor and coach, in addition to that of a teacher, especially for those who do not feel comfortable in the large classroom setting. I can proffer the “hidden curriculum” that is often necessary to navigate the difficulties of higher education and help each student feel validated and included.

ADDRESSING EQUITY IN TEACHING AND RESEARCH

I strongly advocate for programs and pedagogies that focus on maximizing student potential. This starts with teachers and administrators believing that all students are capable of classroom achievement. Beyond inclusion, students need to feel a sense of belonging. But maintaining an inclusive pedagogy is an essential step towards helping students feel that belonging. In a perfectly equitable society, this would only require affirming to each student my belief that they can achieve the high standards I set for the class and that I am there to offer help and hold them accountable. However, I recognize that biases shape my vision of the classroom experience. As a white, male, heterosexual, middle-class, third-generation educator, my own higher education experience as a student varies immensely from the many students who will enter my classroom. This means that my voice often needs to take a back seat and that I must listen and respond to the unique needs of each student. Accordingly, my pedagogy focuses on inverted classroom methods that attempt to draw out and affirm diverse voices and opinions in the classroom. In anonymous teaching evaluations, students have said, for example, that they appreciated “how much I could talk about topics and speak my mind” in my class and that they “felt extremely comfortable speaking in his class which is not usual for me.” Students have also stated that I have “the ability to really connect with...students and always see the potential in everyone.”

My research agenda addresses diversity and equity in various ways. For example, my research on personnel vacancies demonstrates the negative effects of race-based decisions in public sector hiring. This is most evident in a coauthored study of municipal service delivery in South Africa. High vacancy rates in the public sector are an endemic problem in South Africa that dates to the dawn of apartheid in the 1940s, when most skilled and managerial positions were set aside for whites, who constituted approximately one-fifth of the population. The study also points out the unintended consequences of affirmative action policies that have been adopted since apartheid and that prevent skilled white workers from being hired even when no skilled black workers are available. In either case, the study demonstrates that race-based decisions that lead to frequent job vacancies result in lower levels of citizen access to public service delivery. Additionally, my research on hiring transparency in public organizations emphasizes the importance of equitable representation in administrative decision-making. When administrative mechanisms allow for confidentiality, minority voices are often left out of the decision, resulting in a mismatch between the values of the new hire and the values of the community.

Teaching Development Grant Proposal

Among the suggestions that students provided in their ratings, two were most frequent and, in my opinion, most impactful. The first was a suggestion to produce “how-to” videos that students could watch in preparation for class, and that they could return to after class to study for exams. Especially because Economics is a technical class, I absolutely agree that they could benefit from videos that demonstrate the steps of various calculations and analysis. Below, I am proposing \$200 for equipment to produce quality videos that I can use each year.

The second suggestion I have received is to bring more guest speakers to class. As a new faculty member who has only lived in Utah for only 18 months, I do not yet have a network to draw from for guest speakers. Therefore, I am proposing that \$300 of the grant be allocated towards inviting former alumni, as well as state and local government officials to go to lunch so that I can connect with them and extend an invitation to be a guest speaker in my class. The return on investment for the 1 or 2 guest speakers I had come last year was fantastic. I hope to be able to broaden and deepen my options.

Item	Estimate
Blue Microphones Yeti USB Microphone Bundle - Headphones, Boom Arm Microphone, and Pop Filter for Broadcasting and Recording Microphones (4 Items)	\$170.00
10" Ring Light with 50" Extendable Tripod Stand	\$30.00
Lunches with potential guest speakers	\$300.00
Total	\$500.00

COURSE DEVELOPMENT PROJECT (GOALS)

I will be attending the Center for Teaching & Learning's workshop in August 2023. In preparation for the workshop, I developed my syllabus for MPA 612: Economic Decision Making for Managers. As requested, the syllabus is included in this packet.

I am scheduled to teach MPA 612: Economic Decision-making for Managers again 2023 Fall semester. Based on student feedback and my self-evaluation from last year, I have set the following goals in order to improve the course:

- Restructure the empirical projects so they align with the three emphases in the program. In other words, create one nonprofit assignment, one local government assignment, and one state/federal government assignment.
- Teach less material more deeply. Cut out at least two of the course topics to give more time to the remaining topics and in-class work so students can understand and apply their learning before moving on to the next topic.
- Provide more options for the *Thinking Like an Economist* assignment. Cut the op-ed assignment and give students a choice between reading a book or producing a podcast.
- Provide a forum (discussion board) where the students can post their unanswered questions before class. Read these and come prepared to answer them.
- Use Calendly for student appointments to be transparent about when I'm available.
- Attend the lab sessions with my TA. While my intent was to foster confidence in the TA, it was perceived last semester as not being available.

FINAL REPORT

1. Student Learning

Learning Outcomes: The changes I made to the learning outcomes improved my focus on various lectures, activities, and assessments. For example, I revised my first learning outcome to be "Develop faith in Jesus Christ." This aligned with the *First Things First* section I do at the beginning of every class. I also emphasized the importance of decision-making, as the goal is not only to understand economic principles but also to use those to make better managerial decisions.

