

Faculty Development Plan

[REDACTED]

Assistant Professor
Information Systems

Self-Assessment

One of the messages to all faculty at the start of the 2023 Fall semester was an invitation to be “quick to observe.” I have tried to follow this counsel and learn from faculty and students during my first year at BYU. It has been inspiring to see their exemplary way of living of the Marriott School’s vision, mission, and values. I am extremely blessed and humbled to be at Brigham Young University. I hope this plan can help me continue to become the disciple of Jesus Christ needed to add to the light of the campus community.

Scholarship

From a scholarship perspective, I have had early successes to springboard my career. In 2024, I had a paper published in one of our top Information Systems journals, I have published at 2 conferences with a student research assistant at each, and I have had the opportunity to mentor them while they presented at the conference. I am ready to submit 2 more papers in August to top journals in our field. Once these projects are submitted, I recognize that my pipeline needs to be replenished with new research ideas, I need to be better at establishing myself as an expert in the academic community, and I need to start collecting data on the new ideas developed. I would like to find a balance of leading projects and participating in others’ projects. Currently, most of the projects I have been working on have been led by me. To help increase my research output, I need to better strategize and start to create new research collaborations.

Teaching

Teaching is the reason I became a professor. I love it. I love meeting new students, hearing their stories, and seeing their faces light up when they begin to understand a new concept. The course that has been assigned to me is data analytics and python programming (IS 315, IS 505, and IS 415). I am pleased that I have received positive teaching evaluations for this past year. I believe that my strengths for teaching are that I am organized, eager to help, and can connect with students and know their names quickly. If I am not careful, however, at times my dedication to the students can come at the expense of my scholarship. Achieving balance in teaching and scholarship is a goal that I constantly strive for. I am also aware that my technical skills are limited and need improving. To be a good professor in IS, I would expect that I would be proficient in many of the areas that we teach. Therefore, I hope to continue to improve my knowledge of technical skills. I also aim to improve the assessments I give to students so that they are purposeful, experiential, and foster inspired learning.

Citizenship

I strive to be a good colleague. I have been a proactive participant on each of my college assignments this first year. I have been assigned to the student recruitment committee, the BSIS admissions committee, and a course coordinator for IS 315. I frequently attend lunch with my colleagues in the department and try to get to know them. I am often willing to help when someone in the department needs help with a class, research study, or administrative task. One area of citizenship I feel I need improvement is speaking my opinion in department meetings. It has been difficult this first year because I am still learning, observing, and forming opinions, but I could add to the department by becoming more involved. I could start participating more proactively on the department slack channel as well. From an industry perspective, I have served as a willing reviewer for many of our conferences and journals, as well as an associate editor for ICIS. I would like to continue to develop my network and accept service opportunities where appropriate.

2024-2025 Professional Goals

Scholarship

1. Submit or resubmit 3 quality articles to the senior scholars/SIG list.
2. Attend 2 conferences in the year.
3. Submit 1 quality journal article with student researchers.
4. Submit at least 1 conference article with student researchers.

Teaching/Course Development

1. Collect a midsemester evaluation and implement feedback into my course.
2. Complete my Learning Suite setup completely before the start of class.
3. Read a book about active learning experiences and apply at least one activity into the classroom.
4. Connect every course assessment to the course learning outcomes on Learning Suite.
5. Talk about resources and the best way to utilize them on the first day of class so that there is no confusion.
6. Record the songs that I come up with for class.
7. Identify processes to manage a large group of TAs (establish rubrics, training materials, and processes of communication.)

Citizenship

1. Contribute more to the department slack channel, instead of being a viewer only.
2. Take ownership of the IS 315 Coordinator and ensure it is being marketed and has a proper curriculum.
3. Look for and submit a Values in Action nomination bi-weekly.
4. Sign-up for the early faculty consortiums at both AMCIS and ICIS.

New Faculty Series Final Reports



Brigham Young University

Teaching - Course Development Final Report

Course: IS 415/315/505 – Exploratory Data Analytics

I have been assigned to teach IS 315/505/415. All of them cover similar content (Python, Statistics, and Data Visualizations) but are designed to reach different audiences. IS 315 is for our undergraduate minor students, IS 505 is for our graduate minor students, and IS 415 is for our core students. I taught IS 315 in the Fall of 2023, IS 505 Winter of 2024, and IS 415 Fall of 2024. I will teach 315/505 moving forward each Fall and Winter.

My Course Development Project treated these courses as if they are one.

Purpose of the course:

To enable students to become more data driven by being empowered to responsibly explore and explain data to solve professional and personal problems.

