

Faculty Development Plan

, MBA PhD

Assistant Professor of Marketing

Timeframe: 2023 – 2026

The purpose of this document is to outline my faculty development plan for the years prior to my mandatory pre-CFS third-year review, to be held in the Winter semester of 2026. In this outline I present areas of strength and areas for improvement, as well as goals I plan to achieve before my third-year review. I joined BYU in June 2023 after graduating with my Ph.D. from The Pennsylvania State University. During my first three years of employment at BYU I am teaching three (first year) and four (subsequent years) sections of MKTG 403 – Advertising and Promotion. I look forward to these first years at BYU as I expect to learn and significantly grow in my teaching and mentoring abilities; much of this personal development plan relies on the helpful feedback I've received from my students, their evaluation, and from my peers and their evaluations.

1. SELF ASSESSMENT

In this section I discuss my perceived strengths and areas for improvement in A) teaching, B) scholarship, and C) citizenship.

A. Teaching

Strengths: Classroom Setting Teaching

Through the wonderful examples of Marriott's Executive M.B.A. faculty (graduated 2017), and through spiritual promptings to pursue my dream of teaching on the college level, I decided to go back for my Ph.D. The reason: teaching. I felt teaching was a way to expand my sphere of influence so that I could give back and help the rising generation become a little more like Christ on their path to intellectual enlargement and growth in their capacity to take care of themselves and their families through meaningful employment. I was surprised to learn that scholarship is such a significant part of higher education, and in most top-tier universities it largely trumps teaching. While I fell in love with scholarship during my Ph.D. program I always valued teaching as my most important role in academia. That is, after all, the reason why so many bright students choose to attend BYU.

This passion for teaching has resulted in my extensive efforts to learn student's names, build in experiential learning opportunities for students, prepare curriculum, determine the best assessment methods, and establish a feeling of trust and care between myself and the students. Of these efforts, I would say my main strengths are in providing experiential learning opportunities and helping the students know I care about them and their success. Feedback from the students, and feedback from the SCOT program's course evaluation during my first year, echoes these as my strengths:

- “I love the professor and how interactive he makes the class. I am never bored and he brings such a positive atmosphere. Seriously one of the BEST professors I have had at BYU. I find I actually learn the material.”

- “Bro Beck is very empowering!! It feels like he really takes the time to know each of us, and that makes us want to do well in this class and strive to be better. Again, the interactive in-class exercises also work great to solidify ideas and principles.”
- “I like that I don’t feel stressed in class. I feel like I can share my comments and won’t be judged. Brother Beck is easy to talk to and facilitates good discussions.”
- “I like how engaging and fun this course is. Brother Beck always comes with fun advertising examples and really utilizes the class and gives us time to process and really dive into advertising.”
- “Brother Beck is super engaging and fun. He doesn’t just talk at us during class, everything is very interactive and the discussions are always very thoughtful.”

Strengths: Teaching through Mentoring

In addition to classroom teaching, I have a passion for out-of-class teaching in the form of mentoring. While helpful to my pursuit of scholarship, my mentorship of several paid research assistants is also one in which I am teaching them the skills they need to be successful in their future academic pursuits, which include desires to go on for graduate degrees including MBA, MPA and PhDs.

For example, I have had the opportunity to mentor an extremely bright pre-PhD undergraduate student, Kathryn McKean (Marketing, '04). This mentorship opportunity has involved helping her launch lab studies, find field study partners, and begin to write a manuscript about how non-profit fundraising handwritten direct mail leads to consumer perceptions of social presence and increased donation likelihood. She is also planning to attend the Association for Consumer Research Conference in September, 2024, to present our research findings.

I am also mentoring Kyli Soug (Sociology, '04) and Christian Pearson (Marketing, '06), in a humanitarian research project in Cambodia. In that project we are exploring whether small business owners that engage in societal good (operationalized through the United Nations SDG #5, Gender Equality) experience greater revenues, satisfaction with their employment, and/or standing in their communities. Kyli is presenting some of our research findings at the Winter AMA conference in February 2024, and I aim to have Christian present at a peer-reviewed academic conference in 2025.

Areas to Improve: Classroom Setting Teaching

One of my greatest teaching weaknesses is organizational in nature. The course I am teaching, MKTG 403 - Advertising and Promotion, is a new prep for me and is also being rebuilt. The previous class provided excellent training on how to create graphical elements of advertising, but as that is now an elective course offered by our department we wanted to make this main advertising course one that focuses more on advertising theories that can be applied to advertising, marketing in general, and to the lives of the students. This new approach required a new syllabus, new textbook, and new lectures, slides and in-class exercises. As I have been building these out I admit to being more quick in preparation and creating coursework that falls short in the organizational aspects. For example, as teams the students create a large advertising campaign as part of their learning; many of the instructions were in flux the first time this experiential learning activity was completed, and it lacked the organization and instructional details the students needed to gain the most from their learning.

In regards to my need to be more precise in my instructions and course organization, students provided this excellent feedback in my first year’s SCOT evaluation:

- “I would appreciate a more clear explanation of assignment objectives- especially on canvas. I know assignments are often elaborated on in class, but having words straight from Bro Beck about clear expectations so we don’t get docked for things we didn’t even consider would be awesome.”
- “...Clearer instructions for success. The group projects need to have examples and guidelines. Students are looking for a template for success and I feel like that hasn’t been given yet.”
- “Would love for the canvas assignment [calendar] to be in canvas itself as opposed to having to scroll through the syllabus every time”

Another area to improve my in-classroom teaching is to shorten my lecture materials to make sure I can get through everything planned in each class, instead of having materials spill over into subsequent lessons. Several students provided this excellent feedback in regard to me not planning my material as well as I need to:

- “It seems like we don’t get through the class material planned a lot of days, maybe a different pace or structure material would help”
- “Maybe just be a little more organized with having enough time to go through prepared material. He often runs out of time.”

Areas to Improve: Teaching through Mentoring

While I haven’t received this feedback from my teaching assistants or research assistants directly, I do recognize that in order to help them get the most out of their learning experience I need to help them set and work toward goals that will be meaningful to them. For example, I have goals for each of my research projects and I communicate those to my research assistants so we can all work towards achieving them. However, in order to provide my assistants the best possible learning experience I should communicate our team level goals and then ask them to set goals that work towards the team goals, as well as help them develop into the kind of person they feel Heavenly Father wants them to become.