Learning Activities: The empirical projects were at the top of my list for learning activity revisions to this class. My feedback from my first semester was that these projects were so cumbersome that they undermined the intended learning objectives. With the significant help of a former TA who took on this project as her capstone, I spent a substantial amount mentoring her and revising together the empirical projects. My evaluations from the second time this semester were much more positive regarding these assignments. They struck the right balance and were meaningful for students.

One area that I still need improvement in is the class preparation activities. Though I set a goal to have a discussion board to post comments, it did not work well for my teaching style or for the progression of

the class topics. Around three weeks into the class, I did away with this assignment because it was hindering, not helping, students in their learning. After soliciting feedback from my students this second time around, I received great suggestions regarding the reading and preparation materials that I can utilize for the next time I teach this course. I hope to provide more video materials and shorter, more targeted reading material.

Learning Assessment: I was most proud of my exams this semester. Given that I took two units out and also taught deeper material for the units I kept, it was a great opportunity to revisit the midterm and final. The final exam in particular was my best work yet in assessing an entire semester's worth of learning. I felt that it was a "tough, but fair" exam, and the students performed above my expectations with an average of 89%.

One area I still need to prove is reading/preparation assessments. After ditching the discussion board, I had no accountability or assessment activity. I am currently piloting two types of preparation assessments in my other courses to decide which I believe best fits my teaching style and I will incorporate one of these into my economics course next fall.

2. Learning Environment

Relationships: This is always the strongest part of my evaluations. This semester, students especially emphasized how much they appreciated how available I was inside and outside of class. I maximized my student office hours using Calendly (one of my goals above) and this revolutionized my ability to fit more students into my schedule. It was simply wonderful. I also received 100% positive remarks on my First Things First part of class. Students regularly cited how much they appreciated starting class with a spiritual thought. To me, the most meaningful comment I received was "As someone who has been in a tricky spot with my testimony the "first things first" section of each class has been my rock. It is the perfect mix of time and relevance before each class that kept me connected to God in times when it was difficult for me. I couldn't be more grateful for those first few minutes of class."

Settings: I received all positive feedback regarding an atmosphere of respect and inclusion. I incorporated several hands on activities that taught economic principles in an engaging way. Although I try to make accommodations for various learning styles, 1-2 students tend to feel like I didn't reach them each semester. One thing that will help me connect with students and create a top-notch setting is that I have been approved to split this course into two sections. With smaller class sizes, I believe I'll be able to create a better setting that focuses on each student's needs.

Materials and Resources: The textbook was my biggest concern this semester. I did not utilize it effectively. I specifically asked the students to make recommendations regarding the text. I was surprised to find that overall the students did like the textbook, but would have appreciated more targeted readings or more direction regarding what would be covered in class. I agree and intend to better do this next time. I also think this will be aided by reading assessments.

3. Process of Improvement

Course Improvement: I took the opportunity this semester to outline for students the improvements that I have already made to the course, as well as the improvements I still believed are necessary for this course to reach its full potential. I then asked for specific feedback regarding various aspects of the class that I felt needed improvement. After reading my course evaluations, I am thrilled with the response that I received. It targeted the feedback rather in place of the typical venting with no suggested corrections. I'm excited to implement a couple very useful suggestions.

Another assessment that was extremely helpful was my peer-evaluation. Brad Owens observed and assessed me this semester. Although he could not share the formal assessment, we met after class and discussed at length the things I was doing well and suggestions he had for improvement. One suggestion he made in particular was for a few methods to engage ALL students in the class, rather than only those who are willing to raise their hands. I've already implemented this into my teaching style and have seen its benefits.

Professional Development: Ironically, this is an area that needs development. I spent a significant amount of time revising the syllabus, the learning activities and assessments, and soliciting feedback on the *course* but I failed to spend enough time considering my own teaching style. One of the books I received at the Spring Seminar was *The Power of Moments*. The premise of this book intrigued me, but I have not yet read it. I had a couple "moments" this semester that seems to really make an impression on students, and I would love to learn how to create those moments more powerfully and consistently.

COURSE DEVELOPMENT PROJECT: SYLLABUS

MPA 612: Economic Decision- Making for Managers

2023 Fall Semester



TA:

Class:

Lab:

Description

This course presents the economic concepts, relationships, and methods of analysis relevant for managerial decision-making and policy analysis. Economic decision-making takes place in every sphere of life, from our professional work to our personal lives. Economic principles especially help public managers and policymakers ground their thinking in cause-and-effect relationships that help us improve human flourishing. Economic principles are particularly good at helping us understand market forces and failures. While free markets organize much of the economic activity in the developed world, there are also instances where markets fail to provide a sustainable or desirable outcome. When this occurs, economics also helps us understand and use the tools at our disposal to correct these failures.

Disclaimer: I am not an economist, and this course is not designed to turn you into an economist. Rather, my goal is to help you think like an economist in situations where such thinking is beneficial. This course teaches you how to recognize the areas in your work as a public or nonprofit manager where you can leverage markets and other economic principles to make more efficient management and policy decisions. Finally, this class will also provide you the opportunity to practice and apply the quantitative skills you gained in Statistics and Quantitative Decision Analysis.