Learning outcomes of the course:

1. Students will be able to use current technologies to evaluate and explore personal and professional datasets.
2. Students will be able to select, run, and interpret appropriate univariate and bivariate statistical tests for their research questions.
3. Students will be able to create simple and effective visualizations that communicate the meaning of data.
4. Students will be able to persuasively communicate valuable insights of data to decision makers through compelling stories.
5. Students will be able to create and derive value from an interactive deployed dashboard.

Assessment of teaching goals:

1. *Collect a midsemester evaluation and implement feedback into my course.*
 - a. I completed this and had a great experience. The feedback prompted me to 1) change my teaching style slightly to give students more time to work on projects in class and 2) provide more resources for quizzes and better point students to

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the resources that I had available. I talked about the feedback and my plans to change in a class session and students responded very well. I had good end of year comments that this meant a lot to them.

2. *Invite Mark to sit in on the class to get informal feedback.*
 - a. My mentor, Mark Keith, came and sat in on my class for a class session. We talked afterward about how things went and potential for improvement. It was very helpful. The main item we talked about was trying to identify ways to gauge engagement during a lecture.
3. *Read a book about active learning experiences and apply at least one activity into the classroom.*
 - a. I read “Teach Students How to Learn” by Sandra McGuire. One thing she emphasized is that students will prepare more if they are asked to teach or demonstrate concepts to their classmates. After having students read Storytelling with data, I gave them limited time and had them present to one another. I feel that it went really well and am excited to implement it again in the future.
4. *Connect every course assessment to the course learning outcomes on Learning Suite.*
 - a. This still needs to be better. When starting the class, I assigned learning outcomes to much of the assessments, but was not as good as the class went on. I felt that the students weren’t paying attention to those as much, so I didn’t focus my time to doing that. However, I need to realize that this is for college evaluation as much as students. I will continue to have this as a goal moving forward.

Course Assessment – Pillars of Effective Teaching

Student Learning

Overall, students enjoyed the course. Student comments overwhelmingly had positive things about the things they learned and the format by which they learned them. One student commented, “I learned a TON! From Python stats to Tableau to everything in between, we learned a lot!” I was personally impressed in their culminating project with many of the student groups and was proud as their dashboards were presented to alumni and boards of directors.

I had multiple comments that I would go too fast during challenging concepts. It is difficult to get through all the material and not go fast, but I could devise better processes to potentially have some of the content shared outside of class so that in class does not “feel” as rushed.

Some students did not like the copy/paste format of the starter files. They would like to type some of the information out from scratch. It would be worth doing that one time to solidify the principles before they just copy and paste the statistical code.

More assignments or tasks during the Tableau portion were requested by students. I need to devise a way to give more assessments to provide better feedback in this area.

Learning Environment

I was happiest with this pillar of effective teaching this semester. I had memorized all 240 student names prior to the first day of class and called them all by name. Many students commented that it immediately helped them feel that they belonged and were important.

Student comments shared that I was respectful to student needs and questions to not leave anyone behind and to not make anyone feel dumb for asking a question. I may not have always had all the answers or may not have been as polished as other professors at BYU, but I was always available and respectful to students.

I had prayers and spiritual thoughts at the start of every class that set a good tone for the lecture. Students seemed to appreciate that and felt that it was natural and genuine.

I had some students who would often appear to be disengaged. This was something that Mark Keith and I discussed in our mentorship meeting. I wish to identify new ways to ensure students are caught up and following along. There could be some technical tools and/or different activities that would allow me to do so.

Processes of Improvement

I completed a midcourse evaluation during the semester. This was very helpful and offered multiple areas for improvement. First, multiple students wanted me to be clearer regarding where the resources were to study. Second, I should have had Learning Suite all filled out prior to the course starting, rather than updating it throughout the semester. Third, I can be very specific about where all the resources are at the beginning of the semester. Fourth, I still need to do better at tying each assignment to a Learning Outcome.

I have since thoroughly reviewed the end of semester student ratings and will implement that additional feedback into my future course.

Updated Teaching Goals for Next Semester

1. Complete my Learning Suite setup completely before the start of class.
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Scholarship Goals Report


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Below I report on their completion and their progress.

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3. Submit 1 quality journal article with student researchers.

This has taken longer than expected because we collected additional data. However, it is planned to be accomplished in the Summer. Two students are working with me on a project titled *“Technological Health: A New Perspective on Individual Well-Being in the Digital Era.”* The current plan is to have a conference submission done on Feb 28 using the new data we collected. Hopefully, this will present an opportunity to have another student present our

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