

Name
Marriott School of Management
Romney Institute of Public Management

2017 CITIZENSHIP PROJECT

One of my colleagues, Eva Witesman, and I have conversed for the last 12+ months about how our department can raise its internal/external profile while continuing to accomplish its purposes of promoting human thriving through public service. Before I arrived, a Governance committee was formed to move part of this agenda forward.

That committee has lost momentum and has recently been reformulated as our strategic governance committee. For my part on the committee, I hope to work specifically on those activities that would raise our external profile so that we can promote our dept/BYU in its role of facilitating human thriving through public service.

I anticipate that this will be a function of (1) continued/increased research productivity—including conference activity, publishing, etc. -- from myself and colleagues and (2) concentrated marketing efforts like newsletters, social media (e.g., professional twitter activity), etc.

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2017 Course Development Project Grant Proposal

As mentioned in my FDP, I hope to establish the Public Service Lab as a mentoring and one-on-one teaching home for the research that I conduct that involves students. BYU, like many other universities, benefits from engaged, mentored student involvement and has done quite well, pedagogically, by having lots of its students involved in research efforts on campus.

I have piloted this model with 4-6 students during the past year and have been pleased with our progress. The idea is to mimic a natural science lab team where I have lab personnel that I mentor as they learn to work on various aspects of the research cycle.

For the \$300 course development project grant, I propose a monthly meeting budget that I can use to purchase food, and perhaps small items like thumb drives, to help convene not only students directly involved in the mentorship/teaching involved in the Public Service Lab, but also to help other students in our program who may be interested in an informal pre-PhD class that I teach. The purpose of both of these efforts (and thus the budget) is to attract students to and then facilitate continued discussions about whether a doctoral track is appropriate for a particular student.

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2017 FACULTY DEVELOPMENT PLAN

This document articulates my faculty development plan for 2017-2020. I was recruited to BYU as an associate professor. I was granted tenure at a large, public university with a top-ranked program in my field, where I also served as the doctoral director. With that background, I hope work, over the next three-year probationary time-period, towards not only CFS but also full professor. This plan serves as a blueprint for how I hope to progress towards those goals.

A. SELF EVALUATION

I begin by noting that I have greatly benefitted, over the last 15 years, from excellent advisors, mentors, colleagues, students and co-authors. Above all, I benefit from a wonderful and supportive wife and family. Any strengths listed here are largely the product of these great resources. My current weaknesses, on the other hand, are my own.

Scholarship. I think that one of my greatest strengths is a passion for public management, nonprofit and legal research and an ability to produce, with some regularity, published research. Part of this strength is attributable to a network of different- and like-minded coauthors that I have cultivated over the years. I hope to continue my research productivity at BYU and facilitate research productivity in others (including colleagues at BYU). The themes and topics that I think have and hope will continue to define my scholarship are: public service motivation; public service career choice and retention; prosocial behaviors like philanthropy; diversity, including anti-social behaviors like discrimination and stereotypes.

Teaching. I have taught at three different institutions, excluding BYU. A consistent pattern has emerged at each. During the first few semesters at each institution my teaching started at or below average (for the department). With some concerted efforts, I've been able to improve teaching at each institution and left my most recent institution as one of our department's top-rated teachers. Some of these efforts have included peer evaluation, teaching workshops, and more mindful course design and preparation. Some of this also includes learning the unique culture and expectations of students at each institution. BYU is proving to be no different. My first semester yielded just average teaching evaluations. After extensive conversations, my second semester was somewhat better and I even won 'teacher of the year' from the first-year MPA students.

Mentoring. I enjoy mentoring students – particularly those with research interests, whether that leads them to a PhD or not. I have started a Public Service Lab at BYU where I am attempting to formalize an social science lab environment in which my research assistants and mentees can explore research questions and grow as researchers.

Citizenship. I think my greatest opportunities lie in the area of mentorship and the area of citizenship. I am actively working with my colleagues to elevate BYU's MPA program. This includes a variety of efforts that I'll detail in the next section.

