

# Faculty Development Plan

██████████ | Associate Professor | Experience Design and Management

February 2025

## Self-Assessment

### Strengths, Skills, and Competencies

#### Student Engagement

It is important to me that students actively engage in their learning experience. I don't want any of my courses to just be another box to be checked along their academic journey. I want them to be fully engaged. I want them to own their schedule and put passion into their work. I want them to ask tough questions and give me feedback if something isn't working. I want them to act, and not be acted upon.

In summary, I want students to feel the gloriously exhilarating feeling of investing, learning, and ultimately changing.

To my great pleasure, students in my past classes have consistently demonstrated and reported very high levels of engagement. I want to continue this focus and build on this strength.

#### February 2025 Reflections

Student ratings for Fall 2024, and my own experience in the classroom, indicate that students were highly engaged in my classes, especially ExDM 405. I received a lot of in-class feedback and students were very open with suggestions on how to make the class better. A few examples include:

- "Please get Learning Suite fully populated because it's stressful when it's not."
- "Please find a way to help us know how big assignments are so we can plan better."
- "Please keep sharing your personal industry experience!"

Overall, I feel like I accomplished this goal in Fall of 2024. THIS semester feels like an entirely different story. I'm finding it very challenging to get students engaged, and I've been asking them about it. Most of my students report that last semester they were thriving in school and this semester they are just surviving. Their other classes are overwhelming them. Though my class is not that busy, yet, I see that their feelings of being overwhelmed are definitely impacting student engagement and participation. I'm constantly researching ways to help them. My current plans are to do a little re-structuring to invite more question asking and more hands-on work in class.

#### Student Belonging

Students consistently report that they feel my sincere interest in them, and they know that I genuinely care about them. They also feel like I create an environment where they can be themselves, even if they are in more of a minority group within the class. I've received positive feedback regarding inclusion and belonging from my students in the past. For example, in my Spring 2024 class of 79 students, one day before class a member of a small group of five students told me, "Even though this class is large, we feel like you know us, and we know you. Like you are a friend, and you care about what's going on in our lives."

The group and I had a great discussion about how that could happen, even in such a large class; I learned a lot that day, and their comments brought me a lot of joy because I truly do care.

Most of all, I hope that my classroom is a space where they feel love for each other and feel the love of God. I want them to understand and feel that they are a part of an incredible plan of salvation and that they belong to a loving Father in Heaven who sent His Son to atone for every one of His sisters and brothers.

### **February 2025 Reflections**

Student ratings tell me that I did a good job with this. It's hard to pin down exactly what I did, but to summarize I would say that I was authentic in my faith and love for Christ. I followed promptings to add things to class and the students felt the Spirit when I did. I prayed every single day for the students and for help to love them as the Savior did.

### **Skill Development**

Because of my background in skill training, I am very deliberate about helping students develop skills related to the class. I have a framework for skill development, and I have witnessed students demonstrate a lot of growth. I hope to be able to do this in my new courses this coming school year.

### **February 2025 Reflections**

I would give myself a 5/10 on this. Yes we were always practicing skills, but I don't think I gave them enough time to develop any sense of mastery. It's a challenge when trying to cover so many topics, but I don't think that's an excuse. I'm working very diligently to structure my current class around skill development. One way that I'm doing this is by planning what the students will do during class before I plan what I'm going to do. I'd say I'm still hitting a 5/10, or even less! I am going to continue to focus on this, and hope to make strides in the coming months.

### **Student Mentoring**

I really enjoy getting to know our incredible students. They inspire me and I have learned so much from them. While working at the MTC, I often had student employees come to counsel with me about their big life choices and career decisions. I didn't really realize how similar my role as a mentor/professor would be! During this past semester I had seven different students ask to meet with me, and it was a joy to get to know them better and help in whatever way I could.

I have found that mentoring opportunities are unique because students come seeking, and when someone is seeking and praying, I find that the Spirit clearly guides and directs me. It really is a sacred role and opportunity that I take seriously. My approach is to ask a lot of questions so that students can figure out what is best. It's so fun to watch the process of them getting their own revelation!

I will continue to work at being wise and inspired in these interactions, but so far, I feel like this is a strength I bring to the students.

### **February 2025 Reflections**

36 different students voluntarily scheduled time to meet with me during the 2024 Fall semester. Roughly 90% of these appointments were to discuss mentoring-related questions. I thoroughly enjoyed these meetings and based on the student response, and repeat appointments, I feel like I am on track for becoming a mentor to students.