Learning Outcomes

1. Develop faith in Jesus Christ
2. Speak the language of economists
3. Think like an economist when analyzing real-world dilemmas and phenomena
4. Design economic models to help inform theory and public policy
5. Apply statistical tools to economic problems

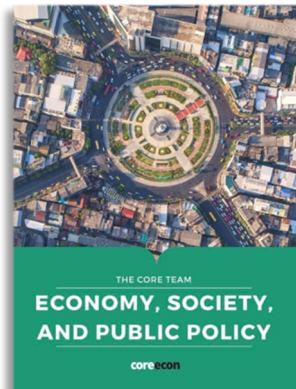
First Things First

Consider the following principle taught by President Spencer W. Kimball:

*Secular knowledge, important as it may be, can never save a soul nor open the celestial kingdom nor create a world...but it can be most helpful to that [person], who, **placing first things first**, has found the way to eternal life and who can now bring into play all knowledge to be [their] tool and servant. ("President Kimball Speaks Out on Planning Your Life", 1981, emphasis added)*

For the first 5-10 minutes of each class, we will place first things first by focusing on spiritual doctrines and principles that ground us in the gospel of Jesus Christ and give eternal context to the secular principles we cover in class. I will usually begin this section with sharing a scripture, quote, experience, or question to prompt our discussion. I will also often ask if anyone would like to share something they've learned from their own personal study or experiences. Finally, we'll conclude this section and begin the secular part of class with prayer. If you volunteer to pray, please feel free to pray in your native language if that is more comfortable for you.

Textbook



Economy, Society, and Public Policy

The CORE Team

Access e-book for free online: <https://www.core-econ.org/espp/>

I assign this textbook (1) because it is free and (2) because it is very accessible to students with no background in economics. If you would prefer a physical copy, you can also purchase a paperback through [Oxford University Press](#) for \$59.99. I often include articles, videos, and podcast episodes to supplement the textbook reading. The most up-to-date reading assignments will be provided on Canvas.

Units

The course will focus on eight units. Each unit will span 2-4 class sessions (see the estimated Course Schedule below).

1. Capitalism and Democracy
2. Power, Efficiency, and Equity
3. Supply and Demand
4. Market Successes and Failures
5. Governments and Nonprofits in Democratic Societies
6. Tradeoffs and Cost-Benefit
7. Game Theory
8. Behavioral Economics

Course Requirements

Your grade in this class will consist of the following categories and their corresponding weights. Each is described in detail below.

Assignment	% of final grade
Contribution	10%
Problem Sets and Empirical Projects	30%
Thinking Like an Economist	10%
Midterm Exam	20%
Final Exam	30%

Contribution

Consider the following principle taught by Elder David A. Bednar:

Learning by faith requires spiritual, mental, and physical exertion and not just passive reception. It is in the sincerity and consistency of our faith-inspired action that we indicate to our Heavenly Father and His Son, Jesus Christ, our willingness to learn and receive instruction from the Holy Ghost. Thus, learning by faith involves the exercise of moral agency to act upon the assurance of things hoped for and invites the evidence of things not seen from the only true teacher, the Spirit of the Lord. (“Seek Learning by Faith”, 2006)

Your active engagement in the class is essential to your learning. I expect you to go beyond mere attendance or participation and to actively contribute to the learning environment. If we do this correctly, guided by the Spirit, each class period should adapt to the needs of the students such that all “are edified and rejoice together” (D&C 50:17-22). Your contribution grade is subject to my (and my TA’s) assessment of your contribution to the class. There are many ways that you can make this contribution: engaging in class discussion or break-out groups, posting your unanswered questions before class, helping and serving others during in-class activities or lab time, providing spiritual insights during *First Things First*, etc.

Problem Sets and Empirical Projects

There will be four problem sets and four empirical projects throughout the course of the semester, for a total of eight assignments. **I will drop your lowest score out of the eight assignments.** The problem sets will include various types of questions that allow you to practice the principles we have learned in class. The empirical projects provide you with the opportunity to analyze data. I will provide step-by-step instructions for downloading the data and conducting the analysis in Excel. You may choose to use R if this is your preferred program, but I will not provide instructions or help for R. Instructions regarding your deliverable will be provided in class. **You are highly encouraged to work on both the problem sets and empirical projects in teams**, but you must submit your own individual deliverables on Canvas. An essential resource

that is available to you is the weekly lab. The bulk of lab time will be devoted to working on the problem sets and empirical projects with the help of the TA.

I realize that these types of assignments can sometimes feel like you are merely “jumping through hoops.” I have done my best to create these assignments in a practical way that provides you the opportunity to practice the skills you will need to tackle public/social problems, as well as to practice your teamwork.

Thinking Like an Economist

The second learning outcome for this class is being able to understand and speak the language of economists, or the “mother tongue” of public policy. You will complete **two** assignments that will help you accomplish this goal. The first is the weekly podcast forum and the second is a choice between producing a podcast or reading a book.

Podcast Forums. For this assignment, I ask that you listen to 5 podcast episodes of your choosing over the course of the semester. I have provided a list of economics podcasts in the Appendix. These podcasts cover such a breadth of topics that you should have no problem finding episodes of interest to you. However, if you want to listen to another podcast, please run it by me first. I generally discourage popular political or news podcasts for the purposes of this assignment.