B. GOALS

Citizenship. BYU's MPA program is not as visible as it deserves to be. *One of my goals is to work with our existing resources to better promote – both internally and externally – our program. Internally, this would mean better promotion and awareness of BYU's MPA program as one of an undergraduate's best avenues to pursue BYU's motto: enter to learn go forth to serve – a motto penned by one of our former faculty, Stewart L. Grow.* Externally, I hope that this will come in the form of a better national (US News and similar ranking institutions) ranking. Internally and externally, I hope to measure my success via continued efforts to work with Heather and Kip (our dept leads on this) to generate energy around internal marketing. My success will also be measured in the extent to which I can better integrate and market the two comparative strengths of our department: ethics and public service management. Beyond these efforts, I hope to serve diligently on committees when asked and have done so, to my knowledge, so far, including service on our awards and research committees and as a faculty advisor to Grantwell (a student led, faculty advised engaged learning group focused on better philanthropic processes).

Teaching. The biggest areas for personal growth are undoubtedly teaching. I hope to leverage some peer feedback, including my annual stewardship interview, to continually improve my teaching. I have room to improve and hope that teaching becomes as natural for me, here at BYU, as research has been. I think the measurables most obvious in this area are student evaluations. However, I also hope to court some more systematic peer-observational feedback. *Ultimately my goal is to help our MPA students discover and refine their professional capacity to serve the public – a capacity augmented by a living/active testimony of Jesus Christ.*

Mentorship. Related to teaching, I hope to establish the Public Service Lab as the home for my student-involved research. *BYU, like many other universities, benefits from engaged, mentored student involvement and has done quite well by having lots of its students involved in research efforts on campus.* I have piloted this model with 4-6 students during the past year and have been pleased with our progress. The idea is to mimic a natural science lab team where I have lab personnel that I mentor as they learn to work on various aspects of the research cycle. In this way, I hope to identify and

prepare select, current master students to pursue doctoral work. *These doctoral students then become part of a pipeline of future faculty that we can consider attracting, at the appropriate time, back to BYU.*

Scholarship. I think the goal for me in this area is to try to keep my scholarly momentum while also expanding my capacity as a teacher. *BYU needs to continue to be known for excellent research. While this is no more important than teaching, it is as important in our school. Our own departmental/programmatic reputation is function of how well the constituent faculty members publish.* I have several goals in this area including completing:

- A recently awarded NSF grant
- A Cambridge University Press book contract of primary research
- The first phase of a Cambridge University Press book series on public and nonprofit research and practice.
- Have 60 peer-reviewed articles published or forthcoming.

C. CONNECTING PERSONAL GOALS TO INSTITUTIONAL NEEDS

These are made explicit in the italicized statements included in the previous section.

D. RESOURCES NEEDED TO ACCOMPLISH PROFESSIONAL AND INSTITUTIONAL GOALS

My perception, thus far, is that I am blessed with the basic resources needed to pursue the goals outlined in section B. I think the biggest challenge—particularly as I seek to balance teaching equally with research -- will be finding the the contiguous blocks of time needed to develop and accomplish the significant research projects that currently define my scholarly agenda (e.g., NSF, book contract, book series contract, etc.). Some of this will come with better personal time management but some will also have to come in the form of sabbaticals, the possibility of stacking courses, and access to student research assistance.

E. ACCOMPLISHMENTS TO DATE

I came to BYU with significant research momentum and teaching experience. In the past year (2016-2017) I have published or had accepted for publication 15 articles, been awarded an NSF grant, a Cambridge book contract and an editorship for a Cambridge book series. In teaching, I have been awarded 'teacher of the year' by our 1st year MPA students. In mentorship I have started the Public Service Lab and have been awarded a Mentoring Environment Grant (MEG) by BYU. In citizenship I have served, where/when

asked, and am trying to go the second mile in helping our department in its marketing efforts.

Instructor:	Name
Office:	771 TNRB
Phone:	801.422.6414
Email:	rc@byu.edu
Consultation:	Gladly by appointment, email, phone, etc.

COURSE BACKGROUND AND A FAST ANALOGY

One of the central purposes of this class is to provide a culminating course on Stewart L. Grow's unofficial motto for BYU: **ENTER TO LEARN, GO FORTH TO SERVE**. Its no coincidence that Prof. Grow was a former member of BYU's MPA program.

We'll use a written project as a "vehicle" for exploring this motto. With the project we'll be integrating the skills and contextual knowledge that you have gained in the EMPA program and which you continue to polish and acquire in your working lives as you 'go forth to serve.'