We also had my TA's over to our house multiple times and have had so many great experiences with them.

### **Gospel Methodology**

I truly believe that the best way our students can make a difference in this world is to live the gospel of Jesus Christ and follow Him. I hope to help students not only believe this, but experience what it's like to be instruments in His hands for themselves. I want to be an example Christ-centered living, and I want that to come through in my teaching.

So far, my students report very positively regarding this aspect of my teaching. But I will always be working to get better at this.

### February 2025 Reflections

Student ratings tell me that I'm on track. Many students reported feeling like I provided a Christlike example in class, and that the Spirit was there. My hope is to always point them to Him, and I'm so pleased they felt the Spirit in my classroom. I recognize that having the Spirit in my classroom will always require effort and that I can never get complacent about it. I will strive for this.

## Developmental Needs

### Preparation

Because I was always teaching adjunct while also being a full-time employee, I never really took the necessary time to prepare. Because of this, I always felt like I was just barely ahead of the students in my preparation. I want to be much better prepared to teach and to administer my courses (see "Professional Goals" section for information on how I plan to improve this).

### February 2025 Reflections

I am surprised at how challenging it can be to find time to lock in and focus on preparation! I improved over the semester, but I would say that this is still a weakness of mine. I will be constantly working on taking the time to prepare. I feel like I prepared marginally well. I have metrics on this below.

### Grading

I feel like I have so very much to learn about how to use assessment to increase learning. Often grades get in the way and students are motivated more by the grades than they are by learning! I don't like that, and I want to explore methods to mitigate any negative impact that grading might have (see "Professional Goals" section for information on how I plan to improve this).

### February 2025 Reflections

I learned SO much about grading approaches this past semester, and I also learned a lot about how problematic the culture around grades can be. Many students are more focused on grades than on learning and they feel a tremendous amount of stress and pressure to get good grades for many different reasons.

My most poignant takeaways are:

- Roughly 90% of my students care deeply about grades, but for many, this desire isn't aligned with a professional or academic goal. It almost seems like a perfectionism tendency.
- Watch for accommodations being abused; sadly, sometimes it happens.
- Stay consistent and strong when students push to get an A when the quality of their work didn't deserve it.
- I need to find new ways to give feedback when the stakes are low.
- Students who are focused on grades often only ask questions about assignments.

### Teaching Assistants

TAs are a foreign concept to me since I never had one as an adjunct professor. Because of this, I was not good at using my TA's for ExDM 300. In the future I will improve this (see "Professional Goals" section for information on how I plan to improve this).

### February 2025 Reflections

I experienced vast improvements in this area. The TA's have been an integral part of the class and have helped me improve it. I'm still going to be working on this aspect of my work, because I still feel like they could be more involved in my teaching.

## Interests & Opportunities

### Storytelling

Stories are a powerful way to help students learn, and storytelling is an important competency in experience design. I want to become an expert storyteller, and I want to help advance the art of storytelling within the experience design community. If I could have opportunities to engage in any work within the department regarding storytelling, I would love to.

### February 2025 Reflections

I purchased the book “How to Tell a Story,” by Moth, but have only read the first chapter.

### Inter-College Relations

ExDM is still relatively new withing the business school, and I would like to assist in helping the program become even more deeply integrated withing the school.

### February 2025 Reflections

I was invited to be on the Employee Development Council, which is a small step to help build more connection within the college. I think my favorite thing that I’ve done is the New Faculty Seminar sessions. This has given me a lot of opportunities to connect with colleagues in the Marriott School of Business.

### Wholistic Student Experience

I am deeply interested in building a powerful, intentionally designed, student experience. One that has traditions, rituals, and a clear story arc. In essence, I want our students to see that everything they are learning has been applied to their own ExDM experience. We are making great strides in this area, and I would love to help.

### February 2025 Reflections

I didn’t do anything specific to work on this last semester.

## Professional Goals

### Teaching Goals

#### Goal – Become what the Lord needs at BYU

##### Supporting Habit

- Always start my work with prayer. Ask how the Lord would like to use me that day. Listen, write, act.

