Department of Integrated Science & Technology
Faculty Activity Report
2012-2013 Academic Year

Please return this completed form electronically with any supporting documents to Cindi Wilson by Friday, May 24, 2013.

TEACHING

Courses Taught (Summer 2012 – Spring 2013):

Course Number	Section Number	Semester	# of Credits	# of Students	Teaching Team Members (identify team lead)
GHUM 252	4202	U12	3	7	
JAPN 111	6001	U12	6	1	
JAPN 231	6001	U12	3	3	
JAPN 232	6001	U12	3	4	
JAPN 300	6001	U12	3	2	
JAPN 320	6001	U12	3	1	
JAPN 490	6001	U12	3	1	
JAPN 490	6002	U12	3	1	
GISAT 160	0003	F12	3	25	
ISAT 340	0001	F12	3	24	
ISAT 348	0001	F12	3	21	
ISAT 480*	0005	F12	3	9	Co-lead: Salib
ISAT 492*	0004	F12	2	5	Co-leads: Salib, Radziwill
IS 498*	0010	S13	6	1	
ISAT 131*	0002	S13	1	18	Leads: McGraw, Tang
ISAT 252	0001	S13	3	27	
ISAT 252	0002	S13	3	28	
ISAT 252	0004	S13	3	28	
ISAT 493*	0004	S13	3	5	Co-leads: Salib, Radziwill
ISAT 640	MALT	S13	3	11	Co-leads: Salib, Radziwill
ISAT 680*	0002	S13	3	1	

(indicate any service courses with an asterisk)

1. A *Satisfactory* rating requires evidence that the faculty member is dedicated to their teaching responsibilities and performs reliably across their assigned courses. Attainment of this rating can be demonstrated by activities and achievements such as:

   a) Commitment to assigned classes, e.g. thoroughness of class preparation, careful and objective grading, and timely return of tests and papers.

   - I've copied several exit-essays written by students in my 252 class from the spring into an appendix at the end of this evaluation. Two, from exemplary students, and one from a not-so-exemplary student. While it is perhaps difficult to interpret what the students are saying divorced from knowledge of the surrounding context, a constant theme throughout all/most of the students' essays—regardless of the objective quality of the student performance—is an increased appreciation for the subject matter, increased self-awareness in areas such as time

management and motivation, increased self-reliance, and increased sense of community. These essays (of which I have collected about 140 between fall 2012 and spring 2013) are the richest source of information regarding my commitment to my students.

- In addition, students completed weekly, online self-evaluation surveys. In the spring, with 81 students over 15 weeks I had an 82% response rate, with a total of 962 completed surveys. Students reported spending 4.76 hours/week (SD=2.22) outside of class working on course-related work. Given that there were zero graded assignments, I consider this an extraordinary success, and evidence that I'm making progress toward a pedagogy that fosters intrinsic motivation.

b) Course organization, e.g. clearly defined course objectives; course content, syllabi, handouts, readings and/or textbook consistent with the course description; and course level and rigor consistent with student abilities and ISAT practice.

- The most developed example is the ISAT 252 Spring 2013 website (http://252s13.umatter2.us). I created custom plugins for Wordpress to foster the learning experience that students enjoyed. Many of these features can't be seen without username/password access to the course. If you'd like to see them, I can give you a tour in person or via skype.

- The weekly self-evaluation survey can be seen here: http://jmu.qualtrics.com/SE/?SID=SV_0enJneWblGTb1Tn

c) Clear and effective communication with appropriate use of teaching resources.

- See b) above

d) Mastery of the subject matter.

- I've been sought out for and employed my programming and web development expertise in a number of professional contexts this year including the Sustainability Education grant of which I am a Co-PI with Eric Pappas, and websites for LPPC (http://www.lppc.org) and Latista (http://www.latista.com). For the Sustainability grant, I built a complex survey delivery platform that incorporates the Qualtrics API into Wordpress and managed a multi-source feedback investigation that gathered data from over 1800 people. We should arrange a demonstration of that software at some point.

e) Acceptable student evaluations of classes over the period of review.

- See a) above. To be honest, I have not looked closely at my "official" course evaluations, but I would be very surprised if they were not at least acceptable.

f) Commitment to effective student advising when assigned duties as an advisor.

- I advised IKM Concentrators in Tony Teate's stead while he was on sick leave during late January/early February. That consisted of being available during office hours to help students craft a set of courses that suited their talents, interests, and career goals. That was a temporary assignment, so I do not have any very good numbers in terms of how many students consulted with me.

- I mentored two successful senior projects: SmartClickr and the Patuxent Breeding Bird Atlas Geolocator

g) Positive attitude toward students, as shown by availability outside of class, assistance with student professional development, and jobs/ graduate school placement.

- Two of my former Japan study abroad students applied and were admitted into the Japan Exchange and Teaching (JET) Program this year: Laura Lorenz and Hailey Schaeffer

- I found an internship with the VA Department of Historic Resources for James Will

- My outer office area is a spot known to students where they can collaborate, relax, study, and otherwise interact. Informal conversations with students about their activities and plans are a normal part of my daily experience.

- I continued to run my weekly "hacking sessions" on Monday nights in ISAT 337 this year from 8-midnight. Attendance ranged from as few as four or five, to as many as forty or fifty students on any given night, with averages in the 10-15 range.