For example, one of the research assistants I recruited directly from the Honors Program (to get more years working with a younger student) is Christian Pearson (Marketing, ’06). When I started working with him I told him my expectations for him and got him started on learning statistics and statistical software coding. It wasn’t until many months later that he let me know it was a dreadfully boring learning experience and he wasn’t sure how helpful it would be to his future career. At that time I helped him find new ways of contributing to the team that were of greater interest to him, such as hosting a podcast that discusses our research: Inside the Cambodia Project. Had I discussed with him his goals in life and who he felt he needed to become I could have helped him set goals that still helped our team while also benefiting him more fully.

B. Scholarship

Strengths

Project management skills I learned in industry, such as utilizing agendas for efficient research collaborator meetings and using task management software to keep the moving parts in order, has become

one of my main strengths in my scholarly work. I also train my main research assistants on task management when they get to a point of involvement that warrants it. For example, both of my main research assistants on the Cambodia project actively track and record outcomes of their work in Asana, a shared project management tool we all use. In addition, several of my research assistants that are interviewing and meeting with other partners are utilizing AI note taking software on their calls to record the discussion, provide automated transcriptions, and summarize the meeting discussion points. These tools have increased the productivity of our team and helped keep all the moving parts in order.

Further, during my time at Penn State I learned the importance of building a full research pipeline with projects at different stages of development. For example, I have projects in the manuscript finalization stage (1 project), mid-stage where data has been collected and some manuscript development has been completed (2), and early-stage where we've done limited data collection, pre-testing and/or development of our research plan (2). As a rule of thumb, I try to not start too many projects and instead follow a 2-2-2 pipeline model, where I try to keep 2 projects in each stage of research. Because one of my late-stage projects was just accepted at a journal I currently only have one project in that late stage, but within six months anticipate having my projects progressed enough to be back at 2-2-2.

My other scholarly strength is engaging others to help move my research along. This includes collaborators, undergraduate students, and industry experts. I have a healthy and diverse set of PhD collaborators five different universities I am actively involved with in research. Through engaging with the honors program, identifying promising and interested students in my classes, and networking at other marketing student meetings I have found seven excellent undergraduate students that I am meeting with weekly. Five of the seven are paid research assistants and the other two will join my paid group of assistants in the new year (2024). I look for opportunities to help these students present our research at conferences and co-author papers with me.

Areas to Improve

To continue my progress as a scholar I know it is important to continue to increase my engagement with the scholarly journals. I anticipate the best way of doing this, in my early career stage, is to start reviewing academic papers, conference submissions, etc. I understand that these review opportunities usually fall to more senior scholars, but I plan to nurture review opportunities by talking to editors at conferences, attending more online academic seminars through organizations like the AMA and ISBM, and engaging with the journals in any way possible.

I know that it is equally important to be well versed in academic literature. This has become very clear to me as I've been mentoring one of my undergraduate research assistants who wants to do a PhD but is interested more in consumer behavior, a sub-field of marketing that I don't have as much experience with. To ensure I'm continuing to learn the theories and modeling practices that will allow me to do strong academic research I have set a goal to read three academic papers weekly during my research-intensive time (Winter/Spring/Summer terms).

Lastly, as I am managing a high number of research assistants and want to make sure their scholarly work contributes to mine in the strongest way possible, while also helping them achieve their future goals, I need better mechanisms for keeping some of them on track. For example, 3 temporary research assistants, who will only be working for me for a few months doing data collection, have considerably slowed down on their work, hindering my ability to keep one of my early stage research

projects moving. While I have one of my main research assistants managing these three temporary assistants, I recognize I need to be more active in working with them, encouraging them, and helping them set personal goals that will keep the project moving. As such, I am going to hold an additional training for these three temporary students, help them set goals, and train my main research assistant on how to better follow-up with and encourage the other three.

C. Citizenship

Strengths

While prioritizing teaching and scholarly work is a high priority, I know that citizenship is very important to establishing a strong BYU brand, developing student leaders of faith, intellect and character, and keeping the Marketing and Global Supply Chain department functioning well. As such, I accept citizenship assignments and seek out some citizenship opportunities that I feel have the highest potential to transform the students.

For example, one of my main scholarly projects, working in Cambodia to illustrate a bottom up – small-business first – approach to corporate social responsibility, there are a lot of moving parts. It was proving difficult to keep the collaborators abreast of all the developments, problems we were facing, decisions that needed to be made, and so forth. Thus, I thought it would be good to start a podcast where we talk about this project. In addition to keeping my collaborators informed, I believed it would be a boon for the BYU brand and an opportunity to help my students develop themselves as experts in humanitarian research. I asked one of my main research assistants, Christian Pearson, if he was interested in hosting and being the face of the podcast. He was hesitant because he had no experience with podcasting, and didn't even listen to podcasts himself. After some training and helping him with the first few podcasts he has now got the hang of it and is doing much of the work to keep the podcast progressing. I am acting as the producer and the podcast has already started to gain subscribers and listeners. I can tell it is a point of pride for Christian, as well, and is a transformative experience in his educational pursuits.

That podcast is made possible in part to my entrepreneurial pre-disposition and organizational skills. Other strengths that have aided me in my citizenship efforts include networking, writing, a deep care for the students, and a strong understanding of marketing practices in industry. Several examples of how I have applied these strengths to building the department and students include attending all department events and meetings, attending and actively participating in several recruiting events each year, writing letters of recommendation for several students each semester, meeting with students to give them advice on industry and how to prepare for interviews and land jobs, and advocating for students who are in need of financial, spiritual or emotional support and guidance.

Areas to Improve

Other than judging a Marketing Association case competition event and attending recruiting events, the majority of my citizenship roles have been in helping students in small groups or one on one situations. To help the overall group of students I know I need to attend more of the Marketing Association planned activities after hours. By doing that I can connect more with the full group of marketing students so that they feel more comfortable in coming to me if they need help with something. Successful Marketing Association events also build the value of the marketing department and encourage

more community participation from firms looking to hire our students or sponsor the program. If I attend more of these events I can help build the overall value of the events and help the Marketing Association student leadership team feel more supported.

I also feel an overall lack of outside-of-work friendship in our department. This is not due to any of the faculty being unfriendly; that is furthest from the truth. Instead, it is due to the small number of marketing faculty that we have and everyone being heavily engaged already in their individual citizenship assignments, such as running student associations, the marketing group, or the department. One area I can help our department and marketing group is to try and organize simple activities for us to grow in friendships, such as getting everyone together for regularly scheduled lunches, or hosting a holiday party at my home.

