



SYLLABUS

CFM 105: Introduction to Construction and Facilities Management Section 001 – Fall 2017

Course Instructor	Name
Telephone:	801-422-2023 (office) 801-885-0422 (cell)
Address:	230 SNLB Provo, UT, 84602
E-mail:	Name@byu.edu
Office Hours:	TTH 1:30 – 3:30 PM and by appointment (please don't hesitate!)

Class Meeting Times

T/TH @ 9:00 AM – 10:20 AM in room 170 SNLB (LAB in 219 SNLB)

Students are expected to wait 15 minutes if the faculty member has been delayed unless notified otherwise.

Prerequisites

High school, heartbeat... And charity, of course.

Course Description

Introduction to construction and facilities management including industry specifics, estimating, scheduling, building information modeling, and construction calculation methods.

Course Purpose

The successful student will be familiar with the scope of the CFM major, including the variety of career paths related. Additionally, they will have a basic understanding of key

elements of the built environment and relevant processes, including design, construction and facility management.

Course Outcomes

Upon completion of this course, the student should be able to:

1. Understand the scope of the Construction and Facilities Management major.
2. Read and understand construction documents (Plans and Specs).
3. Understand the basics of Building Information Modeling (BIM).
4. Perform basic construction math.
5. Understand the basic components of the process of design, site selection, estimating, scheduling, and facility management of the built environment.

Required Text

- “Design Integration Using AutoDesk Revit 2017” by Stine, D.

Required Materials

- Calculator (preferably with trigonometric functions)
- Architect and Engineer Scales

General Information

Welcome to the wonderful and exciting world of construction! This course is designed to help students understand and *experience* various parts of the process that brings buildings and developments to reality. The concepts discussed will set the stage for upcoming courses in this degree and should help students get a feel for the direction they would like to pursue going forward.

Grading

The assessments for the learning outcomes are performed through instructor analysis of homework, exams, classroom observations, student feedback and course evaluations. Late work will be eligible for 50% credit if submitted within **ONE** week of the original due date. Submittals will not be accepted more than one week after the due date unless the student has a written and approved excuse.

Grade Weighting

Assessment Item	Percentage
Assignments	35%
In-Class Exercises	15%
Quizzes	30%
Team Project	10%
Final Project	10%

TOTAL	100%
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Grading Scale

Grade Distribution

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	<60

There is NO ROUNDING of grades.

Everything should be neat, thorough, and your *original* work. **Copied materials will receive NO credit.**

Classroom Procedures and Expected Student Behavior

Participation Policy – Participation enhances learning like water enhances diving.

Attendance Policy – You are expected to attend every class. Additionally, students should understand that, unless prior arrangements have been made and approved, leaving class prior to the time it has been dismissed by the faculty member is unprofessional and unacceptable, and may result in an absence being recorded.

Meeting Times – The instructor reserves the right to use scheduled class times for instruction, demonstrations, guest speakers, etc. Students should not schedule work or other classes during CFM 105's assigned class time.

Communication – The instructor will communicate with the class via the student's listed email account. Students are responsible to ensure that their email address is current and that they check their email account at least daily. If you do not understand something relating to this class, it is the student's responsibility to ask a clarifying question, or to make an appointment with the instructor to discuss it.

Punctuality - Students are expected to be in class at the time it is scheduled to begin. Repeated tardiness is unacceptable and unprofessional.

Attire - Students are expected to follow the honor code in their dress and grooming. Ball caps are to be removed when guest speakers are presenting.

Cell Phones and Laptop Computers - Cell phones are to be turned off or to vibrate during class. If a phone goes off during class, you will owe your classmates donuts! Laptop computers are allowed in class for the purpose of taking notes and other faculty-designated purposes. If computers are used for non-approved purposes during class, students will be asked to “STOP IT” (see President Uchtdorf, April 2012). No computers/phones are allowed during the guest presentations.

Food and Drinks - Food and drink may be consumed in the classroom although it is expected that students will use good manners and will clean up after themselves. However, food and drink should NOT be consumed during guest presentations. Only non-alcoholic beverages are to be consumed unless approved in advance for special events.

Calendar of Activities and Major Assignments

See schedule on Learning Suite. The class schedule provides information on assignment due dates and lecture topics and dates. The schedule is subject to change and will be updated from time to time. The student is responsible for checking the schedule regularly on Learning Suite to stay up to date.

University Policies

Honor Code

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

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.

Academic Honesty

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.

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/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider

things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

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.

Mental Health Concerns

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>.

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

BYU CM Program Outcomes

Communication

Effectively communicate orally, graphically and in writing.