- I am emotionally open to students and work actively to create safe spaces for them to talk about the things that are pressing on them. This year I helped a student with the loss of her father to cancer, another student with the suicide attempt of his mother and loss of a 5-year girlfriend, and yet another deal with his feelings of guilt now that he has "escaped" from a very violent Bronx neighborhood. I've helped students make appointments with professional counseling services at Varner House. In general, I consider myself extremely open to students, and genuinely enjoy the opportunity to help them make sense of their lives right now.

- I wrote approximately ten letters of reference for students this year

h) Personal leadership demonstrated through self-initiative and follow-through with instructional tasks.

- Emil Salib and I developed and taught a successful 480 section in Mobile Application Development

- I worked with Emil Salib and Nicole Radziwill to revamp the Data Measurement and Data Mining units of the Malta SERM program, which was successfully delivered this spring.

i) Participation as a valued team member in team teaching, curriculum development, or instructional improvement activities.

- ISAT 480 in Mobile Web Application Development with Emil Salib

- Creation of the Burning Mind Project (http://www.burningmindproject.org) with Nicole Radziwill

- Co-advised the SmartClickr project with Emil Salib and Nicole Radziwill

- Revamped the Malta SERM course in Data Measurement and Data Mining with Emil Salib and Nicole Radziwill.

- Worked with 8 members of the Sustainability Education grant of which I am a Co-PI under Eric Pappas (PI) to develop pedagogical innovations to help students get a deeper understanding of how their behaviors and values do (or do not) line up.

2. To receive an *Excellent* rating, a faculty member should demonstrate vitality and innovation in their teaching, demonstrate commitment that goes beyond the classroom, and a notably high level of student engagement. The individual should show a dedication to teaching beyond meeting the satisfactory requirements. Attainment of this rating can be demonstrated by activities and achievements such as:

a) Strongly positive student response to teaching, e.g. student-sponsored teaching awards, consistently above average student evaluations, or unusually positive alumni comments.

- None

b) Peer recognition of teaching ability and commitment to teaching, e.g. JMU or externally sponsored teaching awards or exceptionally positive reports of peer observation of teaching.

- None

c) Evidence of instructional vitality, e.g. developing new courses, methods and materials; innovations in course content or methodology; and use of a variety of teaching methods.

- **ISAT 252/Learning Community (with ISAT 341 and HON 300/ISAT 380):** Nicole Radziwill, Rebecca Simmons, and I experimented with creating a learning community across three classes this semester. For example, students in HON 300 were allowed to "subcontract" students in ISAT 341 and ISAT 252 to execute programming and analysis tasks that were the subject of those other courses. We also asked the 120 students in these classes to collaborate before the start of spring semester in a video project designed to forge quick relationships between the classes. We talked about the process in http://www.burningmindproject.org/2013/02/02/seeding-a-learning-community/ and http://www.burningmindproject.org/2013/02/02/seeding-a-learning-community-the-results/, and the video itself is at http://www.youtube.com/watch?v=my5m8aGzV30.

- **ISAT 480 Mobile Web Application Development**: With Emil Salib. Almost all new software development these days is happening in the context of mobile applications. This area is not only extremely relevant to career prospects for students but it is very engaging and motivating for students. Giving students the tools necessary to develop mobile applications has implications for senior projects and also for attracting new students to the program. As of yet, there are very few other opportunities within JMU for students to be engaged in this kind of programming.

- **Mindfulness and Positivity-Oriented Pedagogy:** A great deal of evidence indicates that cultivating mindfulness (e.g. Langer (1998) *The Power of Mindful Learning*) and positivity (e.g. Frederickson (2009) *Positivity: Top-Notch Research Reveals the 3-1 Ratio that will change your life*) can bring significant benefits to learning. All of the courses I taught in fall and spring began with a 5-minute mindfulness meditation. In addition, I also administered a positivity self-assessment (see http://www.positivityratio.com) and helped students understand the results and also implications for how they conduct their academic lives. Once used to the practice, students responded very enthusiastically to the meditation and positivity elements of the courses, reporting that they were meditating outside of class as well, and using the positivity cultivation techniques to boost their motivation and performance in other courses as well. Some students even began teaching the meditation practices to friends and family. By the end of the spring semester, students had taken it upon themselves to lead the daily meditations in class. I also collected some quantitative data to shed light on the impact of these practices, namely Kenn Barron and Chris Hulleman's motivation instrument, the MAAS mindfulness inventory, and a combination of the PALS and Elliot/Murayama achievement-goal theory instruments. Data from these will be analyzed over the 2013 summer.

- **Continued development of gradeless pedagogy:** The main challenges to teaching without grades have begun to crystallize. The first main challenge is that students don't have any experience with this approach, and so a significant portion of the semester is occupied with students' adjustment to this unorthodox approach. Students' evolution of a content-focused approach to learning is documented in their end-of-semester narratives. The second main challenge is the pressure to compete for students' time with graded assignments in other classes. Students tend to put assignments for my classes on the back burner since they are in competition for grades in their other classes. This pressure was mitigated somewhat by having students make goals with respect to the amount of time they planned to spend on my classes and then having them report back weekly the amount of time they actually spent. The third major challenge is that students are increasingly reporting difficulty with persistence in the face of challenge. Students have a tendency to go easy on themselves and give up when they reach a problem that they are unable to solve. Normally, grades would force them to get

over this hump, although frequently at the cost of their motivation/enthusiasm for the subject matter. The experience this year has highlighted the need for the instructor to be able to catch them at the moment just before they give up and give them the support to overcome the hurdle they are faced with. The successes that result provide an injection of excitement and accomplishment that bolsters student persistence in the face of future challenges and also expands students' repertoire of problem-solving strategies.

d)   Leadership in non-traditional learning experiences and activities, e.g. honors research, independent study, class projects, field teaching, etc.