##### Associated department, Marriott, or university goal(s):

- Spiritually strengthening
- Leading to lifelong learning and service
- Faith in Jesus Christ

##### Required Resources

- N/A

##### Progress

- Spring to Fall — 95% completion rate
- Fall Semester — 71% completion rate
- Current completion rate — 82.8%

## Goal – Become Someone who is always prepared to teach

### Supporting Habits

- Prepare for at least 30 minutes every day.
- Use my preparation checklist.

### Associated department, Marriott, or university goal(s):

- Intellectually enlarging
- Excellence
- Centered on students

### Required Resources

- NA

### Progress

- Spring to Fall - 80% completion rate since July 23, 2024
- Fall – 50.5% completion rate
- **Current Semester – 79.3%**

## Goal – Inspire students to fully engage and invest

### Supporting Habits

- Know, and use, each student's name.
- Use experience design principles to plan student experiences.
- Invite co-creation and feedback.
- Provide specific feedback to students regarding their work.
- Invite students to lead out and shine in class.

### Associated department, Marriott, or university goal(s):

- Intellectually enlarging
- Excellence
- Centered on students

### Required Resources

- Student names and pictures
- Experience design books and articles

### Current Progress

- I would say I was successful during Spring 2024, however I wish I had had more students lead out during class.
- Fall 2024—I did very well with the first three bullets. I did not do well with the last two.
- **Current Progress—Working on the last two bullets.**

## Goal - Keep track of students who might be struggling or not coming

### Supporting Habits

- Check class attendance weekly.
- Reach out to students who have missed more than one day in a row.
- Require TA's to check grades weekly and notify me of those who are struggling.

### Associated department, Marriott, or university goal(s):

- Respect for all (Marriott)
- Centered on students

### Required Resources

- Class attendance tracking

- Grade tracking
- TA participation

#### Current Progress

- Fall 2024—We did this well.
- Current Semester—Doing this well.

### Goal - Be available to mentor any student who wants or needs it

#### Supporting Habits

- Provide a very simple way of scheduling time with me
- Describe what office hours are for
- Remind students about my office hours every three weeks
- Get to know the students so they feel comfortable coming to me for help

#### Associated department, Marriott, or university goal(s):

- Respect for all (Marriott)
- Centered on students

#### Required Resources

- N/A

#### Current Progress

- Fall 2024—39 appointments with 36 students who signed up to meet with me without me asking them to. These were fantastic appointments!
- Current Semester—7 appointments so far!

### Goal - Lead the TA's with love and clarity

#### Supporting Habits

- Have TA's over for dinner before semester starts
- Throw a party at the end of the semester
- Hold weekly TA meetings where we discuss roles and current responsibilities
- Always have an agenda for TA meetings
- Set clear expectations during the first TA meeting

#### Associated department, Marriott, or university goal(s):

- Excellence

#### Required Resources

- N/A

#### Current Progress

- Fall 2024—This was a wild success. These TA's have been such a blessing in my life. We accomplished all of the supporting habits.
- Current Semester—We are on track!

## Citizenship/Service Goals

### Goal: Deliver an improved and high-quality internship experience for ExDM students

#### Project Plan

1. Understand current internship experience
2. Create aspirational internship experience map
3. Align department roles and responsibilities with new experience map
4. Form an internship committee to ensure optimal internship experience

5. Implement the new experience
6. Use internship committee to evaluate effectiveness

**Associated department, Marriott, or university goal(s)**

- Intellectually enlarging
- Character building

**Required Resources**

- Committee member time

**Current Progress**

- We are at step 6. I think it's going much better, but we need to meet just a little more often.

**Goal – Be a reliable co-worker**

**Supporting Habits**

- Take effective meeting notes and distribute them within 24 hours.
- OF every morning and EOD.

**Associated department, Marriott, or university goal(s):**

- Excellence

**Required Resources**

- N/A

**Current Progress**

- I would say that taking meeting minutes has been only marginally needed or helpful since we don't meet a lot.
- OF (reviewing my todo list) every morning needs to increase. I would say my efforts are at about 50%. I'll start tracking this more effectively.

# Course Development Project Report

██████████ | Associate Professor | Experience Design and Management

February 2025

Report to include: student achievement of learning outcomes, and steps planned or taken to improve teaching and learning. These can be addressed in any order. Write in a style and format that works best for you. The guidelines below provide specific points to include in each area.