Ethical and Moral Leadership

Promote moral and ethical leadership in the global marketplace.

Design and Pre-Construction

Influence project design and to manage pre-construction activities.

Project Management

Control project schedule, cost, quality, and risk.

Financial & Property Management

Analyze the risk and feasibility of real estate projects throughout their life-cycles.

Technical and Professional Competency

Manage technical areas such as mechanical, electrical, and structural systems.

Safety, Security, Sustainability, Regulatory Compliance

Create programs and processes for safety, security, sustainability and regulatory compliance.

Technology and Innovation

Utilize cutting-edge technologies to find innovative solutions.

Analytical Thinking and Problem Solving

Think analytically and to solve problems.

Experiential Learning

Gain learning through applied industry experience, service and life-long learning.

CITIZENSHIP PROJECT PROPOSAL

Name, Ph.D.

**Assistant Professor, Construction and Facilities Management
School of Technology**

GENERAL DESCRIPTION

Citizenship is an important component of a long term career in academia. Citizenship activities must include networking with both faculty colleagues *and* industry partners relating to teaching and scholarship. Perhaps particularly so in the construction industry, involvement in professional organizations is a critical way to build relationships and network. This proposal includes only those goals and activities to be achieved by February 2018, as requested in the provided guidelines.

GOALS AND ACTIVITIES

1. *Collaborative Teaching Activities*
 - a) Observe a colleague's teaching and invite a colleague to observe my own. Share feedback via email.
2. *Collaborative Scholarship Activities*
 - a) Finalize resubmission of Mechanical Curriculum paper to the IJCER in collaboration with colleagues at the University of Oklahoma and Clemson University.
 - b) Submit paper on Work Values and Perceptions of Construction Students in collaboration with faculty colleague from Clemson University.
 - c) Submit paper on Interdisciplinary Course Case Studies to the ASEE Regional Conference in collaboration with BYU colleagues.
3. *Industry Service Activities*
 - a) Continue active involvement in the Community Service Committee of the UVHBA, and Subcontractor for Santa.
 - b) Continue as active member of the organizing committee for the 2017 SAR Architecture for Health Annual Conference – Building Trust Through Collaborative Project Delivery.
 - c) Continue as active member of the ASC Research Committee.
 - d) Continue as peer reviewer for relevant journals and conferences.
4. *University/College Service Activities*
 - a) Coach the 2018 ASC Regional Competition Mixed-Use team.
 - b) Co-coach the 2018 NABH Competition team.
 - c) Graduate student committee membership and advising.
5. *Activities to Build Collegiality*
 - a) Have lunch with colleagues at least once a week.
 - b) Extend industry network by regular lunch meetings with local contractors.
 - c) Participate regularly in physical fitness (basketball and volleyball) with colleagues.

COURSE DEVELOPMENT PROJECT GRANT PROPOSAL

Name, Ph.D.

**Assistant Professor, Construction and Facilities Management
School of Technology**

GENERAL DESCRIPTION

I would like to request monies in the amount of \$300 to support two efforts relating to course development and improvement: 1) resources for a learning activity to benefit students in the classroom, and 2) resources that support my development as a teacher. I expect both of these improvements to enhance learning by providing enriched activities for the students.

Desired Items

1. *Deming Red Bead Experiment* – Dr. Edward Deming, the father of Total Quality Management, developed this game/simulation to teach principles of teamwork, waste reduction and productivity. I plan to use this simulation during the CFM 416 – Capstone class to help student teams have candid discussions ideally enabling them to more effectively work together on their course projects.
 - COST = \$249 + tax (all included pricing based on Amazon.com)
2. *Books on Teaching* – To support my continued development as a teacher, I would like to put some funds towards the purchase of the following books:
 - “Mindset: The New Psychology of Success” by Carol S Dweck
 - COST = \$10.19 + tax
 - “Make it Stick” by Peter C Brown
 - COST = \$20.74 + tax

FACULTY DEVELOPMENT PLAN

Name, Ph.D.

**Assistant Professor, Construction and Facilities Management
School of Technology**

OVERVIEW

This document represents a snapshot of my evolving Faculty Development Plan as recommended during the Faculty Development Series. This plan covers activities for the period of employment through my final continuing faculty status review. Included in this plan are self-assessments and goals relating to the professional performance categories of scholarship, teaching and citizenship. Self-assessments include an analysis of strengths, skills, competencies, interests, opportunities and areas in which I hope to develop. The discussion on goals in each section includes both short term (1-2 years) and long term (3-5 years) goals and their requisite resources. I have also attempted to associate my goals with the department and university goals and aims as suggested.