- **Japan 2012 Summer Study Abroad:** I took seven students to Tokyo where they lived with Japanese families and studied Japanese language and culture. The trip resulted in a range of insightful student blog entries (http://www.jmuinjapan.net) and in student projects that examined topics ranging from a comparison of skateboarder subculture in Japan and the US, to comparison of food culture, to a look at the epidemic of suicide in Japan. Students returning from the trip became active in the JMU Japanese Language and Culture Club (of which I am the advisor) and shared their new knowledge of Japan with the JMU student body at large through such activities as participation in the Asian Student Union's annual Talent Show.

- **ISAT 680 Social Media and Decision Support Systems**: Dhruvi Shaw, an MSISAT student, completed a paper surveying the influences that social media have had on the traditional IS discipline of decision support systems.

- **IS 498 capstone project Developing Online Training Materials for the Elton Pentecostal Church Website**: Adam Breeden, in order to complete his bachelors degree in the continuing education program, built a website and online training materials for the Elkton Pentecostal Church. This project involved understanding and responding to the needs of a very non-technical audience to maintain their own web presence.

- **ISAT 492/493 SmartClickr an Online Audience Response System**: Co-advised this very successful senior project with Emil Salib and Nicole Radziwill with students Daniel To, Brad Fischer, Jimmy Dempsey, and Billy Godfrey. Results can be viewed at http://www.smartclickr.com. The project resulted in working software that is now being used by people outside of the original project team. Future senior projects will continue this work, and the team hopes to commercialize this project in the future as well.

- **ISAT 492/493 Patuxent Wildlife Reserve Bird Breeding Atlas Application:** Erich Lang developed this online tool to be used by naturalists in the field conducting censuses of breeding bird populations. It combines mobile technology with GPS location and GIS data visualization techniques to automate a once manual, paper-based process.

e)   Quality teaching in a variety of learning contexts, e.g., special lectures, seminars, special studies, discussion groups, etc.

- Summer 2012 Japanese Language and Culture Experience in Tokyo, Japan

- Monday night "hacking sessions" in ISAT 337, every Monday, 8-midnight

- Invited lectures in SOCI 341 and GISAT 160 (Pappas) in Fall 2012 on grades in education

f)   Breadth in teaching expertise, e.g. the ability to teach a variety of subject areas**,** at the upper and lower levels**,** or courses for non-ISAT majors.

- I taught courses in Japanese language (JAPN 111, 231, 232, 300, 320, 490) Japanese culture (GHUM 252) primarily to non-ISAT students as part of a summer study abroad

- I taught GISAT 160, primarily to non-ISAT majors, a freshman-level critical thinking course

- I regularly teach the following courses at the lower and upper levels in ISAT: 252, 340, 348

- At the graduate level, I taught Malta SERM 640 in Quantitative Data Analysis and also ISAT 680 independent study in Social Media and Decision Support Systems

g) Publication of book chapters, textbooks, or teaching materials.

- YouTube video "Building a Full Adder with Logic Gates in MMLogic" has reached over 14,000 views http://www.youtube.com/watch?v=v9Op61mfhPE

h) Presentations and publications on innovations in course content and teaching methodology.

- Benton, M. C. & Radziwill, N. M., 2013: Bringing the 10 Principles to the Classroom. Burning Man Project Headquarters, San Francisco CA, March 6. More information available at: http://www.burningmanproject.org/2013/02/free-workshop-bringing-the-ten-principles-to-the-classroom#.USj2XqUsnng

- Benton, M. C. & Radziwill, N. M., 2013: Less Work, Better Learning, More Fun! Effective Strategies for Teaching Without Grades. JMU Center for Faculty Innovation, Harrisonburg VA, May 6.

i) Professional development through such efforts as:

- Participation in workshops, conferences or similar activities devoted primarily to improving teaching methods and course content.
    - None

- Participating in regional and national pedagogical organizations.
    - Attended the first meeting of the US House of Representatives STEAM (Science, Technology, Engineering, Art & Math) Caucus on Capitol Hill w/ Nicole Radziwill, 2/14/2013
    - AERA member

j) Leadership in teamwork, e.g. generating a spirit of teaming, building team consensus or capabilities, initiating teams that effectively address ISAT curriculum needs.

- I have collaborated extensively with Emil Salib and Nicole Radziwill to accentuate the intersection points between IKM and Telecom. Results are evident in the growing vitality of the Telecom program and of the degree to which students are co-concentrating in these sectors. We've begun initial informal discussion of perhaps merging these two academic teams which I hope to continue in the upcoming year.

k) Instructional leadership, e.g., the ability to initiate and execute constructive change in an ISAT, JMU, or external curriculum.

- See j) above

- Served on the JMU Faculty Senate Academic Policies Committee. Worked with the JMU Registrar to address a perceived problem in upper-division courses in which seats were being "unfairly" taken by students who have failed or withdrawn multiple times, causing shortages in available seats for majors seeking to complete their degrees "on schedule." Data from the Registrar indicated that this problem was not salient enough to warrant further action.

- Served as a member of the University-level Course Evaluation Steering Committee under Carol Hurney, which is shepherding the implementation of online course evaluations for all JMU courses. More details in the Service section below.

l) Demonstrated instructional accomplishments that the PAC deems exceptional.