## Student Learning

### Learning Outcomes

Before developing the course, my mentor and I reviewed all of the previous learning outcomes for this course. She and I had never taught this course before, but someone else had and they had developed learning outcomes. After a careful review, we decided to adjust and add a few outcomes. Our changes are represented in bold from the list below:

- Name and explain core ExDM theories and frameworks.
- **Explain the value of experience design as component of effective business strategy.**
- Apply core ExDM theories **and frameworks** to experience design to achieve intentional outcomes in personal, professional, educational, and spiritual contexts.
- **Compare core ExDM theories and frameworks, and choose between them based on human needs and business strategy.**
- **Defend design choices using analytical thinking, logical reasoning, and core ExDM theories and frameworks**
- **Integrate core ExDM theories and frameworks into personal growth toward becoming a Christlike leader.**

### Learning Activities

- This class employed a number of different learning activities to achieve a number of different outcomes. Here's a brief description of the many different learning activities that we used:
- SpeedWrites — students engaged in this activity many different times. They would write for seven minutes as much, and as fast as they could as a way to review and apply the principles that they had learned.
- Team Competitions — students would come up with ideas for solutions and then vote for each other's solutions. The winners received a Lego trophy that would then get passed on to the next group.
- Problem or Case Work — students would meet and discuss with each other, in class, the problems and cases that I would give them.
- Pair and Share — I employed this method often so that every student would have a chance to share what they had learned and how they were applying it.
- Daring Service — these activities challenged students to take what they had learned and apply it in a way that would serve others. They would then post a video sharing their experience.
- Circle Ups — sometimes we would remove the desks and circle our chairs so that every student would feel equal and able to take part in a classroom-wide discussion.
- Theory Templates — students would create a one-page document summarizing everything they had learned about the theory. I know the overwhelming majority of students reported that this was probably the most helpful takeaway from the class. The reason is because they would be able to take these into their careers and current jobs. Many reported having done that already.
- Visit to Kiln — during an on-site visit, the founder of Kiln demonstrated how experienced design principles are infused into every aspect of his business. Students loved this experience.



- Music — I often integrated music into the classroom to boost spirits.
- Spiritual Insights — I did not formalize integrating spiritual discussions into the classroom because I have found that they happen every class, spontaneously, and naturally. Sometimes this would lead to longer discussions, and sometimes a moment to write and ponder. So far, I have felt that this approach has been very well received, and very positive for the students. Frankly, I think every aspect of what I teach truly can and should be “bathed in the light of the Spirit.”
- Pitch Videos — these assignments were designed to help students quickly, and accurately, share the value and importance of experience design as a field of study and a professional practice.

### **Learning Assessment**

**In-Class Assessment**—Most learning assessment happens in class during low-stakes activities. My most common approach was to present a case to them and then ask them to appropriately apply the correct theory or framework to the case. This allowed me to assess the students’ abilities to understand and apply theory. As an assessment tool, this was most helpful to me, so I knew where to fill in the gaps. This also generated a lot of question-asking.

**Formal Assessment**—formal assessment took three different forms: eight quizzes, one significant midterm, and an oral final. The point breakdown is as follows:

- Quizzes – 8 quizzes all worth 10 points (low-stakes)
- Mid-Term – worth 107 points
- Final – worth 55 points

The quizzes were a mixture of open-response and multiple-choice. Overall, I believe they were a good test of a student’s ability to apply and understand the theories or frameworks from the class.

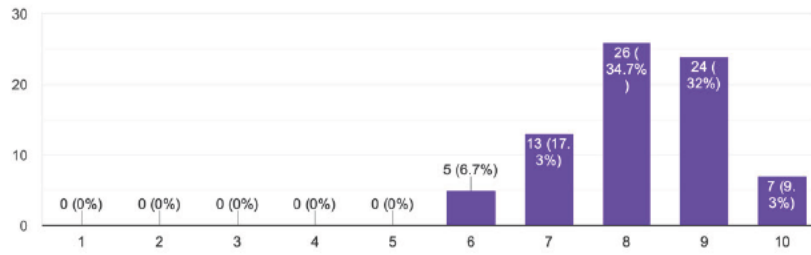
The midterm was significantly challenging for many of the students with an average score of 82%. I did receive feedback that a few of the questions were repetitive, but in digging a little deeper, I believe the questions were well-written because the students who thought that it was a repeated question were also the students who did not fully understand that they would apply a completely different theory to the case study. I did create three questions that were bad questions, and I threw them out because more than 60% of the students got them wrong.