TEACHING

Self-Assessment

While there is and always will be room for improvement in this area, the teaching/learning process is my passion and it is what drove me through my graduate studies. My primary strengths in this area are as follows: 1) I genuinely care for the students and for their long-term success, and 2) I want to be a better teacher. I have been teaching at the university level full time for the past 4 years and have developed skills and competencies related to course design, assessment creation, student engagement and discussion facilitation, and flexibility. I am very interested in testing and improving teaching techniques and in collecting accurate assessments of student learning. I have many opportunities for development related to teaching. Key focuses at this early stage of my career at BYU include the following areas: 1) effective use of TA hours, 2) assignment rubric development, 3) clear association of all course assessments with course learning outcomes, and 4) implementation of changes based on course feedback.

Goals

Short Term (1-2 years)

1. Be more proactive and explicit about including the overall goals of the university in my courses - specifically related to the spiritual strengthening of the students. I look to share regular learnings from personal scripture study and church attendance in class on a regular basis.
2. Take advantage of available tools for obtaining course feedback (e.g., SCOT program in each class each semester, CTL consultant course evaluations once in each class, peer evaluations, mid-course evaluations and student ratings in each class each semester).
 - Resources Needed: Continued access to the CTL and SCOT program. Also access to the "Faith in Learning" mid-course evaluation created by Jane Birch.
3. Incorporate and document changes based on course feedback from each semester for each course using my "teaching effectiveness" notebook.

4. Attend the Annual Conference of the Associated Schools of Construction as regularly as possible to learn best practices being conducted in other construction classrooms. I anticipate bringing back two specific improvements to my classes from this conference.
 - Resources Needed: Department support for attendance at the conference (approx. \$2,500 annually)
5. Develop rubrics for all assignments in CFM 105 to allow for more accurate grading and feedback for students.
6. Maintain a “Very Good” rating in the teaching section of my annual stewardship meetings with Bro. Lunt. I anticipate accomplishing this goal by achieving the previously mentioned goals.

Long Term (3-5 years)

1. Continue with each of the short-term goals 1-4 listed above.
2. Obtain and maintain an “Excellent” rating in the teaching section of my annual stewardship meetings with Bro. Lunt.
3. Prep and teach a graduate course to assist with program needs.

SCHOLARSHIP

Self-Assessment

I believe that scholarship is an important element of my work as a Professor. It should support and enhance my teaching efforts while also benefiting our industry partners. I also hope that it will allow me to extend and share the mission of BYU with colleagues working in my area. My primary strengths related to scholarship are as follows: 1) strong foundation for my research program and area of focus, and 2) good network of associations with other universities for collaboration. I am interested in studying the systems inherent to the construction process (e.g., project delivery methods) and how those processes impact interpersonal interactions, relationships, and ultimately, trust. The heavily interdisciplinary nature of the built environment provides a venue for research into the personal interaction side of construction. Specifically, the themes and topics that I will pursue in scholarship are in the following areas: 1) interpersonal trust, 2) lean construction, 3) interdisciplinary interactions and courses, and 4) academia and pedagogy. As with teaching, I have many opportunities and areas for development related to scholarship. Key focuses at this stage of my career at BYU include the following areas: 1) integration of undergraduate students into research projects, 2) network with interdisciplinary faculty to enhance scope and impact of projects, 3) write and submit papers for peer-reviewed publication, and 4) pursue appropriate funding opportunities.

Goals

Short Term (1-2 years)

1. Submit 2 journal articles – one to IJCER and one to the Professional Constructor.
2. Submit papers each year for inclusion in the conference proceedings of the Annual ASC Conference.
3. Publish and present paper at the 2017 Annual Conference of the International Group for Lean Construction.
 - Resources Needed: Support from the College of Engineering for international travel in addition to the provided start-up funds

4. Identify and hire an undergraduate student to assist in research projects.
 - Resources Needed: Financial support from the College and School in the form of start-up funds
5. Submit HELP Grant Proposal to the National Housing Endowment.
 - Resources Needed: 1) Support from program to attend NHE review committee meeting during the IBS, and 2) Peer review of submission and ORCA involvement
6. Submit MEG Grant Proposal to ORCA.
 - Resources Needed: Peer review of submission from previous recipients
7. Participate in two additional journal submissions related to graduate student work (Will Name and Morgan Tagg).
8. Begin writing paper on my Model of Trust-Building in collaboration with Psychology professor, Mark North.
 - Resources Needed: Collaboration from the Psychology Department
9. Finish collecting Delphi Panel responses for interdisciplinary courses project.
10. Maintain a “Very Good” rating in the scholarship section of my annual stewardship meetings with Bro. Lunt.
11. Successfully complete the 3rd Year Review.