2. LONG-TERM GOALS (2023 – 2026) AND PLAN TO ACCOMPLISH THEM

In this section I discuss my goals and plans to achieve those goals in A) teaching, B) scholarship, and C) citizenship.

A. Teaching

Goals

1. Streamline lectures. Remove information that is overly redundant from the book, or not as important for the students to internalize.
2. Re-write instructions for assignments. To ensure the students have a clearer understanding of what is required of them I will re-write the instructions and run the new instructions by my teaching assistants to get their feedback and revisions.
3. Bring in an additional guest speaker that has more experience working in advertising agencies.
4. Rebuild midterm/final assessments and mid-point learning quizzes to be more rigorous.

Plans to achieve these goals

1. Review my notes from this semester about what I wasn't able to cover in class or what wasn't as important. From those notes determine items that should be cut from my lectures. I haven't had time to make it through all of my lecture materials and so I have needed to cut some exercises short, even though the exercises are some of the best learning methods for the students. As such, I need to cut out some of the information.
2. I need to maintain one of my teaching assistants beyond this semester, and hire another one or two early in the year that will be TAs next Fall semester. If I do this I can run the re-written instructions by them to have them help clarify them.
3. I will identify an additional guest speaker who has worked more in the advertising agency role and ask them to come and speak.
4. I will rewrite my quizzes and exams to be more rigorous, requiring that students do their pre-class readings more diligently and that I teach all the small inuendo of advertising more closely so that students feel a greater rigor, but more importantly, an increased level of learning.

B. Scholarship

Goals

1. Set concrete goals and plans with research assistants. In my teaching through mentoring, my research assistants are doing great work but they are often hopping between aspects of the project or not diving into certain elements in as much detail as I would like. To help them focus more and work towards common team goals, I would like to have a goal to help them set goals each semester.
2. Focus my research on more impactful areas that help fulfill the mission of the Marriott School of Business and the University.
3. Get my research pipeline into the 2 2 2 format; 2 papers under review at a journal, 2 papers in the manuscript writing process, and 2 papers in early stage.

Plans to achieve these goals

1. To help my students gain a sharper focus on the research work we're doing, I need to set research project level goals for each of my research projects, at the start of the semester. I then need to ask my student RAs to set their own goals that roll up to the overall research project goals. I then need to follow-up with the students about their goal progress in our weekly meetings.
2. My research in online trust has already had some good successes. It is my goal to continue the online trust angle of research as that directly benefits society by prescribing methods for businesses to alter their marketing efforts in ways that benefit the consumer. Additionally, I will embark on a new research field looking at how improvement in gender equality benefit business practices.
3. I need to keep my research moving forward. I have a lot of early projects and only a few projects that are in manuscript or later stage. I'll need to focus on getting manuscripts together and submitted.

C. Citizenship

Goals

1. Attend more Marketing Association events. This will help students know that the marketing department faculty care about their success and them as individuals. This will also help us as faculty get a stronger feel for what we can do in classroom optimizations to meet the needs of our students.
2. Help facilitate outside-of-work friendships within our department.

Plans to achieve these goals

1. Attend two MA events, beyond case study related ones, to help the students know I am a resource for them.
2. To help improve department camaraderie I will host a holiday party at my home during the 2024 to 2025 school year. I will also invite department and college peers to lunch regularly.

3. DEPARTMENT, COLLEGE AND UNIVERSITY ALIGNMENTS

In this section I discuss how my goals align with those of the A) Marketing and Global Supply Chain department, the B) Marriott School of Business, and C) Brigham Young University.

A. Marketing and Global Supply Chain department

The marketing and global supply chain department does not have their own stated goals, but instead focuses faculty efforts on achieving the well-defined goals and mission of the Marriott School of Business. However, the marketing department does have a well-defined expectation for students I have taken from the student-facing department website: *“Students in the marketing major are trained to identify and understand customers’ needs and wants and then to satisfy that market demand by designing and selling products and services. Students further learn how to build customer loyalty through strategic innovations, product experiences, promotion, pricing, and distribution. In short, marketing is the study of how companies do business.”*

My teaching goals help ensure this expectation from students is met. My #1 teaching goal of streamlining my course materials so that the most important content is taught gives the students the knowledge they need to strategically plan and roll out promotion and distribution related marketing decisions. The coursework optimizations will also help the students better understand how companies do business. For example, one of the optimizations I am making is to cut out (streamline) some redundant materials and instead teach the students in-class how to better make media purchasing decisions, one of the paramount marketing responsibilities and ways that a company does business.

My #3 goal of bringing in an additional guest lecturer will also increase the relevance of what the promotional aspect of marketing that students get in my classroom, as they see how the materials they are learning are applied in real life settings.

B. Marriott School of Business

While I strive daily to live the Marriott School of Business (MSB) values (faith, integrity, respect and excellence) in my own life and provide a pattern for students to follow in my classroom, the area of alignment with the MSB I focus most closely on in my teaching and research is the mission statement: *“We develop leaders of faith, intellect, and character.”*

In my teaching I have regular (at least once a week) spiritual messages that I share with the students, encouraging them to grow in faith. My entire course is rigorous, and getting more rigorous with the optimizations I am making, leading the students to intellectual growth. And finally, I encourage my students repeatedly throughout the course to improve their character by discussing an array of character building topics, such as ethics in advertising, positive disagreement techniques when in the creative process, etc.

In my research I focus more on the MSB vision: *“We aspire to transform the world through Christlike leadership.”* For example, after my first high impact journal publication, on the topic of online trust, instead of just letting my journal article get published and moving on, I reached out to media that might be interested and companies that it might impact and shared our findings. This resulted in several media publications and 4 different companies that have already started to implement some of our prescriptions,

despite the paper only being published about 6 months ago. In each of my media interviews I make a strong effort to discuss the mission of the MSB and the university.

In addition to positive media mentions I also discuss my Christian beliefs with collaborators and those I meet at conferences and it has been well accepted and led to some conference goers wanting to work on research with me. For example, Qiong Wang, Ruby K. Powell Professor of Marketing at the University of Oklahoma whom I first met at the 2024 Institute for the Study of Business Markets Conference, was impressed by me sharing how my research aligned with the mission of the MSB and BYU. We discussed how online trust and gender equality can be high-impact research areas; while she didn't have direct experience working in those fields she indicated a strong interest in working with me and we are now working on some early stage research together. On our regular Zoom calls we discuss Christian and Buddhist (her faith) beliefs regularly, building on commonalities and engendering a faith-backed friendship that will result in stronger research outcomes.