I lived for five years in Charlotte, NC, home of the NASCAR Hall of Fame. Incidentally I taught the MPA capstone course at the University of North Carolina Charlotte during that time. In NASCAR, the driver (**you**) guides a car (**your written capstone project**) through a race course (**our 686 course**, of course). However, there is a crew chief (**me**) and entire pit crew (**department faculty and staff, classmates, guest speakers, alumni, etc.**) there to support and improve your car (**project**). A successful car cannot make it to the finish line without multiple pit stops. Each week will be a pit stop designed to improve, refuel, and increase your performance.

You might think of one tire as statistical/quantitative skills, or another as communication skills. Perhaps the fuel is project management or evaluation skills, or legal knowledge. These skills, properly integrated with the vehicle, can make the difference between a good car and a great car at the finish line. A smart driver is also aware of her surroundings, so contextual knowledge (e.g., ethics and administrative environment) also plays a crucial role in a successful car/project.

To reiterate, the primary purpose of EMPA 686 is to learn better as we go forth to serve. We'll use the written project as a vehicle to do so, week after week – with a good deal of preparation before we actually even meet together in SLC. We (you and your crew/chief) will support, share, critique, and strengthen the project with each turn of the course. While the project is a vehicle for what we hope to accomplish, I emphasize that we have other (broader) objectives to enrich this capstone experience.



COURSE OBJECTIVES

1. BETTER PREPARE TO GO FORTH TO SERVE
2. Complete a final project that serves the public/nonprofit sectors in some way and demonstrates mastery of concepts taught in previous classes.
3. Discuss topics of current relevance, drawing lessons for future management.
4. Cover important, applicable topics that haven't fit in other courses and/or round out topics that have received too little attention.
5. Provide an opportunity for students to network and prepare for future career opportunities.
6. Serve as a culminating experience for the EMPA program.
7. Set a foundation for your relationship with BYU-MPA as a soon-to-be alum.

LEARNING OUTCOMES

Public and Nonprofit Management Practices

- Demonstrate a broad mastery and understanding of public administration and key sub disciplines.
- Demonstrate a commitment to public service.

Effective Communication

- Demonstrate competent professional writing.

Critical Thinking

- Demonstrate the ability to read, think critically, and analyze management situations.

Career Development

- Networking, resume building, staying current, etc.

REQUIRED MATERIAL

- Adam Grant's (2013, 2014, etc. any edition). Give and Take: A Revolutionary Approach to Success. New York City, NY: Viking.

EXPECTATIONS/GRADING: Detailed Descriptions Follow

Course Requirements & Grading	Weight	Due Dates (before the class listed)
Individual & Team Participation	25%	Weekly
Attendance		Weekly
Contribution/ Peer Assessment		Weekly/ Within 48 hrs after Class 7
Capstone Project	55%	
Capstone proposal	5%	Class 1
Capstone presentation/slides	15%	Class 5
Written Capstone	35%	Class 6
Personal Mgt Statement/Book Essay	10%	Class 7 (can be done early)
Reciprocity Ring (online)	5%	Post your need before Class 4 ; respond to other(s) before Class 7
Updated resume/personal statement	5%	Within 48 hrs after Class 7

INDIVIDUAL AND TEAM PARTICIPATION

I expect *graduate-* level participation in individual and team/group pursuits – in class and online (Canvas). What is graduate level participation? If you compare the activities of wading, swimming, and scuba-diving: graduate level participation is **scuba diving**. As is true outside the classroom, your thorough preparation and articulate, respectful insights benefit others as much as yourself. Grading for participation is a function of the following:

- Class attendance
- Peer feedback and quantity/quality of contribution, including critical evaluation, respect and integration of others' contributions (classmates', etc.)
- Graded as part of participation: Peer assessment will be a survey-style form on which, using your weekly class notes, you'll rate each of your teammates (and yourself, guest speakers, me, etc.) in terms of contribution to your success and the success of the cohort. You'll be in rotating groups each week so you should have opportunity to interact with nearly everyone in class.