Each week, there will be a discussion board on Canvas labeled “Podcast Forum X.” After listening to the episode, make a post on this forum in which you briefly introduce the topic and speakers and then make your own assessment of the topic (~500 words). **There is no specific format for how you engage the podcast on this forum,** but if you need to jumpstart some thought, here are some questions you might consider:

- 1) What are the economic principles discussed in this episode?
- 2) What are some of the different theories for explaining this issue?
- 3) Which solution to the problem do you find most persuasive? Why?
- 4) What critiques would you have regarding the assertions made in the episode? Can you make an economic argument rather than a political argument for why they may be wrong?
- 5) How would you have answered some of the questions if you were a guest on the podcast?

Finally, respond to 2-3 of your classmate’s posts.

Please note that there will be 6 weeks in the semester in which you can make a post. You are only expected to post in 5 of those weeks.

For the second assignment, pick ONE of the following:

Produce a Podcast: For this assignment, you will write and produce a professional-grade podcast episode. Similar to the podcasts you will listen to in class, there are two approaches that you can take. The first is a curated podcast that includes snippets of quotes with a narration that tells the broader story (like Freakonomics). The second is where you host and interview an expert to discuss a specific topic (like EconTalk). In either case, this will require identifying an expert or two to include in your podcast, a musical introduction, and substantial preparation (either in writing the narration or in preparing questions that will guide the discussion). The expected length is 30-40 minutes.

Read an Economics Book: For this assignment, you will pick an economics book to read over the course of the semester. I’ve provided a list of recommendations in the Appendix, but you may read any economics

book as long as it is approved by me first. You can read it in any format you would prefer (hard copy, e-book, audiobook, etc.) but you must read the whole book to receive credit.

Exams

The Midterm and Final exams bring together the skills from the problem sets and the empirical projects. In other words, the exam will have one section with questions like the problem sets, and another section in which you will conduct an analysis using actual data. These exams will be a take-home and you will have one week to complete them.

Grading Scale

Your final grade in the course will be determined in accordance with the table below.

94 - 100% = A	84 - 86% = B	74 - 76% = C	64 - 66% = D
90 - 93% = A-	80 - 83% = B-	70 - 73% = C-	60 - 63% = D-
87- 89% = B+	77 - 79% = C+	67 - 69% = D+	0 - 59% = F

Please note that BYU Graduate Studies requires that all program of study grades must be C- or higher. Students wishing to graduate must have a program of study GPA of 3.0 or above (excludes prerequisite and skill courses).

Course Policies

Generative AI¹

The potential for generative AI tools to provide feedback, assistive technology, and language assistance is developing rapidly. However, it currently has several limitations:

- *How output is arrived at is not clear as the internal processes used to produce a particular output within the generative AI cannot be determined.*
- *The output is often scraped from online sources and may reflect biases that should be acknowledged; it may also be inaccurate or entirely fabricated, even if it appears reliable or factual.*
- *AI evokes a range of intellectual property concerns; sourcing and ownership of information is unclear, and the status of AI output raises numerous questions-e.g., is output equivalent to a published resource? What citational responsibilities are in place for various AI interactions?*

*In this course, students are required to give credit to AI tools **whenever** used for text, calculations, or illustrations. When using AI tools on assignments, students must add an appendix that includes:*

¹ Adapted from: <https://sph.unc.edu/iis/syllabus-guidelines-for-generative-ai/>

- a description of which AI tools were used, and transcripts of the exchange (preferably a link to the exchange, if available)
- an explanation of how and why the AI tools were used (e.g., to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.);
- evidence that you have externally verified any claims the AI made, including sources.

The use of AI without the above appendix is considered cheating. The use of AI tools of any kind during take-home examinations is strictly prohibited and would also be considered cheating.

Overall, please consider the following when using AI tools:

- ***AI should help you think. Not think for you.*** Use these tools to stimulate your thought and analysis. Do not use them to do your work for you, e.g., do not enter a question prompt into ChatGPT and copy & paste the response as your answer.
- ***I expect you to write better than a robot.*** As a graduate student, I expect you to breathe life and a unique voice into your writing that a generative AI could not replicate without substantial training. If your writing could be replicated by a baseline AI, it is likely not graduate-level work.
- ***Engage with AI responsibly and ethically.*** Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.
- ***You are 100% responsible for your final product.*** You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.

Late Assignments

Late submissions will incur a penalty of 10% per day until no more points are available (10 days).

Because this is a lenient late work policy, I enforce it strictly. To request an extension due to extenuating circumstances such as serious illnesses or family difficulties, please email me in advance of the scheduled due date. Circumstances will be considered on a case-by-case basis and are subject to instructor discretion.

Please note that many of the emails I receive citing “extenuating” circumstances such as technology issues are often only made extenuating because of procrastination. For example, a computer crash when you are trying to submit an assignment a day early is often a non-issue. It is only made an issue when trying to submit minutes before the deadline.

Email

The best way to reach me is to send an email. I ask that you give me 24 hours to respond before sending follow-up emails. If you wait until late at night or minutes before a deadline to email me, please note that my 24 hours rule still applies.

Romney Institute Policies

Inclusion

In the BYU Marriott School of Business, we aim to make our classrooms similar to the workplace. In the workplace, it is illegal to discriminate based on race, color, religion, gender, sexual orientation, national origin, disability, or age. Furthermore, we believe Christ would never belittle anyone based on those characteristics. We feel strongly that no one in the classroom should be discriminated against for any reason. If you experience such an offense in a BYU Marriott School class, or anywhere else at the university, you are strongly encouraged to contact your professor, Romney Institute Inclusion Ombudsperson, department administrator, someone in the Dean's Office, or other office at the university (such as the Multicultural Student Services office).