C. Brigham Young University

The contributions of my teaching and research towards the fulfillment of the mission of Brigham Young University, are largely outlined above in the section on alignment with the Marriott School of Business. Beyond those teaching and research alignments, however, one of my most significant university-level alignments can be seen in my mentorship of students.

For each of my four teaching assistants I strive to work with them directly, beyond them simply fulfilling my class needs (i.e., grading) and try to engage them in small-group mentoring. In this small-group mentoring I ask them what their future career, family, and service-in-the-community aspirations are and attempt to model some of my TA activities to assist them in becoming more ready for those aspirations. For example, one of my TAs indicated an interest in managing online advertising campaigns for a small startup. Thus, I assigned her to be the liaison with an industry partner that our students were working with to launch digital advertisements. This TA managed that relationship and also learned how to launch digital ads. Upon graduation she was hired to manage advertising for a medium sized firm, in-part due to the skills she learned in this mentored opportunity.

I also strive to mentor students in my academic research. In my first year at BYU I reached out to the director of the honors program and had them send a solicitation in their regular newsletter to honors students, inviting them to reach out to me if they had interest in being a research assistant. From that effort I had the opportunity to directly mentor two honors students through an intensive research project where they helped plan a series of marketing and business strategy interventions for women-owned small businesses in Cambodia. At the culmination of their planning they, and one other undergraduate research assistant I recruited from the marketing program, traveled with me to Cambodia for on-the-ground training of our partners there. This project influenced the honors thesis of one of the students who graduated in April 2024, and become the main area of study for the other honors student who will be graduating in April 2026. This mentored experience was largely student-led, and each of my RAs on this project have shared that it was a lifechanging experience for them. I strive to mentor my students and provide out-of-the box influential opportunities to each of my RAs on my other research projects as well.

As most of my research areas focus on high-impact areas that can benefit society, as I mentor my students I do so with a focus on helping them become more devoted to God and loving their neighbors, while also gaining skills necessary to better serve their future families, communities and congregations.

4. RESOURCES NEEDED TO ACHIEVE THESE GOALS

Achieving these goals will require more than just intellectual effort; it necessitates robust department level support and financial resources. Continued departmental support in allowing me to hire and mentor research assistants, and administrative assistance from department staff will be needed to continue my complex research processes. Financial support is also needed to ensure my research can continue. Together, these supports will provide an environment where my teaching and scholarly endeavors can thrive, allowing me to focus on the spiritual growth of my students in the classroom and through RA/TA mentoring, as well as focus on innovation and discovery without being hindered by logistical or financial constraints.

The very generous support already provided is more than sufficient for my teaching and citizenship goals. The Marriott School of Business (MSB) has already been instrumental in supporting my research in Cambodia. Their commitment to fostering academic excellence is evident through the funding they have provided through my 20 account as well as funding for student travel, which has enabled me to undertake significant fieldwork, data collection, and the launching of marketing and business strategy interventions. Additionally, a federal grant has supplemented the MSB college support, allowing for a quick and thorough launch to my Cambodia research project. These combined efforts have not only facilitated the initial phases of my study but have also underscored the importance of department, college, university, and governmental backing in advancing my student mentoring and scholarly projects.

To fulfill my research related goals (primarily goal #2) I will require further funding beyond my 20 account. For example, as my research in Cambodia progresses, further financial support will be crucial to expand its scope and impact. I am currently seeking additional grants, from organizations such as the Bill and Melinda Gates Foundation and the Nasdaq Foundation, to cover the costs of extended fieldwork, and collaborative efforts with local researchers. This additional funding will enable a deeper exploration of gender equality and its affect on small business success, and contribute to more substantial findings in that and additional fields of research. The pursuit of these grants is ongoing and securing them will be pivotal in ensuring the continued success and growth of my research endeavors in Cambodia.

5. PROGRESS ALREADY MADE TOWARDS ACHIEVING THESE GOALS

Due to the nature of section 3. Department, College, and University Alignments, I have already shared many of the ways that I am already working towards these goals. However, below I summarize from that section as well as share some additional ways in which I am on the path to achieving the goals in this faculty development plan:

- Streamlining content in my classroom to focus on what is most important has already begun. I kept one of my teaching assistants on to help me over the winter semester of 2024. Over the summer of 2024 I have made additional improvements and each year moving forward, after analyzing my student comments, I will continue to optimize my class materials.
- I have already reached out to some potential guest lecturers that can add more advertising agency related content and will be vetting them for the Fall 2024 semester. Each teaching semester hereafter I will re-evaluate my guest lecturers based on feedback from students.

- I have already begun to focus my research on more impactful areas that help fulfill the mission of the Marriott School of Business and Brigham Young University.
- Building a 2 2 2 research pipeline is onerous but I have already got it to a 1 1 2+ format and am working diligently to get it to 2 2 2 before the end of the 2024 to 2025 school year.
- I have already identified a few additional marketing association events that I could attend that will benefit the students but also keep improving my understanding of the marketing world. For example, a prior colleague of mine who does product marketing has been invited (after my connection) to speak as a marketing association expert guest and I am planning on attending that to keep that network open, show the students support and love, and sharpen my knowledge of recent changes in product marketing.

Course Development Project –

During the summer seminar I met with Ursula Sorensen, my CTL consultant, numerous times and discussed developing a course. It was very helpful and she provided wonderful insights around course development, goals, etc. She has also given me direction to utilize SCOT for improving my class, which I have done. And she has met with my group leader (like dept chair... but specifically for all marketing faculty) and given him excellent advice on how to ensure I am most successful in my teaching:

- Getting yearly peer reviews in the three dimensions: student learning, learning environment, processes of improvement
- Utilizing SCOT and the CTL to engage in and document course improvements

In short, I would like to thank Ursula and the full CTL team. After designing the course per the CTL instructed guidelines, setting goals for improvement after the first time I taught, implementing improvements based on those goals, and then teaching the class again, it was clear that my teaching ability and the overall course curriculum has been greatly improved.

The course I developed, Advertising and Promotion, and taught was a completely new class as well, in that the prior instructor was teaching it in a different way and asked me to start completely fresh. Such a huge challenge was made much easier because of the help I received from CTL seminars.

My first time teaching this course

As discussed with CTL consultants, my department chair, my group leader, and my mentor, after teaching MKTG 403, Advertising and Promotion, in Fall of 2023 it became clear that while I had taken some good first steps in developing a new course curriculum, I needed to do more to make it the best experience for the undergraduate students taking the course.

