This document is my Faculty Development Plan that provides a self-assessment and specific goals in the areas of teaching and citizenship. It also provides a blueprint of how I will fulfill my “10 bucket” commitment to the Marriott School of Management for the academic years 2012-2015.

Teaching

Over the last 12 years I have had the opportunity to teach a variety of courses: audit, financial, managerial and tax and at 4 different educational institutions: BYU Provo, BYU Hawaii, University of Utah and Utah Valley State College. Teaching a wide array of courses and at different institutions has broadened my perspective and I believe, contributed to my being a better teacher. I have a passion for helping the students understand not only the current subject they are learning but also how that subject matter relates to the other disciplines they are studying and more importantly how it will benefit them in their chosen profession. I believe that teaching not only takes place in the classroom but also through other interactions with students such as email, office hours, school and firm sponsored events.

I will continue to improve my teaching and perspective in the classroom by:

1. **Classroom Management**
   a. Identify a couple of topics each semester that I can update and find new ways to present the material in a logical manner without students memorizing formulas or content.
   b. Reference personal examples, public financial statements and “non-textbook” cases in class to broaden the student’s perspective and understanding.
   c. New Technology: stay current and integrate new technology in the classroom (i.e. iClickers, Pencasts)
   d. Provide a “big picture” context by attending the common Jr. Core activities and reinforce topics discussed.
   e. Share my testimony: Over the course of the semester, I will provide specific personal examples during my career where I have been blessed by living the principles of the gospel of Jesus Christ. I will live the Honor Code in my personal and professional life.

2. **Teaching Improvement**
   a. Increase my teaching toolkit by reading one book a year that will help me with my teaching or visiting the classrooms of faculty identified by the Marriott School as outstanding teachers.
b. Review my teaching evaluations annually with my department chair and provide a written analysis to identify areas of strengths and areas to improve.

c. Attend appropriate training sessions to stay current on tax and financial issues in the profession.

d. Attend the CTLA annual conference.

e. Keep my CPA license current by obtaining the necessary credits for continuing professional education (CPE)

3. Student Relations.
   a. Learn student’s names by the first 2 weeks of class (class size 50)
   b. Respond to student emails within 24 hours of receiving them (excluding weekends)
   c. Maintain an open-door policy where students feel comfortable visiting me or emailing me for help and advice. Hold regularly scheduled office hours.
   d. Invite any student who performs below 50% on an exam to come and visit with me and help them develop a personalized study plan to help them perform better in the class.

My teaching load for the 2012-2015 academic year are as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Buckets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Jr. Core Financial Accounting (2 sections)</td>
<td>3</td>
</tr>
<tr>
<td>Winter</td>
<td>Jr. Core Financial Accounting 2 (2 sections)</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>Accounting Principles 2 (1 section)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>7 buckets</strong></td>
</tr>
</tbody>
</table>

**Citizenship (3 buckets)**

I want to be recognized by my colleagues as a team player and a committed colleague. In addition to formally accepting committee assignments, I will look for other opportunities to help the mission of our department, college and BYU.

My service commitments for the 2012-2013 academic year is as follows:

- Admissions committee member for the graduate accounting program
- Faculty Advisor for WSOA
- Faculty Advisor for ALPFA
- Chair of the social committee
- Attend at least one faculty research workshop a semester (Fall/Winter)
- Coordinate Financial Jr. Core Sections Fall and Winter
By serving in the capacities stated above and by doing the following, I will fulfill my responsibilities in citizenship:

- Attend and actively participate in department, college and university meetings.
- Attend University and firm sponsored events.
- Attend at least one Commencement exercise a year
- Have my mentor, Professional stem coordinator and department chair at least annually review my faculty plan and provide specific feedback such as
  - Are my expectations realistic?
  - Am I pushing myself enough?
  - Ask them to help me interpret my teaching evaluations.
  - How is my voice in the department? (am I professional, too loud, too quiet)
  - Any additional expectations for me?