- None

3. A faculty member who shows serious deficiencies shall be rated as *Unsatisfactory.*

SCHOLARSHIP

1. A Satisfactory rating requires evidence that the faculty member is continuing to learn and stay abreast of developments within his/her field. The activities listed below are examples of evidence that may be used to support a rating of *Satisfactory*. Attainment of this rating can be demonstrated by activities and achievements such as:

   a) Membership in relevant professional and scholarly societies and organizations.
      - IEEE Computer Society
      - ACM
      - AERA

   b) Participation in professional meetings, field conferences, and other scholarly gatherings.
      - None

   c) Research involving students in independent studies or within the Honors Program.
      - ISAT 680 project on the role of social media in decision support with MSISAT student Dhruvi Shah

   d) Supervising student independent study and honors projects.
      - See 2d under Teaching above

   e) Presenting papers at regional meetings.
      - None

   f) Publishing in non-refereed journals.
      - Wrote blog posts for the The Burning Mind Project blog (with Nicole Radziwill):
        – "Students as 'Free Range' Chickens"
          http://www.burningmindproject.org/2013/03/28/students-as-free-range-chickens/
        – "At the Gates?" http://www.burningmindproject.org/2013/03/04/at-the-gates/
        – "Seeding a Learning Community"
          http://www.burningmindproject.org/2013/02/02/seeding-a-learning-community/
        – "Balancing the Ten Principles—An Opportunity to Care"
          http://www.burningmindproject.org/2012/11/19/balancing-the-ten-principles-an-opportunity-to-care/
        – "Balancing the Ten Principles—A Roadmap?"
          http://www.burningmindproject.org/2012/11/19/balancing-the-ten-principles-a-roadmap/
        – "Balancing the Ten Principles—Gifts from God?"
          http://www.burningmindproject.org/2012/11/19/balancing-the-ten-principles-gifts-from-god/
        – "Balancing the Ten Principles—Introduction"
          http://www.burningmindproject.org/2012/11/19/balancing-the-ten-principles-introduction/
        – "A Manifestito of the Burning Mind Project"
          http://www.burningmindproject.org/2012/10/05/manifestito/

   g) Development of instructional or education materials.
      - Development of plugins for the ISAT 252 website: http://252s13.umatter2.us

h) Demonstration of professional development through such activities as:

- Ongoing personal professional development (NSF short courses, attending national meetings, etc.) or an organized program of self-study in a new area of research.
    - Attended the first meeting of the US House of Representatives STEAM (Science, Technology, Engineering, Art & Math) Caucus on Capitol Hill w/ Nicole Radziwill, 2/14/2013
- Securing additional education at professional short courses and conferences.
    - None

i) Engaging in unpublished ongoing research.

- Wrote a summary of my research activities as part of the Sustainability Education Grant (Eric Pappas, PI)

j) Presentation of faculty seminars and colloquia.

- Benton, M. C. & Radziwill, N. M., 2013: Less Work, Better Learning, More Fun! Effective Strategies for Teaching Without Grades. JMU Center for Faculty Innovation, Harrisonburg VA, May 6.

k) Reviewing proposals for sponsored government, academic, or industry programs.

- None

2. To receive an *Excellent* rating, the individual must contribute to the advancement of knowledge. An *Excellent* rating requires evidence from professionals external to JMU that the individual is recognized for scholarly contributions or professional expertise. Attainment of this rating can be demonstrated by activities and achievements such as:

a) Demonstrated contribution to knowledge through a focused, goal directed program of research or other scholarly activity.

- I continue to work on pedagogical innovations designed to foster intrinsic motivation, self-discipline, and self-awareness in the pursuit of achieving better learning. The primary vehicles for this during the current evaluation period include:
    - Creation of the **Burning Mind Project** along with Nicole Radziwill, which at this stage maintains a blog (http://www.burningmindproject.org) and a Facebook page (https://www.facebook.com/BurningMindProject)
    - As Co-PI on Eric Pappas' Sustainability Education Grant, I developed instructional interventions designed to increase mindfulness and positivity among students

b) Receipt of professional achievement awards, or other evidence that demonstrates external recognition of individual professional achievement.

- None

c) Invited lectures and/or at national or international conferences.

- None

d) Publication of book reviews, discussions, and technical reports in one's professional area.

- None

e) Publication of books or monographs in one's professional area.

- None

f) Service as editor of a national or international journal or referee of papers for such a journal.

- None

g) Recipient of government or foundation grants, awards, or contracts.

- None

h) Active research involving students and demonstrable through presentation or publication in a professional forum.

- None

i) Publication of ongoing research and other scholarly activity in refereed national or international professional journals or serving as editor of a scholarly volume in one's field.

- **Radziwill**, N. M. & Benton, M. C., 2013: Burning Man - Quality and Innovation in the Spirit of Deming. *Journal for Quality and Participation*, **April**.

j) Presentation of papers at national or international professional meetings.

- None

k) Initiating a successful grant proposal for external funding and/or directing the resulting project.

- None

l) Authoring textbooks or teaching materials.

- http://252s13.umatter2.us

m) Professional consulting which reflects recognition of the individual's expertise.

- Development and launch of the Latista website http://www.latista.com

- Development and launch of the LPPC website http://www.lppc.org

- For the above websites I provided guidance on the specification and feature set of the websites as well as development of custom Wordpress plugins designed to meet customer needs

n) Other scholarly achievement, recognition, or professional development which the PAC deems exceptional.