I decided to create an oral final, so students would not be able to rely on artificial intelligence or their notes as they demonstrated their understanding and application of theory. Each student submitted a video providing a detailed understanding of five of the eight theories or frameworks that we discussed in class. I believe the final was a good test and teaching tool for students to fully understand the content for the class. The average score for the final was 87%. This is permissible since it was not worth very many points, and my primary objective was to help them master the content. My assessment is that they were successful.

**Informal Assessment**—During the midway point in the semester, I created and administered a survey to better understand students’ perceptions of their ability to accomplish these outcomes. Here are the results:

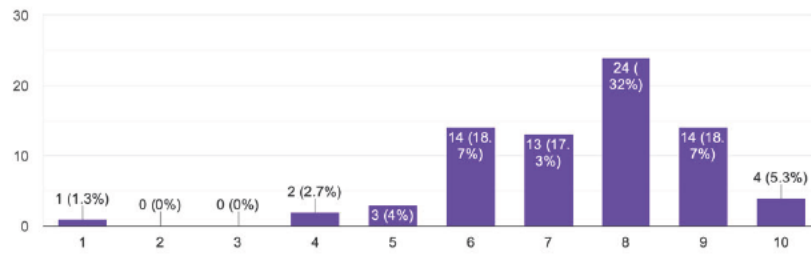
I am fluent in naming and explaining core experience design (ExDM) theories and frameworks.

75 responses



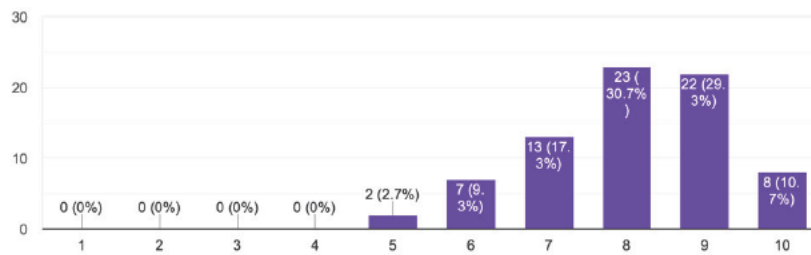
I am confident in explaining the value of experience design to effective business strategy.

75 responses



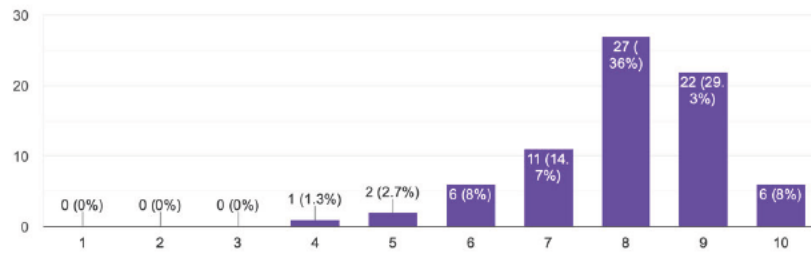
I am competent in using core ExDM theories and frameworks to intentionally design personal, professional, academic, and spiritual experiences.

75 responses



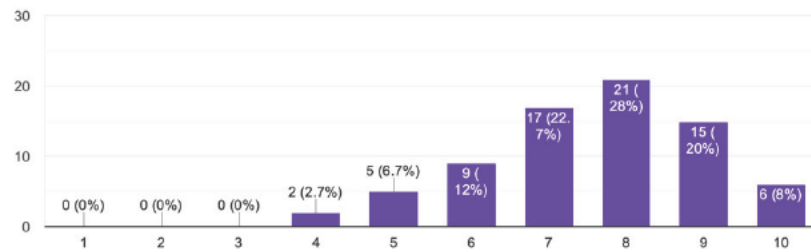
I am capable of comparing ExDM theories and frameworks, and choosing between them based on human needs and business strategy.

75 responses



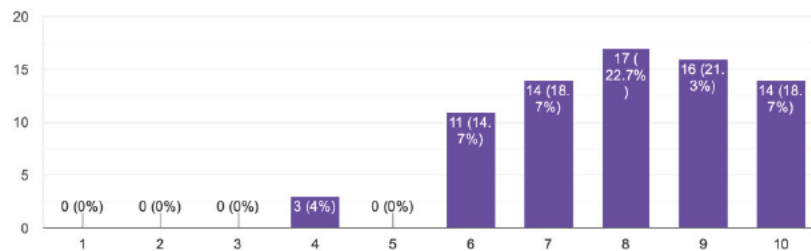
I am capable of defending design choices using analytical thinking, logical reasoning, and core ExDM theories and frameworks.