CAPSTONE PROJECT DESCRIPTION

Background

For your final project, you will need to identify a problem or issue you currently face at work or in your community. The problem must be unresolved so that your written project can add value towards its resolution. In choosing your problem consider the following:

- Is the problem unresolved?
- This is what I am taking from the program!
- This is what I learned and am now doing this at work.
- This is what matters to me.
- This project will matter to others.
- This is what I am passionate about!

You can identify the issue by making observations in your own work place, talking with professionals and alumni, reading the news, talking with a professor, or from your own experience in places other than where you work. The capstone project is an opportunity to apply your learning from the previous 42 credits in the EMPA program to solve a real issue. Your capstone project should exhibit that you are able to employ your EMPA education in specific, proactive ways.

The basic process is: you will identify a problem, use project management, research, contextual and analytical skills to prepare a recommendation. You'll then share what you have learned in an oral presentation and in a written report. Each project should integrate the implementation of new practices, skills, or initiatives that increase your effective contribution to the unresolved problem.

Capstone Proposal

Because you will only have six weeks during the capstone course to complete the project, we want you to have approval of your project as soon as possible. Your proposal should be a 1-2 page memo, single spaced, that details the following sections:

1. What is the unresolved problem or issues that you'll address?
2. What is the project objective statement? This should be clear, concise and state what you hope to accomplish.
3. What are the specific steps you will take in completing the project? You should supplement, with your Gantt chart, greater detail about steps/tasks and expected dates of completion for each.
4. What resources (research, data, tools, interviews, etc.) do you need and/or plan to use in completing the project?
5. How will you record your progress on the project? Include a description of how you'll measure progress towards the objective (see #2). What outcomes would signal success for your project?
6. Which EMPA courses will you draw on most heavily in completing your project? (You should make clear the direct connection of your project to at least three different EMPA courses.)

The resulting project should be of professional quality. Your project proposal is due April 13, 2016, but can be submitted as soon as you have it ready.

Capstone Slides/Presentation

You will submit a 5-6 slide PowerPoint slide deck that summarizes your project, dedicating a slide to each of the major sections of the written capstone (except perhaps your ultimate recommendation, which you can finalize after you get feedback in from your presentation). A well-rehearsed, 5-minute professional presentation will be used to get additional feedback on the chosen topic.

Written Capstone

The following sections will be required of all final capstone projects. I also anticipate a 15-page, single-spaced minimum for these projects. **Note:** *Some of the sections may have been different in the sample memos; when in doubt, follow these guidelines. Additional sections might be included at your discretion if deemed applicable. Exceptions to the following format/length need to be cleared with me first.*

- **Executive summary** including a short statement of your recommendation
- Problem **introduction/background** including statement of the problem/issue to be resolved, relevant actors and a statement of your objective(s)
- **Alternatives/options** (including status quo) that might be pursued to solve the problem
- **Analysis** of research/data (this will likely be the bulk of your project); this may include description of analytic tools and visuals like figures and graphs and include the following
 - Description of **research/data/evidence** with which you'll inform/base your recommendation
 - **Statement of values** used to identify the 'best' alternative/option; this may be related to your objective
- **Recommendation(s)** should clearly be supported by your analysis
- **Conclusion** restatement of problem, objective, and recommendation and how the recommendation achieves your objectives
- **Bibliography** documents your outside evidence in a consistent format (you choose the format, just be consistent).

- **Appendix**

- **Additional visuals, analysis**
- **Supplemental information/data**
- **1-page list of EMPA classes** with a careful/detailed explanation of which courses you used most in completing your project. In this part describe the concepts, tools, skills, and values learned in the EMPA program that you implemented to solve an issue, generally advance the capstone, etc.

PERSONAL MANAGEMENT STATEMENT / BOOK ESSAY

A personal "management statement" is an essay that is 2 pages ss that (1) integrates your reflections on the book (Grant's *Give and Take*) with (2) class concepts and materials. The goal of this assignment is to record during the "luxury" of graduate school a blueprint for how you'll want to manage and address problems away from the thick of things in the "real world." It is, by nature, aspirational. The grade will be determined in part by how well the paper uses and synthesizes material from the book and class in formulating your own position. In it you should strive to indicate your personal conception of what characteristics and skills constitute effective management. I will be looking for a demonstration what you have learned from this course, and more generally how your degree will help you in public service (gov't, nonprofit, etc. organizations).