Published Articles about Morgan, his projects, and/or her students in the press and online this year include:

About *The Burning Mind Project* (**http://burningmindproject.org**) with Nicole Radziwill**:**

- March 7, 2013: "Why the 10 Principles? Because You Never Change the World the Same Way Twice" Retrieved from http://blog.burningman.com/2013/03/afield-in-the-world/why-the-10-principles-because-you-never-change-the-world-the-same-way-twice/

- March 1, 2013: "Burning Nerds - Ideology Subsumed?" Retrieved from http://burners.me/2013/03/01/burning-nerds-ideology-subsumed

- February 26, 2013: "Burning Man Should Treat Academia the Way it Does Commercialization" Retrieved from http://blog.burningman.com/2013/02/uncategorized/academia-commercialization/

3. A faculty member who shows serious deficiencies shall be rated as *Unsatisfactory.*

SERVICE

Professional Service includes activities that advance the mission of the University, the College, or the Department; activities that advance one's professional scholarly community; and activities that benefit society in areas related to one's professional expertise.

A Satisfactory rating can be attained through an adequate level of participation in activities such as those listed below. This must include an adequate level of service to ISAT. To receive an Excellent rating, the individual must be at least Satisfactory in performing the activities below, and must demonstrate a higher level of leadership, initiative, effectiveness, and consistency in service. A faculty member who shows serious deficiencies shall be rated as Unsatisfactory.

1. Service that advances the mission of the university, the college, and the department.
   a) Serving and participating as a valued team member on departmental and program committees, task forces, etc.
      - BSISAT Assessment Committee, member, 2
      - BSISAT Recruiting and Diversity Committee, member, 2
      - ISAT/BSISAT Notes/minutes taker at faculty meetings, 2
      - IKM Academic Team, 1
      - Telecom Search Committee member, 4
      - ISAT PAC, member, 5
   b) Serving and participating as a valued team member on college and university committees, task forces, etc.
      - College Teams / Committees:
        – None
      - University Teams / Committees:
        – JMU Faculty Senate, ISAT Department Representative, 4
        – JMU Faculty Senate, Academic Policies Committee, member, 1
        – CFI TAP Consultant, 2
        – JMU Course Evaluation Steering Committee, 1
   c) Participating in public relations events and student recruiting.
      - None
   d) Participating in grant proposals for external funding for teaching and equipment support.
      - None
   e) Serving as a faculty advisor to student organizations.
      - ISAT Honor Society, assisted in event planning and facilitating tutoring activities
      - Japanese Language and Culture Club, participated in meetings
   f) Serving as a satisfactory student curriculum advisor.
      - I advised IKM Concentrators in Tony Teate's stead while he was on sick leave during late January/early February. That consisted of being available during office hours to help students craft a set of courses that suited their talents, interests, and career goals. That was a temporary assignment, so I do not have any very good numbers in terms of how many students consulted with me.
      - I mentored two successful senior projects: SmartClickr and the Patuxent Breeding Bird Atlas

Geolocator

g) Initiating and carrying out a program which leads to a significant increase in ISAT or JMU resources, or in ISAT's or JMU's ability to perform its mission.

- None

h) A major service or office at the Department, College or University level.

- Co-Authored with Michael Smilowitz (Communication Studies) and successfully passed a motion to express the JMU Faculty Senate's opinion that differential tuition should NOT be implemented at JMU

- Led the effort to write and collect signatures from ISAT faculty expressing our dissatisfaction with the manner in which our feedback was solicited for the University Strategic Planning Internal Analysis Team's SWOT analysis

i) Service leadership, e.g., the ability to initiate and execute constructive change in the ISAT program.

- None

j) Other professional service which the PAC deems to be a leadership contribution.

- None

2. Service that advances one's professional scholarly community.

a) Serving as a referee or reviewer of scholarly articles or textbooks.

- Reviewed the manuscript for:
  Salib, E. H. et. al. (2013) Designed-for-Motivation based Learning for Large Multidisciplinary Team One Semester Hands-on Network based Course Case Study, *ASEE Annual Conference*, June 23-26, 2013, Atlanta, GA.

b) Reviewing proposals for sponsored government, academic, or industry programs.

- None

c) Serving as an officer of a professional organization.

- None

d) Serving as an editorial member of a professional journal.

- None

e) A major effort conducting workshops, symposia, and training sessions in one's professional area.

- None

f) Other professional service to the faculty member's professional scholarly community which the PAC deems to be a leadership contribution.

- None

3. Service that benefits society in areas related to one's professional expertise.

a) A contribution which applies the resources of the University to solving a problem of local, regional, state, national, or international concern.

- None

b) A major effort to solve a problem at the local, state, national, or international level providing a significant benefit to society and in an area directly related to one's professional expertise.

- Morgan Benton and I have been in regular discussions since Spring 2012 with Ken Newbold of JMU, Joyce Krech and Sara Levinson of the Small Business Development Center (SBDC), and other community business leaders to envision and implement a "Design Lab" for JMU and the local/regional community. We're still in the "fuzzy front end" state.

c) A major service or office at the local, state or national level related to one's professional competence.

- None

d) Other professional service directed at the betterment of society which the PAC deems to be a significant contribution.

- None

GENERAL COMMENTS

Describe your most outstanding or satisfying activities for 2012-2013.