75 responses



I am integrating core ExDM theories and frameworks into my personal growth toward becoming a Christlike leader.

75 responses



This information is only marginally, helpful, but it at least gave me a litmus test on where I need to spend my time for the remainder of this semester. Next time I teach this, I will do a pre-, and post test. I recognize this information is only marginally, helpful, but it at least gets the students focused on the objectives and help helps me understand where they think they stand.

## Learning Environment

### Relationships

80% of my classroom time was spent fostering relationships amongst the students. They would work as groups, and pears, in smaller groups of three, in their teams from their 404 class, and in many other

configurations. I would lecture probably about 20% of the time and the rest of the time I structured activities to foster relationship building and connection.

Nearly half of my students, of their own volition, scheduled office hours with me to discuss many different things, but most often they asked about career advice. Based on their feedback, I believe the students felt very connected with each other and very connected with me. Part of this, I believe, is because the Spirit of the Lord was often present in our class, and the students developed a love for each other.

### **Settings**

Besides our visit to Kiln, our class met exclusively in our classroom. Looking back, I would like to do a few more out-of-the-classroom experiences.

I specifically requested a flat classroom with movable chairs and desks, so that I could create experiences that would put students on a level playing field, so to speak. I often organized chairs to create an inclusive environment, where everybody could see each other, and people would not be distracted by their devices. I also incentivized advised students to not use their devices so that they would respectfully listen to and engage in student conversation.

In my experience, our students did not need any reminders to be inclusive of one another. This is one of their great strengths as a cohort and major.

### **Materials and Other Resources**

My mentor and I reviewed all the current course materials, and we made many adjustments to the readings and books that were used for the course. I believe our efforts significantly updated and improved the materials list; however, I would also say that we included a book that was more difficult to get than we had anticipated. This caused us to not use the book very often, and I believe it was not worth the investment for the students. In the future, we will not include this book. I also believe that some of our reading packet was unnecessary.

## **Processes of Improvement**

### **Course Improvement**

I would say this particular area requires significant improvement. We have not tracked learning outcomes over the years and we have no basis for assessing if our course is an improvement. For this reason, we will develop better metrics before we teach it next fall.

### **Professional Development**

**In-Class Feedback**—My experience in the past has taught me that I seek student feedback naturally, and I value it as a significant piece of my improvement plan. For this reason I did not plan formal evaluation into my curriculum. Rather, I occasionally took the first 10 minutes of class to receive feedback and get ideas. I also asked the Teays during our TA meeting for feedback. Based on how candid, and sometimes harsh, the students were in providing me, face-to-face feedback during class, I believe this approach was hugely successful. Hearing them, give me feedback in a kind, yet very direct way told me that they felt safe, and many of their suggestions were very helpful.

**Student Success as Feedback**—Another means of feedback for me is how well my students perform during in class assignments and out of class work. In many ways, this is one of the greatest indicators as to how well I'm doing as an instructor. This required me to occasionally look at their work and I was especially glad that I personally graded a number of midterms. This was really good feedback as to where I needed to improve as an instructor.

**Mid-Term "Start, Stop, Continue"**—during the midterm, I formally requested feedback on what I should start doing, stop doing, and continue doing. A summary of student comments is below.

**Please stop doing the following:**

1. Assignment Scheduling and Organization
  - Posting homework and assignments last minute; changing due dates frequently; not posting schedules ahead of time.
2. Class Content and Structure
  - Over-explaining activities; overwhelming readings and learning checks; Daring Service not effective; lengthy class activity descriptions.
3. Miscellaneous
  - No specific issues; general satisfaction with the class.

**Please start doing the following:**

1. Assignment Scheduling and Organization
  - Post homework and schedules earlier; maintain consistent due dates; update Learning Suite in advance.
2. Feedback and Grading
  - Provide more timely feedback; offer study guides; consider multiple quizzes.
3. Class Content and Structure
  - More in-depth presentations; compare frameworks; include more real-world examples; discuss readings in class; add videos explaining theories.
4. Real-World Applications and Examples
  - Extra credit for real-life applications; discuss career implications; more case studies and business examples.
5. Positive Feedback and General Satisfaction
  - No specific suggestions; general satisfaction with the class.