Resources Needed

To fulfill my goals above, I will need the support of my mentor, professional stem coordinator and department chair. I will also need funds available to attend the annual CTLA conference and AAA Conference.
Professional Development Project Proposal

For the FDS Professional Development Project, I am proposing the following:

Goal

1. Develop an internal case that will integrate tax and financial accounting topics.

Approach

I will partner with a colleague, Brian Spilker, in preparing this case. We will work together using our combined tax and financial knowledge and experience to develop a case that can be used in ACC 404 (Intermediate Financial Accounting) and ACC 405 (Fundamentals of Taxation.) We will arrange an integrated class period in Winter 2014 where the students will work on the case with both Tax and Financial professors present. We will also work towards publishing the case in an Accounting Education Journal.
Citizenship Project Proposal

For the FDS Citizenship Project, I am proposing the following:

Goal
1. To help attract and support women students in the School of Accountancy in the Marriott School of Business.

Discussion
Women make up 41% of the undergraduate student body in the top ten US business schools while the school of accountancy’s admission of women is under 25%. According to the Pell Institute for the Study of Opportunity in Higher Education, women now earn 60% of master’s degrees, nearly 50 percent of all medical and law degrees, and over 40 percent of all MBA’s. The School of Accountancy’s Masters program admission of women is below 25%. Women currently hold 51% of management and professional positions in the U.S. Labor Force (Source: U.S. Bureau of Labor Statistics)

Approach
• I will work cooperatively with Steve Glover as he and I serve as Co-Advisor’s of the Women in the School of Accountancy Club.
• I will work cooperatively with the Marriott School Women in Business Club.
• I will set up a time to meet with Kay Stice, a colleague in the department, who also teaches to Women Studies, to gain an understanding of his perspective and knowledge of what factors influence women when they make decisions.
Course Development Project—Grant Proposal

Goal
   1. To help enhance the learning of my students through new technology—wifi smartpen.

Proposal
Livescribe manufactures a smartpen that records everything that I write and speak. This technology will allow me to answer a student’s question quickly by working through the requested problem (with pen and paper), uploading it to my computer and emailing a link to that student and other students. This will allow me to reach more students quickly and efficiently.

Resources Needed
   • Sky 4gb wifi smartpen $199.95
   • Single Subject Notebook, 4-Pack, Numbers 1 through 4 $24.95
Topics to be Covered this Semester

You remember with fondness the topics you covered in Acc 200 and Acc 310 – the statement of cash flows, inventory, revenue recognition, and others. The exciting news is that we get to do it again, only better. Here are some of the topics we will cover this semester.

- The conceptual framework
- Primary financial statements
- Financial statement articulation
- Revenue recognition
- Earnings management
- International Financial Reporting Standards
- Financial statement footnotes
- Inventory issues
- Pension issues
- Accounting for bonds
- Fair Value Accounting
- Acquisition, disposal, and impairment of PPE
- Accounting for intangible assets

Learning Outcomes
1. Apply financial accounting standards and concepts (listed above) to different business situations.
2. Gain exposure to the tools and literature that professional accountants use on the job.
3. Apply ethical considerations to financial reporting issues.

Required Items
- *The Home Depot, Inc. case* (purchased at the BYU Bookstore)
- *i>Clicker*, purchased at the bookstore
- *Financial calculator to be used in class and in the testing center*

Characteristics of successful students in this course:

- Take responsibility for their own learning
- Prepare for class (read the material before class, ponder about it, discuss with assigned group members)
- Think critically about principles of accounting
- Enjoy learning from other students
- Want to be great learners and teachers

Assessments:
Assessment is an important part of this course. There will be activities designed to assess your knowledge, abilities, and achievement of course objectives. Different types of assessment
activities include, class participation and professionalism, working in teams, case assignments and taking quizzes and exams.