My most outstanding accomplishments are related to my work in developing new pedagogy:
- Established the Burning Mind Project (http://www.burningmindproject.org) with Nicole Radziwill and have begun developing a community around the project, most notably by presenting a workshop at Burning Man headquarters in San Francisco in March 2013.
- Implemented new Wordpress-based online tools for fostering active learning communities and developed a range of observational tools and measures to assess the success of the new pedagogical innovations.

I'm also excited to have become active with the Faculty Senate this year and feel like I'm making contributions that have an impact on the quality of life for faculty at JMU. I was elected chair of the Academic Policies Committee for 2013-14 and hope to use that role to start engaging the faculty in challenging questions about how we approach teaching in the upcoming year.

Why do you consider these outstanding or extremely satisfying?

Because I experienced some pushback from colleagues during earlier experiments with new pedagogy, I'd been waiting until I got tenure to really dive into what I wanted to do. Now that I'm there, I feel I have a true license to pursue my calling. This was a very exciting year on that front.

What do you feel we have accomplished, as a Department, in 2012-2013?

Obviously completing the ABET assessment and also the PCHOM work we've been doing are major accomplishments for the BSISAT program. Finally putting the MSISAT program to rest is another. It also appears that we've made a number of successful hires. Adding a 3rd year review to the PAC list of duties was another major accomplishment, I think.

What should our priorities be for improvement, as a Department, for 2013-2014

My role on Faculty Senate has convinced me that morale related to staffing and salary issues at JMU is a **very serious** problem. I personally experienced an unexpected and intense conflict with one of my colleagues who I consider to be one of my closest over the Telecom search. Part of this was due to the amount of salary we were able to offer new hires. I think we should do our best to keep pressure on the administration to implement as much as possible the recommendations of the Compensation Task Force.

Suggested Discussion Topics for the August 2013 Summit:

It would be nice for Nicole Radziwill and I to have some time to show the videos our students created as part of our seeding of an intentional learning community this past spring.

FACULTY ANTICIPATED ACTIVITIES PLAN FOR 2013 - 2014
(Will be the basis for Faculty Evaluation in 2014)

1. Teaching Activities
    Percentage of Load: 50%
    Classes to be taught: ISAT 131, 252, 340, 348, 480 (Mobile App Dev), 492, 493, 640
(SERM)
    Other discussion:

2. Professional Service Activities
    Percentage of Load: 10%
    Department committees, roles, rough effort levels (hours/month): IKM Team, Note Taker,
Assessment, 5
    College committees, roles, rough effort levels (hours/month): None
    University committees, roles, rough effort levels (hours/month): Faculty Senate (Academic
Policies Committee Chair), Faculty Senate Steering Committee, TAP Consultant, Course
Evaluation Steering Committee, 10
    External committees, roles, rough effort levels (hours/month): None
    Other (describe):

3. Scholarship and Professional Development Activities
    Percentage of Load: 40%
    Projects or other efforts, roles, rough effort levels (hours/month): Burning Mind Project,
Sustainable Education Grant
    Other (describe):

4. Other Activities
    Percentage of Load: (not counting in total load, since I do this in addition to my JMU work)
    Description of Activities: Web Consulting through Morphatic, 10 hours/month

FACULTY CONFLICT OF INTEREST DISCLOSURE FOR 2012-2013

1. List any companies or organizations for which you have consulted this year.
   a. Latista
   b. LPPC
2. List any companies which you own or in which you have significant financial interest.
   a. Morphatic
3. List any other areas of potential conflict of interest that you would like to discuss in our annual review meeting:
   a. None

Appendix: Sample Student End-of-Semester Narratives

"Jane"—Example of exemplary student

My expectation when starting this course was to learn programming software and be able to use this software to create functional codes that I could use for anything that I wanted to program. My goal in the beginning of the semester was to create a program all by myself using tools that I had learned throughout the semester. Over time, my expectation and my goals evolved as I realized that this class wasn't about becoming an expert in programming but instead using sources that I had around me, such as friends, classmates, websites, and tutorials to help solve a problem that I was facing. My goal eventually changed from doing something on my own to working with a team to develop a solution. At first, my programming skills were minimal and I had found myself being easily frustrated, however, after countless hours of research on Google and Youtube I was able to learn a basic foundation of programming using HTML and JavaScript. For our first team project, the Converter, I was able to implement the basics of what I had learned and create a functional converter. This to me was a huge accomplishment because it was the first thing I had ever programmed in my life and it was functional! I was able to help others around me that needed help which in turn reinforced what I had learned and made me become even more skilled with the basics. I learned that I was able to learn things on my own without having a professor teach it to me directly. I also learned that I enjoy programming and feel a great sense of accomplishment when I complete a code and share it with my friends. Later in the semester I feel that my goal had once again evolved. After I worked with my team and learned how to do basic programming, I decided to create an Awkward Elevator app that I thought would be a funny and useful app and something that I can say I created on my own. This app definitely made me realize just how much I had learned throughout the semester. I was able to code using HTML and JavaScript without too much frustration. I did hit a few bumps on the way but was able to overcome these challenges by asking peers and researching online, something that I had learned earlier in the semester. I also used sources around me to help me develop my app into a functional mobile application using JQuery software. I then was able to use the Android Emulator and see how my app functioned on a mobile device. I later was able to actually download my app on a friends android which was my biggest accomplishment or the semester. Although the music became nonfunctional when it was on my friends android, I realized what I had done wrong and I am currently working to fix it. After my app was almost complete, I showed a couple of my friends my accomplishment and everyone was amazed at how far I had come with my app. I was very proud to say that I had completed it by myself using resources that I had found. Originally, I was nervous about the style teaching of this class because I was not familiar with it, however, this class has made me appreciate this style of learning because it made me realize that I can do things on my own and that there is an ample amount of resources that are available to me on an everyday basis. After writing this narrative and looking back at everything that I had learned and accomplished throughout this semester I feel that I deserve an A in the class. I truly believe that the effort and work that I had put into this course throughout the semester and the results that have come from that should be rewarded with an A to be sent to the registrar.