**Please keep doing the following:**

1. Flexibility and Understanding
  - Being flexible and understanding; updating schedules; being mindful of student needs.
2. Teaching Strategies and Class Structure
  - Engaging class activities; varied seating and group work; maintaining open discussions.
3. Assignments and Activities
  - Group activities; templates; case reports; application activities.
4. Positive Environment and Support
  - Positive and supportive teaching; asking for feedback; accommodating student needs.
5. Learning and Application
  - Focus on learning over grades; thorough discussion of theories; practical application of concepts.

**Is there anything you really hope to get out of the remainder of this class?**

1. Assignment Scheduling and Organization
  - More practice applying theories; understanding how to use frameworks in real life.
2. Feedback and Grading
  - Clearer instructions and feedback; more concise quiz questions.
3. Class Content and Structure
  - More case studies; deeper discussion of readings; practical applications in business.
4. Real-World Applications and Examples
  - Applying theories to personal and professional life; understanding business applications.
5. Positive Feedback and General Satisfaction
  - Continued learning and application of theories; maintaining the positive class environment.

**Student Evaluations**—My end-of-semester evaluations were also exceptionally helpful. I had AI generate a summary of their comments and have added it below.

### 1. Explained Concepts Effectively

- **Positive Feedback:** Students appreciated [REDACTED] ability to explain abstract and subjective concepts effectively. They felt he made learning engaging by focusing on application rather than just lecturing.
- **Areas for Improvement:** Some students noted that as a new professor, [REDACTED] was still learning and not as rehearsed in theories and frameworks as other teachers.

### 2. Well Organized

- **Positive Feedback:** Many students found the course well-structured, especially appreciating the consistent schedule and clear progression of content.
- **Areas for Improvement:** There were some initial issues with organization, particularly with Learning Suite and assignment postings. Students suggested having a more detailed schedule available at the beginning of the semester.

### 3. Opportunities to Get Help

- **Positive Feedback:** [REDACTED] was highly praised for his availability and willingness to help students. He was described as accommodating, empathetic, and always ready to provide support both academically and personally.

### 4. Opportunities for Student Involvement

- **Positive Feedback:** The course was interactive, with plenty of opportunities for collaboration, discussions, and group projects. Students enjoyed the meaningful activities and felt engaged.
- **Areas for Improvement:** A few students suggested more assignments and clearer explanations on how to apply theories.

### 5. Responded to Students Respectfully

- **Positive Feedback:** [REDACTED] was consistently respectful and empathetic towards students. He was open to feedback, validated concerns, and made students feel valued and respected.

### 6. Spiritually Strengthening

- **Positive Feedback:** [REDACTED] effectively connected course content to the gospel, often bearing his testimony and encouraging students to see the spiritual side of their studies. Many students found the class spiritually uplifting.

### 7. Intellectually Enlarging

- **Positive Feedback:** Students felt they learned a lot about theories and frameworks in experience design. The course content was described as well-taught and applicable to various aspects of life.
- **Areas for Improvement:** Some students felt that the course could cover more content and that the last few weeks were less intellectually stimulating.

### 8. Character Building

- **Positive Feedback:** The course helped students develop useful skills and become better individuals. Ross's example and the class activities encouraged personal growth and intentional relationships.

### 9. Leading to Lifelong Learning and Service

- **Positive Feedback:** The course emphasized service and applying learned theories to help others. Students appreciated the focus on lifelong learning and the encouragement to serve others.

### 10. Additional Comments

- **General Praise:** [REDACTED] was frequently described as an amazing, caring, and genuine professor. Students appreciated his passion, kindness, and the positive impact he had on their learning experience.
- **Suggestions:** Some students suggested improvements in course organization and more detailed planning for future semesters.

Overall, [REDACTED] received high praise for his teaching style, empathy, and ability to connect with students. There were some areas for improvement, particularly in course organization and content coverage, but the overall feedback was overwhelmingly positive.

# Citizen Development Project Report

██████████ | Associate Professor | Experience Design and Management

February 2025

## Deliver an Improved Internship Experience

### Project Background

In recent years, ExDM students have reported low levels of satisfaction with their internship experience. In May of 2024, I was asked to lead an effort to improve the ExDM student experience.

### Project Goal

Provide ExDM students with an internship experience that is spiritually strengthening, intellectually enlarging, and character building.