Long Term (3-5 years)

1. Be 1st faculty author on two original peer-reviewed publications annually – minimum one journal submission.
 - Resources Needed: Maintain 2-2-1 teaching load and manageable citizenship expectations
2. Obtain and maintain an “Excellent” rating in the scholarship section of my annual stewardship meetings with Bro. Lunt.
3. Successfully complete the Continuing Faculty Status application and process.
4. Regularly co-author work with students, both undergraduate and graduate students.
 - Resources Needed: Funding for research assistants

Scholarly Activities in Progress by Focus Area

Projects Related to Academia and Pedagogy

- *Construction Estimating Curriculum – What would industry teach?*
 - We are still finalizing the data collection instrument for this project. When complete, we will collect the opinions of professionals regarding what emphases and topics should be focused on during estimating courses to ensure students have the necessary skills upon graduation.
 - Collaborating with Dr. Ben Bigelow, Assistant Professor at Texas A&M University
 - Anticipated Publication Venue: International Journal of Construction Education and Research
- *HVAC Curriculum – What would industry teach?*
 - This paper is in the final stages of the review and resubmit process
 - Collaborating with Dr. Anthony Perrenoud, Assistant Professor at the University of Oklahoma, and Dr. Joseph Burgett at Clemson University
 - Anticipated Publication Venue: International Journal of Construction Education and Research
- *Hiring International Students*

- Project reviewing the perceptions of US firms regarding employment of international students. This project is in the early stages of development and literature review.
- Collaborating with Dr. Joseph Burgett, Assistant Professor at Clemson University
- Anticipated Publication Venue: The Professional Constructor
- *Work Values and Perceptions of Graduating Construction Management Students*
 - Project reviewing the work values of graduating students and their perceptions of what a career in construction offers.
 - Collaborating with Dr. Joseph Burgett, Assistant Professor at Clemson University
 - Anticipated Publication Venue: to be submitted to an appropriate construction-related journal

Projects Related to Interpersonal Trust

- *Methods for Building Trust – A Literature Review*
 - In depth review of academic papers discussing methods for building trust. The literature review is complete and the project is currently being written up.
 - Anticipated Publication Venue: Conference Proceedings of the 2018 Annual Conference for the International Group for Lean Construction
- *A New Model for Building Interpersonal Trust*
 - Theoretical paper detailing the model for building trust that resulted from my dissertation research.
 - Collaborating with Dr. Mark North, Assistant Professor in BYU's Psychology Department
 - Anticipated Publication Venue: to be submitted to an appropriate construction-related journal

Projects Related to Interdisciplinary Interactions and Courses

- *Three Case Studies of Interdisciplinary Classes – What Works and What Doesn't*
 - Case studies were conducted at three construction programs that are successfully holding interdisciplinary courses. General practices and faculty experiences were reviewed and documented.
 - Anticipated Publication Venue: Conference Proceedings of the 2018 Associated Schools of Construction Conference Proceedings
- *Delphi Study of Interdisciplinary Course Best Practices*
 - This project is an extension of the case study paper mentioned above. An expert panel of approximately 30 faculty members who have been involved in interdisciplinary courses will be assembled. An iterative survey process will collect data regarding the best practices/recommendations for interdisciplinary courses.
 - Collaborating with Byron Edwards from the Department of Architecture at Clemson University
 - Anticipated Publication Venue: International Journal of Construction Education and Research

CITIZENSHIP

Self-Assessment

Although I plan to carefully manage how much time I devote to this area of my work, it is an important component of a long term career in academia. Perhaps particularly so in the construction industry, involvement in professional organizations is a critical way to build relationships and network. These relationships are an important part of effective teaching practices (e.g., guest speakers) and influential scholarship (e.g., research respondents and opportunities). My primary strengths in this area are as

follows: 1) interpersonal skills to work with industry partners and committees, and 2) established networks within multiple relevant organizations. My skills and competencies related to citizenship include collaboration and teamwork. I am interested in maintaining extant strong ties between BYU's Construction Management program and our industry partners, and in building new ties with strategic partners that can support our program. Additionally, I believe collegiality and service at the university is also an important contribution to the overall success of the organization, and in making work more enjoyable. Opportunities for development related to citizenship include: 1) pursuing leadership opportunities within the organizations I am currently involved in, and 2) involvement in program committees.