RECIPROCITY RING

Your success is a function of others around you and their success is a function of your own willingness to contribute to their flourishing. One of Grant's (*Give and Take*) contributions is a reciprocity activity that captures this general idea. We will use an online "Reciprocity Ring" (<https://goo.gl/UWuz88>) to meet individual professional needs. You will post a pressing professional request (Class 4) and then have three weeks to look over the requests of your classmates and then post a response to one or more of your classmates' needs before class 7.

RESUME/PERSONAL JOB STATEMENT

Bring a copy of your resume and/or personal job statement to class 7. You will receive advice and have time that night to help you improve these. Within 48 hours after class 7, submit (1) a clean, revised resume and/or personal statement and (2) a version showing the edits, in track changes, that you made.

COURSE SCHEDULE: Bullets indicate action items

Class/Date	Topic /Description
Pre-Class As soon as possible	<ul style="list-style-type: none"> • Read this syllabus overview. I'll share a more detailed version when we meet for class. In this version pay special attention to the bracketed courses that we'll be drawing from each week. • Read the individual project description for the spring 2017 Capstone class (after this schedule) • Start with the end in mind. Read the many examples of past successful capstone projects posted on Canvas. • Review project management files on how to develop a Gantt chart (Canvas) • Get and begin reading Adam Grant's (2013). <u>Give and Take: A Revolutionary Approach to Success</u>. New York City, NY: Viking
Pre-Class Thurs, Apr 13	<ul style="list-style-type: none"> • Submit Individual Project Proposal explained below (Canvas) • Submit a Gantt chart (e.g., excel) detailing the basic project management approach you'll use to manage this project
Class 1 Thurs, May 4	<p>Course Introduction</p> <p>[Relevant Courses: 684]</p> <p>Project Management Refresher Introductions - Syllabus Defining public problems (problem introduction/background) Asking Useful Questions by Understanding Context and Values (of PA) (values)</p> <ul style="list-style-type: none"> • Bring your Gantt chart to class • Bring your problem statement to class • In-class we'll strengthen project's introduction/background • In-class we'll strengthen actor identification and begin values identification • In-class we'll strengthen your ability to manage this capstone (and other assignments) with a refresher on project management
Class 2 Thurs, May 11	<p>Strengthening Decision-making with Quantitative Tools</p> <p>[612, 630, 631, 632]</p> <ul style="list-style-type: none"> • Bring alternatives/options to class that might solve your problem • Bring evidence, data, etc. to class that you'll use to support your project • In-class we'll strengthen your approach to identifying and evaluating alternatives • In-class we'll strengthen your ability to use the right decision-making tools
Class 3 Thurs, May 18	<p>Economic and Financial Tools and Awareness</p> <p>[603, 604, 626, 631, 632]</p> <ul style="list-style-type: none"> • Bring refined background, alternatives/options, and rough analysis sections. • Read/skim before class: <i>Financial House</i> PowerPoint by Grant McQueen • In class we'll strengthen financial/technical aspects of project (continuation of last week) • In class we'll strengthen the analysis and connective tissue between the first three sections

Class/Date	Topic /Description
Class 4 Thurs, May 25	Speaking Truth to Power - Communication [662, 682] <ul style="list-style-type: none"> • Bring a draft slide deck to class • Read before class "How to Give a Killer Presentation" • Watch before class <ul style="list-style-type: none"> ◦ How to Give an Awesome (PowerPoint) Presentation https://www.youtube.com/watch?v=i68a6M5FFBc ◦ How to speak so that people want to listen Julian Treasure https://www.youtube.com/watch?v=elho2S0Zahl • In class we'll strengthen these presentations.
Class 5 Thurs, June 1	Legal and Political Awareness and Community Engagement [643, 640, 651, 683, 684] <ul style="list-style-type: none"> • Come ready to give a short, professional presentation • In class you'll receive feedback and then you can strengthen your project. • Watch/read at least one of the two before class: <ul style="list-style-type: none"> ◦ BYU Devotional Carl Hernandez March 17 2015 "Devoted Discipleship" ◦ BYU Devotional Larry Walters April 1 2014 "Citizenship"
Class 6 Thurs, June 8	Organizational Life, Decisionmaking and Ethics [640, 641, 651, 683, 684] <ul style="list-style-type: none"> • Submit project before class • Come ready to participate in the Mini-Society Simulation
Class 7 Thurs, June 15	Course Conclusion <ul style="list-style-type: none"> • Bring your resume/personal job statement • Watch before class: My philosophy for a happy life Sam Berns <ul style="list-style-type: none"> ◦ https://www.youtube.com/watch?v=36m1o-tM05g • Watch/read before class one of the following: <ul style="list-style-type: none"> ◦ BYU Devotional Jeff Thompson June 1 2010 "What is Your Calling in Life?" ◦ BYU Devotional David Hart Feb 10 2015 "Be Excellent: Becoming Who You Are in Today's World" • In class, we'll strengthen resumes/job statements
Post-Class Thursday, June 22	Graduation Banquet 6:00 pm; Bonneville Room at the Joseph Smith Memorial Building