Technology

It is well-established that multi-tasking detracts from the learning experience – both yours and those around you. So, we ask you to minimize the distraction and engage in the conversation as much as possible. Even during inevitable lapses in the conversation, we need you to stay tuned in, which takes effort on everyone's part. This means that we expect your personal electronic devices to be in your bag or in some place where they will not disturb or distract you at all during the class session. There will be times when we need technology to help us with a class experience, but those times will be the exception rather than the rule.

Attendance

In short, attendance is required in all classes. We expect you to be present and ready to fully engage the day's assigned materials in every scheduled class session unless something critical and well outside of your control prevents you from being there. We trust that you will not miss class unless it is truly critical, so a rare absence will not likely affect your grade.

When Absent. As in any professional setting, if you are going to miss class, please let your professor know beforehand. However, there is no need to reach out to a professor to give a detailed explanation of absences because we trust you will make sound judgments regarding when you need to miss. There are no "excused" absences or "unexcused" absences. They are just absences--if you are not there, your contribution grade will naturally be affected.

Furthermore, it is impossible to quickly sum up or recreate the learning experience of an interactive classroom experience, so please do not ask your professor to do this for you if you miss class. Your best bet is to rely on your teammates to capture as much as possible from their experience.

Extraordinary Circumstances. On rare occasions, something unusual may happen in your life that may cause extended or persistent absences. In those unfortunate circumstances, you are encouraged to seek an exception from the program. If granted, the program will notify the relevant professors.

Professionalism

Because the Master of Public Administration Program trains students to become leaders and policy makers in government, nonprofit organizations, and other areas of society, the program emphasizes professionalism and civility as key characteristics that must be demonstrated and developed by students. Students are expected

to be professional representatives of public service, with particular attention paid to inclusive and respectful behavior. Students demonstrate professionalism by:

- *Acting civilly towards others in discourse and debate;*
- *Working well with others;*
- *Demonstrating respect towards others, even when they have different views;*
- *Being inclusive and cooperative towards other students, faculty, and colleagues.*

In order to successfully complete the program, students will be evaluated, not only in their academic performance, but in these professionalism criteria as well. Each student will be evaluated as Satisfactory, Marginal, or Unsatisfactory. Students who receive Marginal or Unsatisfactory ratings will be personally contacted by the department. A student who receives an “Unsatisfactory” rating during any portion of his/her graduate study may be removed from the program, effective immediately at the end of the semester in review. A student who receives two consecutive “Marginal” evaluations may be removed from the program, effective immediately at the end of the second semester in review.

Marriott School of Business Policies

Academic Honesty

The first injunction of the BYU 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. BYU students should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty in all its forms, including:

- *Plagiarism*
- *Fabrication or falsification*
- *Cheating*
- *Other academic misconduct*

All students, once admitted to BYU, are required to observe the standards of the Honor Code whether on or off campus.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates 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, while not in 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 when it is included in one's 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 nondeliberate, 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 being insufficiently 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:

- The verbatim copying of an original source without acknowledging the source
- Paraphrased plagiarism: the paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your 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 acknowledgment: 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. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism

Fabrication or Falsification

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information. Examples include:

- Citing a source that does not exist
- Attributing to a source ideas and information that are not included in the source
- Citing a source for a proposition that it does not support
- Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper
- Intentionally distorting the meaning or applicability of data
- Inventing data or statistical results to support conclusions

Cheating

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include:

- Copying from another person's work during an examination or while completing an assignment
- Allowing someone to copy from you during an examination or while completing an assignment
- Using unauthorized materials during an examination or while completing an assignment

- Collaborating on an examination or assignment without authorization
- Taking an examination or completing an assignment for another or permitting another to take an examination or to complete an assignment for you

Other Academic Misconduct

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others
- Planning with another to commit any act of academic dishonesty
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another person for such purpose
- Changing or altering grades or other official educational records
- Obtaining or providing to another person an unadministered test or answers to an unadministered test
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test
- Continuing work on an examination or assignment after the allocated time has elapsed
- Submitting the same work for more than one class without disclosure and approval

Applicable Actions for BYU Marriott and/or the University

Consequences of violating the Academic Honesty Policy range from receiving a failing grade on an assignment to dismissal from the university.

Nondiscrimination

Brigham Young University prohibits unlawful discrimination in education and all programs and activities sponsored by the university. This prohibition applies to acts of unlawful discrimination against students and campus visitors—including applicants for admission—and it includes unlawful discrimination on the basis of race, color, national origin, religion, sex (including pregnancy), age (40 and over), disability, genetic information, or veteran status. The university will not tolerate unlawful discrimination and will take immediate and appropriate steps to stop unlawful discrimination, prevent its recurrence, and address its effects.

Inquiries regarding this statement and/or its application may be directed to the Equal Opportunity Manager at (801) 422-5895 during office hours (8 a.m. – 5 p.m. weekdays). Inquiries regarding sex discrimination and sexual misconduct may be directed to the Title IX Coordinator at (801) 422-7256 during office hours (8 a.m. – 5 p.m. weekdays). Individuals may also contact the university's 24-hour hotline at 1-888-238-1062 or visit <http://www.ethicspoint.com>.