Goals

Short Term (1-2 years)

1. Organizing Committee Member for 2017 SAR Architecture for Health Annual Conference – Building Trust Through Collaborative Project Delivery
 - Resources Needed: Support for travel to conference and workshop
2. Coordinate the annual CM Alumni and Friends dinner
3. Coordinate the annual ASC student competition in Reno.
4. Thesis Committee Chair - Will Name
5. Thesis Committee Member - Morgan Tagg
6. Become a member of the NAHB Student Competition Advisory Board
 - Resources Needed: Support for travel to Washington DC for midyear meeting
7. Continue as active member of the ASC Research Committee
 - Resources Needed: Support for travel to annual ASC Conference
8. Continue as active member of the UVHBA, including participation on the Community Service Committee
9. Coach 2018 ASC Regional Competition Mixed-Use team
10. Co-Coach 2018 NAHB Competition team
11. Maintain a “Very Good” rating in the citizenship section of my annual stewardship meetings with Bro. Lunt.

Long Term (3-5 years)

1. Maintain network and connection with the ASC, IGLC, UVHBA, and NAHB through continued participation on committees.
 - Resources Needed: Maintain 2-2-1 teaching load and manageable citizenship expectations
2. Chair one graduate student thesis committee per year and be involved in another.
3. Have lunch with colleagues at least once a week.
4. Extend industry network by regular lunch meetings with local contractors.
5. Continue as peer reviewer for relevant journals and conferences – approximately 4 article reviews a year.
6. Maintain connection with graduating students via Linked-in.

SCHOLARSHIP STRATEGIES PROJECT PROPOSAL

Name, Ph.D.

Assistant Professor, Construction and Facilities Management
School of Technology

GENERAL DESCRIPTION

My faculty development plan includes a description of both short and long term goals, and related themes according to my anticipated research agenda focus areas. It states the following:

“I am **interested** in studying the systems inherent to the construction process (e.g., project delivery methods) and how those processes impact interpersonal interactions, relationships, and ultimately, trust. The heavily interdisciplinary nature of the built environment provides a venue for research into the personal interaction side of construction. Specifically, the themes and topics that I will pursue in scholarship are in the following areas: 1) interpersonal trust, 2) lean construction, 3) interdisciplinary interactions and courses, and 4) academia and pedagogy.”

Each of these focus areas are interrelated and tying them together is one of my strategies. This proposal includes only those strategies/goals to be achieved by February 2018, as requested in the provided guidelines. Additionally, this proposal includes a list of specific strategies for scholarly productivity and a method to evaluate success.

GOALS

1. Submit 2 journal articles, have at least one accepted and published and the other progressing through the review process.
 - a) *Work Values and Perceptions of Graduating Construction Management Students*
 - Project reviewing the work values of graduating students and their perceptions of what a career in construction offers.
 - Collaborating with Dr. Joseph Burgett, Assistant Professor at Clemson University
 - Anticipated Publication Venue: International Journal of Construction Education and Research
 - b) *Hiring International Students*
 - Project reviewing the perceptions of US firms regarding employment of international students. This project is in the early stages of development and literature review.
 - Collaborating with Dr. Joseph Burgett, Assistant Professor at Clemson University
 - Anticipated Publication Venue: The Professional Constructor
2. Submit 2 conference proceedings and present at their relevant conferences.
 - a) *Case Studies of Interdisciplinary Classes – A Success Story*
 - We conducted a case study of an architecture/construction program that is successfully holding interdisciplinary courses. General practices and faculty experiences were reviewed and documented.
 - Anticipated Publication Venue: Conference Proceedings of the 2017 Regional ASEE Conference
 - b) *Methods for Building Trust – A Literature Review*
 - In depth review of academic papers discussing methods for building trust. The literature review is complete and the project is currently being written up.
 - Anticipated Publication Venue: Conference Proceedings of the 2018 Annual Conference for the International Group for Lean Construction

3. Identify and hire an undergraduate student to assist in a research project during Fall 2017 semester.
4. Submit MEG Grant Proposal to ORCA
5. Graduate Student Advisement
 - Assist Will Name with the successful completion of his thesis, including a corresponding submission to a journal for publication.
 - Support Morgan Tagg with the successful completion of his thesis.
 - Become committee chair or member of another graduate student during Fall 2017.

STRATEGIES FOR SCHOLARLY PRODUCTIVITY

1. Involve undergraduate students in research efforts.
2. Set aside a minimum 30-minute block of time each day to write. This will include either closing my office door or going to the library.
3. Send drafts of work to the Faculty Editing Service for review and feedback.
4. Engage colleagues to review work as it progresses.
5. Don't wait until a paper is "perfected" but submit for review in shorter intervals.

METHOD FOR EVALUATING SUCCESS

1. Ultimately, the success of the strategies listed above will be determined by the accomplishment of the goals defined previously and in my faculty development plan. The successful publication of quality peer-reviewed submissions at appropriate venues will be the primary method for evaluating my success.