Grading & Syllabus

I use the following grading scale: A =94-100; A-=90-93; B+=87-89; B =84-86; B- = 80-83; C+=77-79; C =74-76; D=65-69; F=64 and below. As a general substantive guide, anything 90+ indicates 'exceeds expectations,' 80+ is 'meets expectations,' and 79 and below 'does not meet expectations.' Similarly, on a 3 points scale, a 3 exceeds, a 2 meets and a 1 does not meet.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Generally, I'll use Canvas for these and other announcements.

Academic Integrity | Honor Code

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

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

Plagiarism

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

Inappropriate Use of Course Materials

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

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we

... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (http://cdd.la.psu.edu/site-resources/The%20CDD%20Deliberation%20Guidelines.pdf/at_download/file)

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health

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

Name
Marriott School of Management
Romney Institute of Public Management

2017 SCHOLARSHIP STRATEGIES PROJECT

As an established scholar, I have the benefit of being able to look back and identify those themes of my work that I have found to be most rewarding. These are themes/topics that I hope to further develop moving forward.

1. **Themes/Topics.** I begin by noting that I have greatly benefitted, over the last 15 years, from excellent advisors, mentors, colleagues, students and co-authors. Above all, I benefit from a wonderful and supportive wife and family. Any strengths listed here are largely the product of these great resources. My current weaknesses, on the other hand, are my own. I think that one of my greatest strengths is a passion for public management, nonprofit and legal research and an ability to produce, with some regularity, published research. Part of this strength is attributable to a network of different- and like-minded coauthors that I have cultivated over the years. I hope to continue my research productivity at BYU and facilitate research productivity in others (including colleagues at BYU). The themes and topics that I think have and hope will continue to define my scholarship are: public service motivation; public service career choice and retention; prosocial behaviors like philanthropy; diversity, including anti-social behaviors like discrimination and stereotypes.
2. **Goals** are to complete:
 - a. A recently awarded NSF grant on anti-social behaviors rooted in race and gender stereotypes amongst judges.
 - b. A Cambridge University Press book contract of primary research rooted in race and gender stereotypes amongst judges and attorneys.
 - c. The first phase of editing a Cambridge University Press book series on public and nonprofit research and practice.
 - d. Host a 10 year anniversary conference on public service motivation with the concept's founder, James L. Perry.
 - e. Have a total of 60 peer-reviewed articles published or forthcoming.
 - f. A project proposal, with the *Partnership for Public Service* (PPS), entitled, "Why Public Service," that documents why individuals take the pay and reputational 'hit' often required to serve in public and nonprofit organizations, but do so anyways.
3. **Strategies** to complete:

- a. Regular meeting with the co-investigators and our research assistant students.
 - b. Regular meeting with the co-investigators and our research assistant students.
 - c. Regular meeting with my co-editor and active travel to solicit quality manuscripts.
 - d. Form a conference committee of leading thinkers on this topic and work with staff and students to facilitate the conference.
 - e. Continue pursuing my research questions and regular writing to meeting RR deadlines, etc.
 - f. Strategic meeting with the PPS in order to offer our capacity to help them code and write up the data that they collect relevant to the question in 2f.
4. **Method** for measuring success in each of these goals is primarily completion of the project or phase. The strategies outline the success: regular meeting and writing. So most of this will be calendar-based discipline.