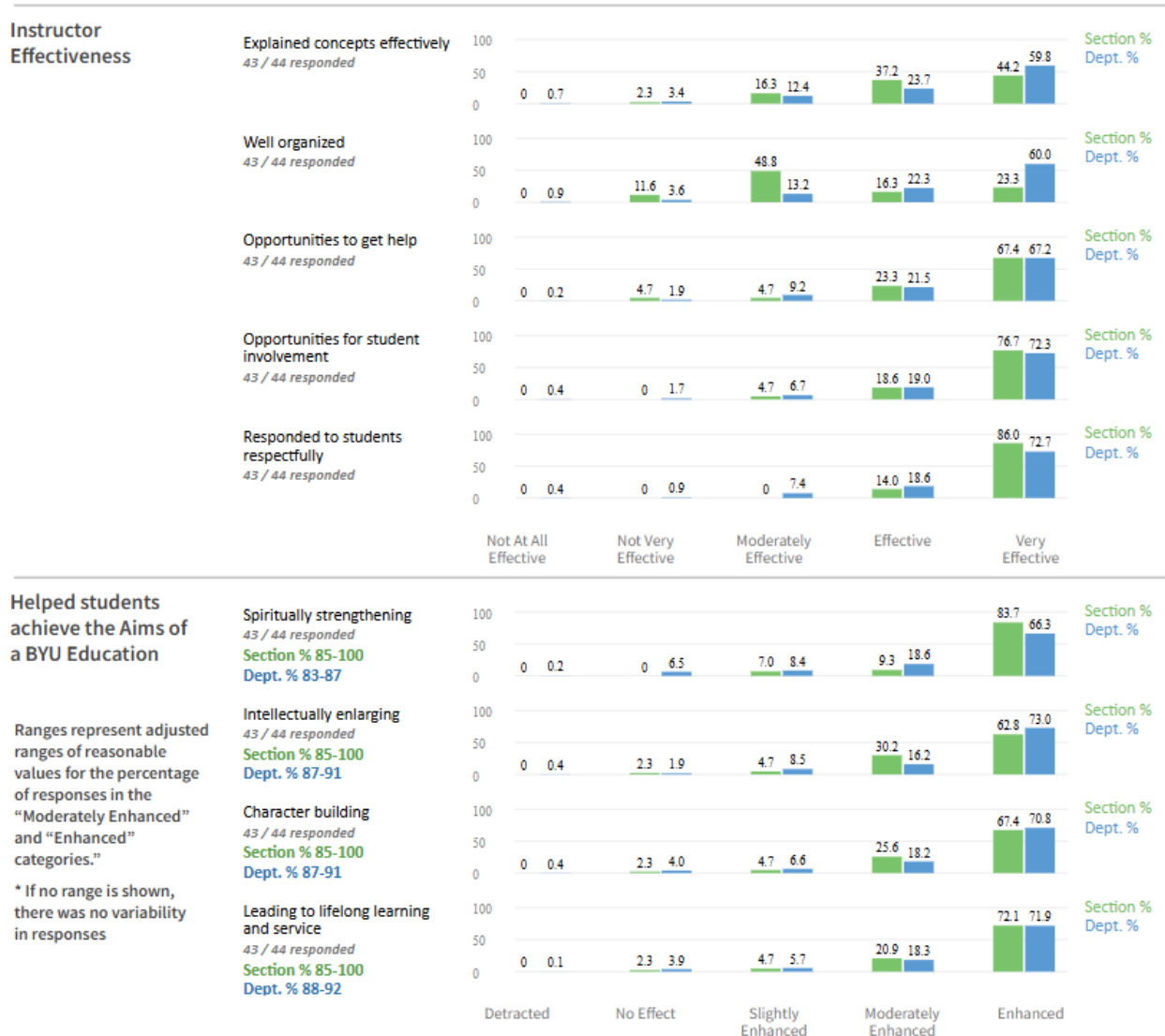
In short, after having SCOT sit in on my class, talk to my students, and analyze/categorize my end of semester student comments, three areas for improvement were clearly needed:

1. **Organization.** Developing a completely new class required a new syllabus, new textbook, and new lectures, slides and in-class exercises. As I built these out I admit to being more quick in preparation and creating coursework that falls short in the organizational aspects. For example, students created a large advertising campaign as part of their learning; many of the instructions were in flux the first time this experiential learning activity was completed, and it lacked the organization and instructional details the students needed to gain the most from their learning.
2. **Rigor.** One of the emerging themes in my student comments were that the course could be more rigorous. They loved the material but felt it didn't give them as great a challenge as they expected.
3. **Lecture length.** Another area to improve my in-classroom teaching is to shorten my lecture materials to make sure I can get through everything planned in each class, instead of having materials spill over into subsequent lessons. Several students provided this excellent feedback in regard to me not planning my material as well as I need to: "It seems like we don't get through the class material planned a lot of days, maybe a different pace or structure material would help"

and “Maybe just be a little more organized with having enough time to go through prepared material. He often runs out of time.”

Student evaluations after the first time teaching

Below is a student evaluation for one of the sections I taught of this class, in Fall 2023. I teach the same class 3 times, and the student evaluations are almost identical across each of the sections, and so I’ve provided only one set of evaluations here for reference.



As you can see, I had some lower scores on organization and explaining concepts effectively. From student comments it looked like much of the “explained concepts effectively” lower scores may have been due to having lectures that were too long and thus they seemed rushed.

The composite student ratings for the three sections I taught were:

- Section 001, 4.1 – 4.7
- Section 002, 4.3 – 4.7
- Section 003, 4.4 – 4.8

Process of Improvement

In an effort to show some of the specific ways in which my engagement in the CTL Summer and Spring Seminars, and the numerous other seminars I attended, and the advice I received from Ursula and other CTL consultants, I will explain my process of improving this class. First I will discuss the goals I set, then discuss the steps I took to redesign the course from the first time it was taught (Fall 2023) to the second (Fall 2024) and then how the goals were achieved.

Goals for improvement

1. Streamline Lectures

- My aim is to streamline my lectures by carefully reviewing the content and identifying areas where information is overly redundant or not crucial for students to internalize. This involves a thorough analysis of the lecture materials in comparison to the textbook, ensuring that only the most essential and impactful information is presented. By doing so, I can make my lectures more concise and focused, allowing students to grasp key concepts more effectively without being overwhelmed by unnecessary details.