Inclusion

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.

Recording Classroom Lectures

Why this policy?

- Respect the faculty’s right and obligation to control the learning experience in their classroom
- Protect faculty and student privacy
- Respect a faculty member’s rights with regard to their instructional materials

Students are not permitted to record (in either audio or video format) classroom lectures or discussions without advance written permission from the instructor. Advance, in this case, means at least thirty minutes prior to the start of the class. Putting the instructor on the spot at the start of class is not appropriate.

Permission to record a class applies exclusively to the student who received permission from the professor. An instructor may provide permission to an entire class as part of the course syllabus or other written description of a course, but all permissions must be in writing. If permission is given by the instructor, all students present in the class must be notified that the audio/video recording may occur. If the instructor elects to record the class, all students in the class must be notified.

Permission to allow a recording is not a transfer of any copyrights to the recording. Any recordings made may only be used for individual or group study with other students enrolled in the same class. The recording may not be reproduced or uploaded to publicly accessible websites. Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor’s written permission to retain the recordings.

Students who require audio recording or other adaptations of lectures as a reasonable accommodation for a disability should contact the University Accessibility Center before the lecture in order to obtain permission for the recording.

Students who record class lectures without express permission are subject to BYU Marriott and university disciplinary action. Public distribution of such recordings may constitute copyright infringement in violation of federal or state law. Depending on the severity of the violation, such action could result in a student being dismissed from the university along with whatever legal sanctions are applicable.

Use of Laptops in the Classroom

Technology is an essential part of today’s learning environment—that is why the BYU Marriott School of Business requires every student to own a laptop. However, technology, when used inappropriately, can also hinder learning. Most BYU Marriott students have, at some point, sat next to students who use their laptops in class to check social media, email, search the internet, or play online games. Unfortunately, students can be distracted by this behavior and classroom learning decreases.

As a result of these distractions, BYU Marriott has implemented the following policy, effective Fall 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 at times other than those established by your professor or 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 BYU Marriott policy.

Use of Phones in the Classroom

The use of phones for any purpose is not appropriate in classes at BYU Marriott. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack or pocket.

Brigham Young University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Harassment

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities.

The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment 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> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Students 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> for help."

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 <http://help.byu.edu>.

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.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating.

Syllabus Disclaimer

I reserve the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class, online and/or via email about the change(s).

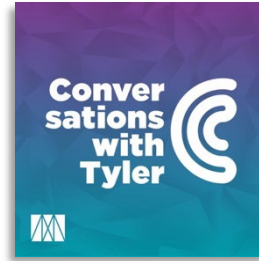
Course Schedule

This schedule is tentative and subject to change.

Week	Date	Topic	Assignments (Due on Saturday @ midnight)
1		No class	
	9/6/23	Capitalism and Democracy	
2	9/11/23	Capitalism and Democracy	Problem Set 1
	9/13/23	Power, Efficiency, and Equity	
3	9/18/23	Power, Efficiency, and Equity	Podcast Forum 1
	9/20/23	Power, Efficiency, and Equity	
4	9/25/23	Supply and Demand	Empirical Project 1
	9/27/23	Supply and Demand	
5	10/2/23	Supply and Demand	Podcast Forum 2
	10/4/23	Supply and Demand	
6	10/9/23	Market Successes and Failures	Problem Set 2
	10/11/23	Market Successes and Failures	
7	10/16/23	Governments and Nonprofits in a Democratic Societies	
	10/18/23	Governments and Nonprofits in a Democratic Societies	
8	10/23/23	Workshop	Empirical Project 2
	10/25/23	MIDTERM REVIEW	
9	10/30/23	No Class- Midterm Exam	Podcast Forum 3
	11/1/22	Tradeoffs and Cost-Benefit	
10	11/6/23	Tradeoffs and Cost-Benefit	Problem Set 3
	11/8/23	Game Theory	
11	11/13/23	Game Theory	Podcast Forum 4
	11/15/23	Game Theory	
12	11/20/23	Workshop	Empirical Project 3
	11/22/23	No Class – Thanksgiving Break	
13	11/27/23	Behavioral Economics	Podcast Forum 5
	11/29/23	Behavioral Economics	
14	12/4/23	Behavioral Economics	Problem Set 4
	12/6/23	Workshop	
15	12/11/23	Flex Day	Podcast Forum 6
	12/13/23	FINAL REVIEW	
16	12/18/23	No class – Final Exam	Empirical Project 4
	12/20/23	No class – Final Exam	

Appendix

Podcasts



BOOKS (bolded authors are Nobel Laureates)

Markets and Economic Systems

The Theory of Moral Sentiments – Adam Smith

Wealth of Nations – Adam Smith

The Road to Serfdom – Friedrich Hayek

Capitalism and Freedom – **Milton Friedman**

Free to Choose – **Milton** & Rose Friedman

The General Theory of Employment, Interest, and Money – John Maynard Keynes

Small is Beautiful: Economics as if People Mattered – E.F. Shumacher

Governing the Commons – **Elinor Ostrom**

Capitalism, Socialism, and Democracy – Joseph A. Schumpeter

The Calculus of Consent: Logical Foundations of Constitutional Democracy – **James M. Buchanan** & Gordon Tullock