Exams will be one part of the overall assessment plan for this course. Please take responsibility and prepare for exams seriously. The exams for this course will assess your ability to recall some of the terms, concepts, and principles related to this course. The things you will need to recall will not be trivial; they will be related to the basic foundation knowledge you need in order to think critically about accounting and financial reporting. Thus, in addition to remembering terms and concepts, you will need to recognize examples of concepts and understand how to apply ideas to example situations. You will need to think critically about the subject. Exams will provide an opportunity to demonstrate your ability to do this.

Although the exams are important, we recognize that they are only one measure in one instance in time. Consequently, they cannot reflect your total ability, but merely estimate portions of it. Although they are an imperfect measure, they do provide an indication of your progress or the lack thereof. Prepare seriously and do your best, but remember that grades are meant to measure your academic performance relative to this course; they do not assess your overall potential as a person nor do they assess your overall intelligence or worth.
Class Organization

Homework:
Homework problems will be assigned for almost every financial class meeting. You are expected to attempt all of these problems BEFORE coming to class. At times, a homework assignment will be “handed” in by submitting a selection of your homework answers through Canvas (similar to a quiz); you will be able to use books, notes, etc. while completing these Canvas homework assignments. Of course, before opening up the homework assignment in Canvas, you should complete all of the assigned homework problems from the textbook. Please follow all instructions for submitting homework.

Quizzes:
We will often use Canvas to take individual quizzes before class. All quizzes are closed book, closed notes, and strictly individual efforts (CODE RED) unless you receive specific instructions to the contrary from your financial professor. Using Canvas for quizzes presents some opportunities and some challenges, but we believe the overall benefits are worth using the system. We need you to carefully follow the Quiz Policy instructions found on Canvas in the Jr. Core Common course site. In addition to Canvas quizzes, we will also have individual and group quizzes in class using i>Clickers. These will generally not be announced in advance. Additionally, the only method for completing these in-class questions is through i>Clicker submission. Therefore, if you forget your clicker, if your clicker batteries die, if you fail to turn on your clicker, or if you do not answer the clicker question before it is closed, you will not receive credit for the related clicker questions. Remember that clickers require Energizer batteries to function properly.

Exams: The financial examinations will be given on the dates indicated on the overall Junior Core calendar. The examinations will cover material from the assigned homework, from the classroom discussion, from the spreadsheet and Internet assignments, and from other assignments to be handed in during the course. Additional information will be provided prior to each exam.

Grading
Your grade in Accounting 403 will be based on the following items, each with the indicated number of points:

<table>
<thead>
<tr>
<th>Common Core Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Evaluations</td>
<td>100</td>
</tr>
<tr>
<td>Video Presentations</td>
<td>50</td>
</tr>
<tr>
<td>Warren Case</td>
<td>60</td>
</tr>
<tr>
<td>Lab Day Participation</td>
<td>40</td>
</tr>
<tr>
<td>OSO Case</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
</tr>
</tbody>
</table>

One third of the points you earn on the common core activities will be included in your grade for Acc 403. The total grading points for Acc 403 will be distributed as follows:

<table>
<thead>
<tr>
<th>Grading Items</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>(see below)</td>
</tr>
<tr>
<td>Common Activities (from above)</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes and Assignments</td>
<td>300</td>
</tr>
<tr>
<td>Exam I</td>
<td>175</td>
</tr>
<tr>
<td>Exam II</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>225</td>
</tr>
<tr>
<td>Total</td>
<td>1,000</td>
</tr>
</tbody>
</table>

Comments on Professionalism: We will not attempt to define for you a comprehensive list of what is expected in terms of professional behavior. However, we will state that our expectation of you for professional behavior is very high and deviations from acceptable professional behavior may impact your grade substantially. At the center of our professionalism expectations is the principle that you will take responsibility for your own actions, and also the
consequences of your actions. The basics of these expectations should be common sense (if this is something you lack, now is the time to develop this character trait). These include such things as courtesy to peers and faculty, coming to class on time and prepared, submitting assignments on time and in good form, following instructions received from faculty, following the laptop policy in the classroom – all the time.

Refer to the Junior Core Policies & FAQs posted on Canvas.