2. Re-write Instructions for Assignments

- To enhance students' comprehension of assignment requirements, I will undertake a comprehensive re-writing of the instructions for all assignments. This process will involve simplifying complex language, providing clear examples, and breaking down tasks into manageable steps. Additionally, I will collaborate with my teaching assistants by presenting the revised instructions to them for feedback and suggestions. Their insights will be invaluable in refining the instructions to ensure clarity and accessibility for all students.

3. Rebuild Midterm/Final Assessments and Mid-Point Learning Quizzes to Be More Rigorous

- I intend to overhaul the midterm and final assessments, as well as the mid-point learning quizzes, to increase their rigor and better evaluate students' understanding of the course material. This will involve designing more challenging questions that require critical thinking and application of concepts, rather than simple recall of facts. The goal is to encourage students to engage more deeply with the content, fostering a higher level of intellectual rigor and promoting a deeper understanding of the subject matter.

How I redesigned the course

1. **Reviewed Lecture Notes and Identified Redundant Information**

- I conducted a thorough review of my lecture notes from this semester, paying close attention to the topics that were not covered in class or deemed less important. This review helped me identify areas where content could be streamlined. I prioritized cutting out information that was redundant or not essential for students' understanding. Additionally, I sought feedback from students and colleagues to ensure that the revised lectures were both comprehensive and focused, allowing for more interactive and engaging class sessions.

2. **Maintain and Hire Teaching Assistants for Feedback on Assignment Instructions**

- To ensure the clarity and effectiveness of assignment instructions, I retained one of my current teaching assistants and recruited one additional TA early in the year for the upcoming Fall semester. This team of TAs played a crucial role in reviewing and providing feedback on the re-written instructions. By involving them in the revision process, I leveraged their diverse perspectives and experiences to refine the instructions, making them more accessible and understandable for all students. Regular meetings and collaborative sessions with the TAs were scheduled to discuss and implement their suggestions. During the semester I hired two additional TAs and had them continue to watch for areas of improvement, in regards to assignment instructions.

3. **Rewrite Quizzes and Exams to Increase Rigor**

- To elevate the rigor of my quizzes and exams, I undertook a comprehensive revision process that included crafting more challenging and thought-provoking questions. These assessments were designed to test students' critical thinking skills, their ability to apply theoretical concepts to practical scenarios, and their understanding of the finer nuances of advertising. I also emphasized the importance of pre-class readings and incorporated questions that required students to draw connections between the readings and the lecture content. To evaluate whether they had done their pre-class reading I increased the number of quizzes in the semester (from 5 to 6) and made them closed note/book. In the first time I taught this class I allowed them to use notes and have an open book. By doing so, I aimed to foster a more rigorous academic environment that promoted deeper learning and better prepared students for professional challenges.

How the goals were achieved

Among my three primary goals, I found significant success in streamlining lectures and increasing the rigor of the class. In my first year, there were five or six instances where I couldn't complete the lecture within the allotted time, causing the content to spill over into subsequent classes. This issue necessitated two syllabus revisions during my initial semester. However, after optimizing my lectures, I encountered only one instance where I couldn't finish the class on time, and this occurred in just one of my three sections due to the high volume of questions from that particular group. Although I did have to make a syllabus revision, it was not related to lecture length but rather to an assignment deadline change prompted by an external partner we were collaborating with.

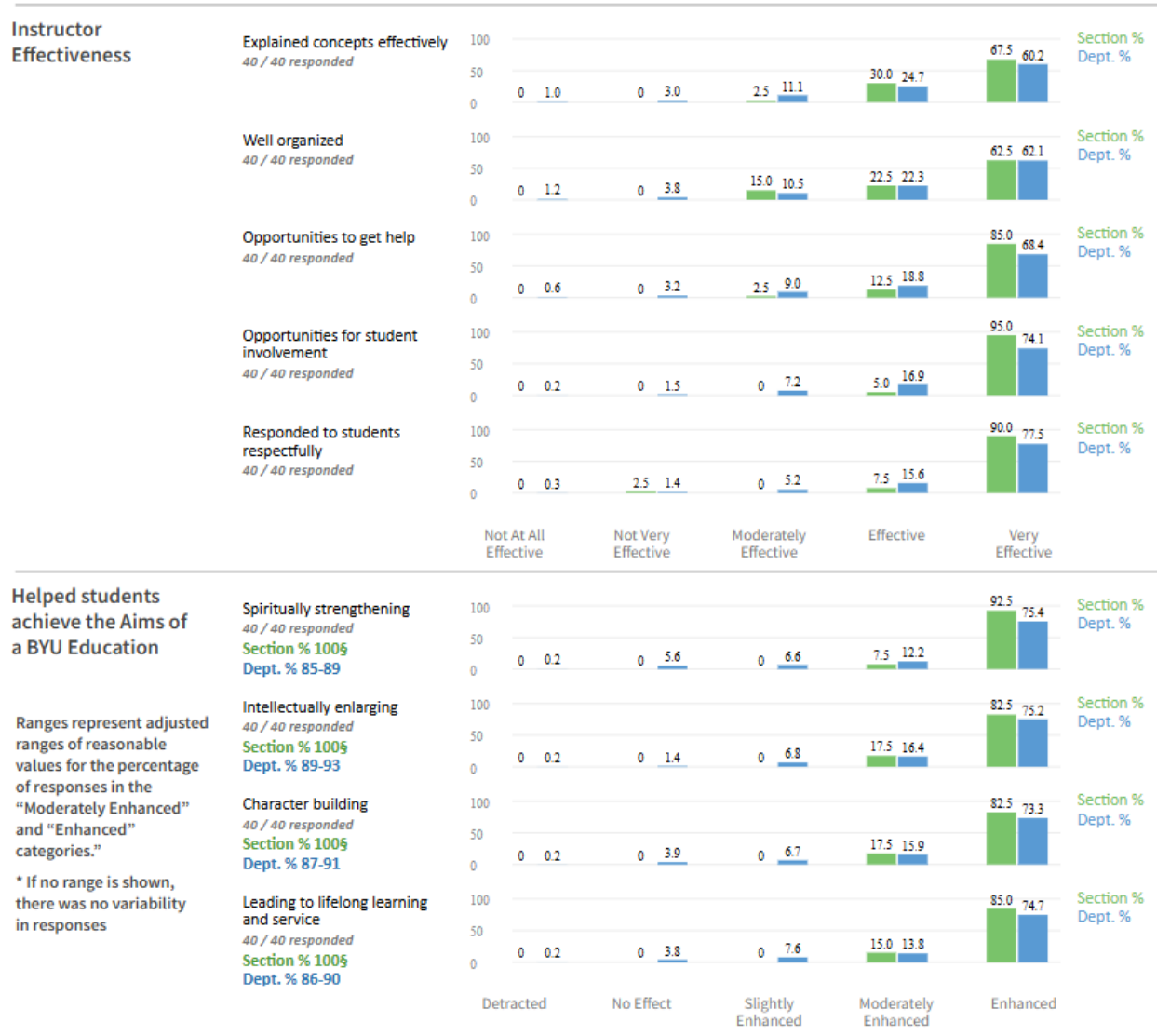
To make the class more rigorous, I undertook a comprehensive re-writing of quizzes and exams, and I introduced an additional quiz to the curriculum. Previously, students were allowed to use their notes and textbooks during quizzes, but I changed this policy to closed book/note quizzes to encourage better preparation and understanding. The final exams had always been closed book/note. Initially, I anticipated a significant drop in student grades due to this increased rigor. However, the grades remained consistent, suggesting that students recognized the need to invest more effort in their studies. This shift not only led to improved learning outcomes but also resulted in better end-of-semester evaluations from the students, reflecting their appreciation for the enhanced academic challenge.