"Delilah"—Exemplary Student

Upon first hearing about the class and being given the Dr. Seuss' Oh, The Places You'll Go assignment, I wasn't completely sure what my expectations were. I figured that there would be a number of group projects and a group oriented setting, but that was about it. Programming has been something that my parents have been involved with in some way, shape, or form throughout my lifetime. There were instances where they'd talk about reading up on C language or something about Java. Then, of course, once I got deeper into school and had opportunities to participate in classes involving coding, they emphasized how important it would be to have experience with several languages and what not. So, in general, just seeing programming in the title of this course, I assumed that there would be class instruction regarding several languages used to code and program. It seemed like something that would fit well into the ISAT program. Initial goals for this class were, honestly, to just pass with a B or higher and proceed on. It seemed like something that wouldn't be too instrumental in my ISAT track otherwise, because I wasn't looking into IKM at all.

Of course, upon entering the class and seeing the teaching style and understanding the syllabus, my expectations and goals changed. I still expected the group work aspect to it, but I started to expect people to start coming up with genius ideas and recruit people in order to get their vision put into action. There was also the expectation that the bulk of the responsibility for this class would be placed on me, myself, and I. If I wanted to get things done, in a team or solo, I would have to self-motivate and coordinate things accordingly. That isn't what I was used to for the past thirteen years of my school "career", but there wasn't much of a choice in this case. My goals also faced a transformation. I became a lot more ambitious as time went on and wanted to get into things like Symfony or develop the simple coding that was made in the past into something much more complex. I also had a goal to contribute to the groups that I was in with more than what was expected of me.

As for how I spent my time, there were admittedly times when I wasn't completely focussed on this class. There were a number of weeks, though not more than two or so, where I wouldn't put in as much time as I wanted into a project or would end up just floundering around in one spot of code and didn't ask for help. For the most part though, I easily spent five or more hours every week on this class. The way that I did so wasn't always what might be expected, but I still did coding or read up on tutorials or looked through forums on coding and programming materials. There is a site called Tumblr that I spend a reasonable amount time on. Since I'm able customize the theme of my page or make extra pages to extend my main blog, there were times when I would mess around with an experiment with what could be done with HTML, CSS, Javascript, JQuery and something called webkit. It would help me keep nimble and involved with my coding even when I wasn't necessarily working on a project or was on a school break. I still feel like it was a good use of time. Towards the end of the semester, I found myself reading quite a bit on Symfony, Twig, MySQL, MongoDB, PHP, and other coding things. I wish I had been able to balance out the time between reading done and coding though.

There were a number of things that I was able to accomplish this semester, which was partially because of the time that had to be set aside and the amount of confidence that I developed regarding my skills. There were three projects that I have to my name: the MPG to KPL converter, the google maps display, and the Thumbtack idea that is still in development stages. In terms of coding or programming languages, HTML, Javascript, JQuery, CSS/CSS3 and PHP are

the only ones that I can recall being involved with. All of the listed items besides JQuery and PHP are fairly well established in terms of my skill and confidence in them. JQuery and PHP have a lot more things that I'd like to explore before I can express any kind of mastery over them. On top of these things, I also learned about Git and GitHub, which really are wonderful tools, MAMP and HTTP requests. I feel like I accomplished a number of the goals that I set aside for myself in weekly self-evaluations as well.

There were a number of things that I either learned about myself or was able to reinforce for myself. For example, I found out that the teaching style that is used in the class wasn't as much of a hassle for me as I thought it would be. There were points when I had no idea what I should do, but then realized that I could steer myself in whatever way I chose and put just about anything into action that I wanted to coding-wise. I was able to reinforce the idea that I do actually have a work ethic. The problem in the past has been that I don't sit myself down and decide that I'm going to get whatever needs to be done. Instead, I would flounder around and dance around the issue until it was the last minute or too late. I also discovered that I am a bit of a perfectionist once I really get into the things that I'm involved in. For some reason, seeing an item off center on a website or not quite getting the code to execute in the way I wanted would drive me crazy until it was fixed (or not). Lastly, I think I can say that I learned that I genuinely enjoy the company and ideas of others. Ever since moving from an elementary school I had been at for four years, I've never real had much of an inclination to interact with a lot of people. Some might would have considered it a mild social anxiety, but part of my just really wasn't interested because it occurred to me that it was too hard to keep up with everyone in the way I wanted. Thus, I took to hanging out with small groups of people or just doing things on my own. Being in this class and needing to depend on others and having to coordinate with others, it allowed me to open up more in terms of friendship and getting along with people. I was even able to make a friend of sorts from all this.

Goals as I move forward into the work world and "life" would be to continue coding and programming on my free time. Maybe not all of it, but I'd be more than willing to work on it in chunks throughout my summers and breaks. I think it would be cool to become even more versed in Symfony and be able to show others what I can do. I also plan to look into internships and careers that use these skills in some way, shape, or form. I also want to incorporate the things that I learned in the class and in the past to any personal websites I create in the future or forums. It would be nice to use the graphics that I also am interested in on a site that I coded. It would be like seeing everything come together and it could all be a Dawkins original, more or less.