Who Gets What—and Why: The New Economics of Matchmaking and Market Design – **Alvin Roth**

The Return of Depression Economics and the Crisis of 2008 – **Paul Krugman**

Impact: Reshaping Capitalism to Drive Real Change – Sir Ronald Cohen

A Capitalism for the People: Recapturing the Lost Genius of American Prosperity – Luigi Zingales

Organizations and Administration

Administrative Behavior – **Herbert Simon**

Bureaucracy – Ludwig Von Mises

Human Capital – **Gary Becker**

Poverty and Prosperity

Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty – **Abhijit Banerjee & Esther Duflo**

Good Economics for Hard Times - **Abhijit Banerjee & Esther Duflo**

The Prosperity Paradox: How Innovation Can Lift Nations Out of Poverty – Clayton Christensen, Efosa Ojomo, & Karen Dillon

Why Nations Fail: The Origins of Power, Prosperity, and Poverty – Daron Acemoglu & James Robinson

Capital in the Twenty-First Century – Thomas Piketty

The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It – Paul Collier

The Spirit of Green: The Economics of Collisions and Contagions in a Crowded World – **William Nordhaus**

Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity – Katherine Boo

Behavioral Economics

Animal Spirits: How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism – **George Akerlof & Robert Shiller**

Thinking Fast and Slow – **Daniel Kahnema**

Nudge – **Richard Thaler** and Cass Sunstein

Predictably Irrational: The Hidden Forces That Shape Our Decisions – Dan Ariely

Ripple: The Big Effects of Small Behavior Changes in Business – Jez Groom and April Vellacott

Misbehaving: The Making of Behavioral Economics – **Richard Thaler**

Pop Econ

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything – Steven Levitt & Stephen Dubner

Naked Economics: Undressing the Dismal Science – Charles Wheelan

Discrimination and Disparities – Thomas Sowell

Basic Economics – Thomas Sowell

The Black Swan – Nassim Nicholas Taleb

The Myth of the Rational Market: A History of Risk, Reward, and Delusion on Wall Street – Justin Fox

SCHOLARSHIP DEVELOPMENT PROJECT

Proposal

THEMES, TOPICS, METHODS, AND CONTEXT

My research focuses on topics within *public personnel administration*, defined as “the establishment and application of policies and procedures for the procurement, deployment and maintenance of a public organization's work force” (Siegel and Myrtle 1985). The three most prominent topics of interest to me are (1) executive search and succession, (2) vacancies and turnover, and (3) person-environment fit. I do not see my research as being driven by a particular method. I search for methods that best answer the research questions that are of interest to me; I have used econometric, interview, archival, and experimental methods in my past and current research. I do, however, focus much of my research on a particular context: institutions of higher education in the United States. Colleges and universities are rich in data and generalizable to many large public or nonprofit bureaucracies that are mission-driven. The ability to play in this space also satisfies my own interest in higher education (see self-evaluation section of my Faculty Development Plan).

SPECIFIC SCHOLARLY GOALS (BY DECEMBER 2023)

- Resubmit two manuscripts that are currently under revision at *Public Administration Review* (A journal).
- Complete university president scandal experiment and analysis, and draft at least 50% of the paper (A journal target: *Journal of Public Administration Research and Theory*).
- Finish data cleaning and analysis for the university president inaugural speeches project (with students) (A- journal target: *Review of Public Personnel Administration*).
- Begin conjoint study of whether the public prefers institutional, industrial, or sectoral experience in new university presidents.
- Begin coding data for study of whether executive search committee characteristics predict successor characteristics.

SPECIFIC STRATEGIES FOR SCHOLARLY PRODUCTIVITY

- Prioritize (1) R&Rs and (2) quickly resubmitting rejected manuscripts to new journals.
- Prioritize projects with the best chance of being published in A journals.
- Read 2 articles each week from either *Inside Higher Ed* or *The Chronicles of Higher Education*.
- Two times during the semester, spend at least one hour perusing the IPEDS dataset for variables of interest that could be developed into a study
- Build relationships with professional peers at other universities who share my research interests with the intent to coauthor.
- Utilize Calendly to organize student appointments and to prevent interruptions during moments of deep work.

METHOD FOR EVALUATING SUCCESS

The first three goals are quantifiable, so I will measure them quantitatively. The last two goals will be measured by whether I have started any projects with a new coauthor and whether I was able to do enough deep work to push these projects further down the pipeline.

Final Report

Evaluation

- Both manuscripts were resubmitted to PAR. One was accepted for publication, the other was given another round of revision, which is nearly completed and resubmitted.
- I have spent the most time on these two R&Rs as well as another manuscript that is targeted for A level journals. The projects I feel most behind on are projects that will not be A level work, which is a good indicator that I am prioritizing the right projects.
- I did not accomplish this goal. I only read a handful of articles. I would suggest this is apparently not a meaningful goal.
- I did not accomplish this goal. While I have explored other data sources, I did not engage with IPEDs. I am currently feeling like this is also not a meaningful goal.
- I made some great connections with outside professors. One in particular is a heavily cited author in the field who emailed me about my A-level paper that was just published, asking for an advanced copy to read and cite. In my response, I expressed my willingness to work together in the future.
- This was accomplished, and it revolutionized my office hours. I was able to keep all my student hours within windows that were acceptable to me, so that I could guard the hours that I wanted to write uninterrupted.