For more information, see page 2.

### Reflection

As I reflect on my experience, I can see that engaging in a citizen development project proved to be a very natural and powerful way to become more integrated within my department. Leading a department-wide initiative enabled me to have a good reason to meet with each faculty member to learn the history, not only of the internship program, but also of the department. I gained extremely valuable insights as I heard their opinions and reasons for having the internship requirements of the past. I also learned the history of our department as it relates to its entrance into the business school, as well as some of the painful inflection points along the way.

Overhauling our internship standards and program also created the perfect scenario for me to learn how decision-making happens within our department. I believe it took me about six different faculty meetings to finally get consensus on how we want to approach internships. I will admit that at times I was frustrated by the lack of movement during faculty meetings, but through the process I gained valuable insight into the opinions, thoughts, and overall tenor of our department. I'm extremely grateful for the chance I had and continue to have to lead the internship council.

The results of this project have already begun to bear fruit. The students have a much clearer idea of what an internship should entail. We have strengthened our capacity to understand and pursue internships. The students have one point of contact instead of multiple people to turn to when they have questions about an internship. And ultimately, I believe this effort will result in many more high-quality internships and ultimately jobs.



# Citizen Development Project(s)

██████████ Associate Professor | Experience Design and Management  
August 2024

## Deliver an Improved Internship Experience

### Project Background

In recent years, ExDM students have reported low levels of satisfaction with their internship experience. In May of 2024, I was asked to lead an effort to improve the ExDM student experience.

### Project Goal

Provide ExDM students with an internship experience that is spiritually strengthening, intellectually enlarging, and character building.

### Planned Delivery Date

- August 29, 2024

### Success Metrics

- Still being created

### Project Plan

1. Understand current internship experience
2. Create aspirational internship experience map
3. Align department roles and responsibilities with new experience map
4. Form an internship committee to ensure optimal internship experience
5. Implement the new experience
6. Use internship committee to evaluate effectiveness

### Associated department, college, and/or university goal(s)

- Intellectually enlarging
- Character building

### Required Resources

- Committee member's time

### Current Progress

- We are at step 3

## Improve Internal Incoming Request Processes

### Project Background

The ExDM program is experiencing an increase in interest from professionals across the world. These professionals reach out to faculty with many kinds of requests, and we don't have a process in place to handle these requests.

### Project Goal

Provide contacts with a high-value, direct path to the right students and/or resources



## **Planned Delivery Date**

- August 29, 2024

## **Success Metrics**

- Still being created

## **Project Plan**

1. Understand current challenges and types of requests
2. Draft a potential flow for requests
3. Get department approval for the new process
4. Align department roles and responsibilities with new process
5. Implement CRM and other needed resources
6. Train all department members on new process
7. Implement new process
8. Evaluate new process in January, 2025

## **Associated department, college, and/or university goal(s)**

- Intellectually enlarging
- Character building

## **Required Resources**

- Pitch deck for contacts
- CRM
- Discovery call checklist
- Survey that feeds into CRM

## **Current Progress**

- We are at step 3

# Course Grant Proposal

██████████ | Associate Professor | Experience Design and Management

February 2025

Please accept this \$500 funding request for the following needs/enhancements:

## Student Use

Need	Purpose
Sticky Notes	I use stickies often to help students engage in hands-on collaboration. We recently ran out and it has helped me understand just how important this tool is to my classroom.
Lego Bricks	Occasionally I have a student forget to bring their Lego. It would be helpful to have an extra set or two.
Awards	We occasionally do in-class competitions. I'd like to give non-food awards/trophies that can get passed to the next group.

## Teacher Use

Need	Purpose
Project Management Software	Right now the students and I only have access to Microsoft Planner, and Microsoft Project costs money. I'd like to have it to showcase the potential use-cases for our project management/scrum class.
Books on Teaching	I am a voracious reader and would like to order a few books on how to be an effective teacher.
Books on Assessment	Assessment is the weakest part of my teaching, so I would really like to order one or two books on how to create powerful assessments.
Screen Capture Software (something like Camtasia)	Occasionally I run into scenarios when I would really benefit from a dedicated screen and video capture software so I can produce instructional videos for my students.

## Other Use

Need	Purpose
Gifts for guest speakers	Occasionally I invite industry experts to join my class. I'd like to be able to give them a small gift to thank them for their services.