This style of class actually doesn't work out badly for me. In terms of having the time to focus on my other classes and really be engaged in them, it allows me to allot the time or shift whatever times so that I can work on what I need to in other ISAT classes that might be a hassle for me. At the same time, I also find that there is always something to do for this class. Since we are told about the portfolio in the beginning of the year, there is always a chance for self-improvement and generating something that is useful and can be put towards the end of the year. This teaching style also encourages self-management, which I've always struggled with and always felt could use an improvement.

In terms of grades, I genuinely believe that I deserve a B, but wouldn't mind having an A reported in the grade book.

"Freddie"—Example of a Weaker/Nonperforming Student

1. Expectations and Goals for ISAT 252
Once initiated into the class, and I got to know Morgan and his teaching style, I found myself extremely excited and encouraged about the prospects in the class. Signing up for a programming class, I didn't know what to expect having never taken a programming course before, but Morgan's style enabled even the most inexperienced programmers to set a goal and achieve it. The goals I set for myself at the beginning of the class, was to become proficient in one programming language, to be able to have a stable foundation, which would allow me to tackle a programming challenge head on, and to establish whether a programming career would be right for me

2. How have the above goals and expectations changed over time?
I managed to become familiar with JavaScript language, however I would not describe my knowledge as proficient. The goal I set to become adept in a programming language was achievable, however without a reliable laptop this goal would sometimes lend itself as a hobby and other times as a chore. I embraced the opportunity to learn the foundation and structures of how many software is built today, however without a consistent dev environment, the opportunity grew into a chore rather than a convenience. Nevertheless, this did not change my view of the class as it opened my eyes to developing myself and the way I approach future goals, not just in programming. As for a potential programming career, I believe it is not for me, however I still hope to become proficient in code, I just do not wish to make it the focal point of my future career.

3. Account for time spent on this class.
Many hours during the semester I spent learning to code through CodeAcademy, which was an immense help. CodeAcademy helped build a foundation to learn how to program, and I will be using it frequently in the future. I also spend adequate time on the assigned projects. I was relatively inexperienced compared to some of my team members, however this did not deter from my help and productivity. Members of my team would build the majority of the code for a project and I would analyse and critique the code to help better my understanding and help clean up the code to simplify its style. The final Beers on Tapp app that was created, I am glad to say I had a big part contributing to the project; I created an extensive database with around 60 beers, including their details and a brief but adequate description.

4. What did I accomplish?
The class was a breath of fresh air for me, the structure of the class helped me fulfill goals that were appropriate for me. Were most of my time was spent (on CodeAcademy), I managed to establish an efficient understanding of JavaScript, however there is still much to learn. The class helped me learn my standpoint on programming; it opened a door for me, which may never have happened, before this class I stayed clear from programming and I never thought I would have a desire to learn as much as possible. On a tangible basis, I managed to help and contribute to

building numerous apps and more precisely the Beers on Tapp app, which I have every desire to complete it to its full potential.

5. What did i learn about myself?
This class had a profound impact on almost everything I do. The techniques that Morgan have introduced to me and the class are values that can be used everyday, to help improve everything I do from academics to my daily routine. The meditation is a valuable technique to help calm the thoughts in ones mind and help organize these thoughts to become more productive and help eliminate foreign issues from what you are doing momentarily. This insightful technique helped me get the best out of any given moment, and it will have unprecedented help in the future. This class has also helped me better understand that for me to accomplish academic success, it is all down to the number of hours I am willing to commit to fulfill this goal to achieve true potential.

6. What goals/plans/changes do I intend moving forward?
The class has really excited me in this area, I have seen the potential in programming, and I now have a burning desire to reach a level that enables me to build my own applications to help my daily life. I am a person who is engrossed by the latest technology, and I always have to have the latest gadget, and with learning how to code proficiently, I can be a part of the latest and greatest technology. Once I buy a new laptop, I fully intend to indulge myself in the programming environment and hope to master the ropes. Although, this class has been an irrevocable experience to me, it has also been very frustrating trying to program on a shared slow outdated laptop, which despite its name, is not at all movable.

7. How does this style of class work for you?
I have embraced the style of this class, as it is compatible with everyone yet still efficient. The class really tries to put your success in your own hands; you set your own goals and depending on the effort and hours put in you can be everything you set out to achieve. Although, I did find myself losing motivation towards the end of the semester, however this may be due to my frustration in not having adequate resources to flourish. The surveys are a nice touch to help keep setting goals to achieve more, however I will always prefer to evaluate my progress in person rather than online.

8. What grade do I deserve and what do I want reported to the registrar.
My grade could easily be argued for and against, however for obvious reasons I will try to reiterate the first. This class has opened many doors for me, which is my most valued experience from this class. Although on a tangible basis I may not have had as much success as some of my peers, I made significant additions within my groups and towards the projects. Despite my limited resources, I believe I made profound contributions, especially in the end-of-semester project. For the grade I deserve, perhaps a B would suffice, as for the grade I would want reported to the registrar, an A would help immensely in my academic career, as last semester was scrapped and this semester I have started anew as an ISAT major. Whatever grade I do get in this class it does not take away from the invaluable experience I have had this semester, and I relish any opportunity to work with Morgan Benton again.

P.S. If it wasn't for the fact I am not planning on picking IKM as a concentration I would have jumped at the opportunity to learn in Japan.