My attempts to improve the organization of the course met with moderate success. One of the persistent challenges in my class has been maintaining a high level of organization. Re-writing the instructions for assignments provided considerable clarity and helped address some organizational issues. However, there are still several areas that require further attention. For instance, a recurring piece of feedback from students was the desire for more comprehensive use of the Canvas course calendar. They expressed that relying heavily on the syllabus was cumbersome and that a more fully utilized course calendar would streamline their ability to keep track of assignments and deadlines.

To address this, I plan to integrate the Canvas course calendar more thoroughly into my course management strategy. This will involve not only listing all assignments and deadlines but also providing reminders and updates through the platform. By doing so, I aim to enhance the overall organizational structure of the course, making it easier for students to navigate and manage their responsibilities. This adjustment, along with continued efforts to refine assignment instructions and other course materials, will contribute to a more organized and efficient learning environment.

Student evaluations after the process of improvement

Below is a student evaluation for one of the sections I taught of this class, in Fall 2024. I teach the same class 3 times, and the student evaluations are almost identical across each of the sections, and so I've provided only one set of evaluations here for reference.



As you can see, I made some considerable improvements in the course from the first year it was taught, specifically in the areas of organization and explaining concepts effectively.

The composite student ratings for the three sections I taught improved considerably, and they were:

- Section 001, 4.6 – 5.0 (up from 4.1 – 4.7)
- Section 002, 4.5 – 4.9 (up from 4.3 – 4.7)
- Section 003, 4.6 – 5.0 (up from 4.4 – 4.8)

One area of improvement I am most proud of is the improvement I saw in helping students achieve the aims of a BYU education. While my first year's teaching was already good, they've improved considerably. What is funny is that my classroom optimizations were based on organization, rigor and lecture optimizations, and not on aspects related to BYU's aims. However, as I was more organized I could naturally be in a better head space to share messages and teach in ways congruent with the aims of BYU. Additionally, as my students were benefiting from better organization, rigor and lecture formats, they too were in a position to be more strengthened in regards to the BYU aims.

Below you can see the improvements from 2023 (avg of 85-100) to 2024 (avg of 100) in how I helped students achieve the aims of a BYU education:

Helped Students Achieve the Aims of a BYU Education

Semester	Course/Section	Spiritually Strengthening		Intellectually Enlarging		Character Building		Lifelong Learning	
		Section Range*	Dept Range†	Section Range*	Dept Range†	Section Range*	Dept Range†	Section Range*	Dept Range†
Fall 2024	MKTG 403 (001)	100§	73-78	100§	77-81	100§	74-79	100§	74-78
Fall 2024	MKTG 403 (002)	100§	73-78	100§	77-81	100§	74-79	100§	74-78
Fall 2024	MKTG 403 (004)	100§	73-78	100§	77-81	100§	74-79	88-100	74-78
Fall 2023	MKTG 403 (001)	85-100	72-77	85-100	77-82	85-100	76-81	85-100	78-83
Fall 2023	MKTG 403 (002)	88-100	72-77	78-98	77-82	88-100	76-81	93-100	78-83
Fall 2023	MKTG 403 (003)	100§	72-77	88-100	77-82	92-100	76-81	100§	78-83

Citizenship Goals and Achievements Plan

, MBA PhD

Assistant Professor of Marketing

While teaching and mentorship are areas of primary importance at BYU, fostering a supportive and collaborative environment through active citizenship is also crucial. As a dedicated member of the academic community, I recognize the importance of engaging in activities that enhance the overall experience for students and colleagues. This report outlines my goals for improving my citizenship efforts and reflects on the progress made over the past year.

Goal 1: Increase Engagement with Marketing Association Activities

Objective: Attend more Marketing Association planned activities after hours to connect with the full group of marketing students and support the student leadership team.

Action Plan:

- **Participate in Events:** Attend Marketing Association events regularly to build rapport with students.
- **Support Leadership:** Offer assistance and encouragement to the Marketing Association student leadership team.
- **Enhance Visibility:** Be present at events to make students feel comfortable approaching me for help.

Expected Outcome: Increased participation in these events will strengthen the marketing department's community, attract more firms to hire our students, and provide greater support to the student leadership team.

Goal 2: Foster Faculty Friendships and Collaboration

Objective: Organize activities to strengthen friendships and collaboration among marketing faculty members.

Action Plan:

- **Schedule Regular Lunches:** Arrange monthly lunches for faculty to socialize and discuss non-work-related topics.
- **Host Social Events:** Organize a holiday party at my home to foster a sense of community and camaraderie.
- **Encourage Participation:** Invite all faculty members to participate in these activities to build stronger relationships.

Expected Outcome: These efforts will create a more cohesive and supportive faculty environment, enhancing collaboration and overall job satisfaction.

Goal 3: Enhance Student Support through One-on-One and Small Group Interactions

Objective: Continue providing personalized support to students while expanding efforts to reach more students through group activities.

Action Plan:

- **Maintain Individual Support:** Continue helping students in one-on-one and small group settings.
- **Expand Reach:** Attend more Marketing Association activities to connect with a larger group of students.
- **Promote Accessibility:** Make it known that I am available to assist students with their academic and career-related concerns.

Expected Outcome: By balancing individual support with group interactions, I will be able to assist more students effectively and contribute to their academic and professional growth.