Experience

One of the most significant lessons I learned while trying to implement these goals is the importance of prioritization in work. For good reasons (my love of teaching and mentoring), I have the tendency to put off research if anything has to go. These goals helped me to put mechanisms in place for making sure that doesn't happen, and I believe I am seeing great results. I will undoubtedly stick to using Calendly, and I will also prioritize research meetings with others to hold myself accountable to a deadline.

Another principle I learned is that I am undoubtedly a collaborative researcher. I find the most meaning in working in teams and with students on research projects. Some of these goals were centered on topic identification (reading articles and looking up data), and these were not meaningful to me because it was something I'd be doing on my own. The new research projects I actually took on this semester came from going to lunch with colleagues and talking about topics that are of interest to us, or from topics that came from my typical day-to-day reading. In other words, I didn't try to force the ideas to come. They came to me naturally. This is something I hope to implement more in the upcoming year.

New Themes or Topics

In addition to those originally outlined in my faculty development plan, I developed a strong interest and research agenda in a new topic this year. Specifically, I am also interested in understanding executive scandals. I started a new study with a department colleague that seeks to understand what type of executive individuals expect organizations to hire after a scandal in order to repair the reputation of the organization. As we worked to put the survey together for this study, we began to see additional papers that could be written, and we included additional questions that might facilitate this.

We also had a guest speaker come to our department from IUPUI. During the presentation, I realized part of what he is studying had huge implications for our work on executive scandals, so my colleague and I asked a number of questions and by the end of the presentation we had another idea for a paper on this topic. We are starting work on this paper this semester.

Plans for enhancing future scholarship:

I am thankful to be able to say that I felt the hand of the Lord guiding the direction of my research over the last year. For years, I have wanted to start studying executive coaching in the public sector. For whatever reason, every time I try to start a study, or create a relationship with someone who could connect me to this area of research, I've fallen flat and the door has shut. This year, after this happened again, I felt impressed that it was time to close that door and move in another direction. It was after this happened that I fell into the studies on executive scandals that I mentioned above. I feel at peace that this is a topic that I am to pursue for the next few years. I believe it better aligns with what the Lord wants from me and what will be helpful to my department.

I also hope to do a better job networking at conferences next year. I found that its much easier to do this as a PhD student than as a junior scholar. I want to redouble my efforts to meet and collaborate with scholars across my field.

CITIZENSHIP DEVELOPMENT PROJECT

Proposal

With the recent publication of *Envisioning BYU*, our chair proposed the idea of putting together a book club where we read and discuss the various selections in this volume. Though the idea was widely supported, it has been hard to get started when the chair has many other things to attend to.

For my citizenship project, I proposed (and my chair agreed) to let me organize and lead out on this book club. This will likely go beyond the end of the calendar year and extend to the end of the academic year and will require:

- Coordinating and collaborating with my faculty colleagues to assign and discuss chapters
- Filling in whenever there is not two faculty members assigned to a chapter
- Being the most-prepared person in the room and leading out if the discussion gets stale, even if I'm not assigned to the chapter

I believe this is a wonderful marriage between my personal interests and passions (see *Interests* section of Faculty Development Plan) and the needs of the department. Ideally, these efforts will lead to collaborative activities as I become more acquainted with my colleagues. Even if they do not, I am confident they will help me develop and nurture professional relationships with my faculty colleagues and further my integration in the Romney Institute.

Final Report

Experience

The execution of this project was a meaningful experience. The first approach I took was to put all the chapters in a spreadsheet and ask for volunteers. At first, I was disappointed that we didn't have everyone sign up for a chapter and many chapters were missing. I thought I would have to cover many chapters on my own. But I finally realized that I needed to let go of the assumption that we needed cover all the chapters in order. By signing up for chapters, the department signaled which chapters were most interesting and relevant. So I regrouped the schedule and focused on the chapters where someone signed up.

I was thrilled with the participation and from what I learned from the discussions over the course of the semester. Interestingly, there were larger differences in opinion among our faculty than I anticipated, but I always left the discussions feeling greater faith in the mission and aims of BYU. Though we focused mostly on chapters with which I was already familiar, there were a few chapters that were completely new to me. These were especially meaningful.

One difficulty I faced in implementing the project was that the department meeting schedule was very inconsistent, so scheduling a discussion every week was not possible. I was grateful that the department was flexible and willing to adapt, but it was difficult on my end to know whether each week would be

amenable to a discussion. I learned that I need to be more proactive in looking at the upcoming agendas and communicating ahead of time.

Looking to the future

Just last week, we decided as a faculty to continue these discussion into this semester. I'm excited to undertake this again, given what I've learned and the experience that I had. I will likely choose a subset of chapters and ask again for volunteers and work closely with David Matkin, who schedules our department meeting, to identify which weeks will be amenable to discussion. I will continue to send email reminders about the chapter and discussion. I also would like to go beyond what we do in the semester and read additional chapters that might be particularly meaningful for me.