Outcomes of Goals

Goal 1: I successfully attended several Marketing Association events, which allowed me to connect with a broader group of students. My presence at these events helped build the overall value of the activities and provided much-needed support to the student leadership team. As a result, students felt more comfortable seeking my assistance, and the events saw increased participation from the community.

Goal 2: I successfully organized several lunches for small groups of faculty, which were well-received by my colleagues. These activities provided opportunities for faculty to bond outside of work, leading to stronger friendships and improved collaboration within the department. Because of time constraints during my busy teaching semester I did not organize a holiday party at my home but will try again this year.

Goal 3: I maintained my commitment to helping students individually and in small groups, ensuring they received the support they needed. Additionally, my increased participation in Marketing Association activities allowed me to reach a broader audience, making more students aware of my availability and willingness to help. This dual approach has been effective in providing comprehensive support to the student body.

Reflecting on my progress, I am pleased with the advancements made in my citizenship efforts. By actively engaging with the Marketing Association, fostering faculty friendships, and supporting students, I have contributed to a more vibrant and supportive academic community. Moving forward, I

will continue to build on these successes and seek new opportunities to enhance my contributions to the department and the broader academic environment.

Scholarship Goals and Achievements Report

, MBA PhD

Assistant Professor of Marketing

While teaching and mentorship are areas of primary importance at BYU, driving innovation, knowledge, and progress across disciplines through scholarship is also important. As a dedicated scholar, I deeply value the role of rigorous research and continuous learning in advancing our understanding of complex subjects. Recognizing the importance of staying engaged with the latest academic developments, I am committed to enhancing my scholarly efforts. By actively participating in peer reviews, expanding my knowledge through regular reading, and effectively managing my research team, I aim to contribute meaningfully to the academic community and foster a culture of excellence in my field.

Goal 1: Increase Engagement with Scholarly Journals

Objective: Enhance my involvement with academic journals by actively seeking review opportunities.

Action Plan:

- **Network with Editors:** Attend conferences and engage with editors to express my interest in reviewing papers.
- **Participate in Seminars:** Join online academic seminars through organizations like the AMA and ISBM to stay updated and connected.
- **Engage with Journals:** Actively read and comment on articles, and participate in journal-related discussions.

Expected Outcome: By increasing my engagement, I will gain valuable insights into the peer-review process and establish myself as a committed scholar in my field.

Goal 2: Enhance Knowledge of Academic Literature

Objective: Broaden my understanding of academic theories and modeling practices by reading scholarly articles.

Action Plan:

- **Set a Reading Schedule:** Dedicate time to read three academic papers weekly during my research-intensive terms (Winter/Spring/Summer).
- **Diversify Topics:** Focus on areas where I have less experience, such as consumer behavior, to expand my expertise.
- **Mentor and Learn:** Use my mentoring experience to identify gaps in my knowledge and address them through targeted reading.

Expected Outcome: This will ensure I stay well-versed in current research trends and methodologies, enhancing my ability to conduct robust academic research.

Goal 3: Improve Management of Research Assistants

Objective: Develop better mechanisms to keep research assistants on track and ensure their work contributes effectively to my projects.

Action Plan:

- **Conduct Training Sessions:** Hold additional training for temporary research assistants to set clear expectations and goals.
- **Set Personal Goals:** Help research assistants establish personal goals that align with project objectives.
- **Enhance Follow-Up:** Train my main research assistant on effective follow-up and encouragement techniques to maintain productivity.

Expected Outcome: Improved management will lead to more efficient project progress and help research assistants achieve their future goals.

Outcomes of Goals

Reflecting on my progress over the past term, I am pleased with the strides I made in achieving my scholarly goals.

Goal 1: Increase Engagement with Scholarly Journals

I successfully enhanced my involvement with academic journals by actively seeking review opportunities. By networking with editors at conferences and participating in online seminars through organizations like the AMA and ISBM, I was able to secure several paper review assignments. I have been a reviewer now on three different top tier academic articles, and was also invited to attend a reviewer workshop for the two leading journals in our discipline (Journal of Marketing and Journal of Marketing Research). This experience not only deepened my understanding of the peer-review process but also helped me establish valuable connections within the academic community.

Goal 2: Enhance Knowledge of Academic Literature

While I set out to read three academic papers weekly, I found it challenging to maintain this pace due to the significant amount of time I dedicated to optimizing the class I am teaching. Although I did manage to read several papers, I did not achieve the consistency I had hoped for. However, the time spent on improving my course has greatly benefited my students and enhanced my teaching skills, which is also a valuable outcome.

Goal 3: Improve Management of Research Assistants

I made substantial progress in managing my research assistants more effectively. By conducting additional training sessions and helping them set personal goals, I was able to keep the team on track and ensure their work contributed meaningfully to our projects. Training my main research assistant on follow-up and encouragement techniques also proved to be highly effective, resulting in improved productivity and a more cohesive team dynamic.

Overall, I am proud of the progress I made and the positive impact these efforts have had on my scholarly work and teaching. Moving forward, I will continue to build on these successes and address the areas where I can improve.

Grant Proposal: Video Equipment for Classroom Recording

Grantor: BYU Faculty Center

Grantee:

Grant Request Summary:

I am seeking funding to acquire a high-quality video camera and tripod for my MKTG 403 - Advertising and Promotion class. This equipment will be used to record guest lectures and student presentations, providing valuable resources for both students, teaching assistants, and myself.

Project Description:

- **Purpose:**

My primary goal is to enhance the learning experience. This recording equipment will facilitate this in two ways: 1) recording guest lectures, and 2) recording student presentations.

By recording student presentations, students can review their performances and identify areas for improvement. They will also be able to better understand the grading of their projects/presentations. Additionally, as teaching assistants watch all presentations and weigh in on grading, the presentations can be re-watched so that all grading does not need to be done at the time of the presentation, improving the quality of grading and the alignment of grading between teaching assistants and faculty (my grading).

Further, for each of the two guest lectures I hold for the class the recordings will be posted on Canvas, enabling the students to rewatch them. Also, as some students are unable to attend the specially scheduled guest lectures this will provide a means for them to still benefit from the lecture.

- **Budget Needed:**

- High-quality video camera: \$400
- Sturdy tripod: \$100
- Total: \$500

- **Timeline:**

- I plan to purchase the equipment in August 2024 so it can be used in the Fall semester.

Conclusion: Investing in video equipment will significantly enhance our classroom experience. I kindly request \$500 to purchase the necessary equipment.