Name:  Morgan Benton                                                                Date: 2014-07-01

<p align="center">**Department of Integrated Science & Technology**
**Faculty Activity Report**
**2013-2014 Academic Year**</p>

Please return this completed form electronically with any supporting documents to Cindi Wilson by **Friday, June 6, 2014**.

**Teaching**

Courses Taught (Summer 2013 – Spring 2014):

| Course Number | Section Number | Semester | # of Credits | # of Students | Teaching Team Members (identify team lead) |
|---|---|---|---|---|---|
| GHUM 252 | 4103 | U13 | 3 | 7 | |
| JAPN 111 | 4101 | U13 | 6 | 5 | |
| JAPN 231 | 4101 | U13 | 3 | 1 | |
| JAPN 232 | 4101 | U13 | 3 | 1 | |
| JAPN 300 | 4101 | U13 | 3 | 1 | |
| JAPN 320 | 4101 | U13 | 3 | 1 | |
| ISAT 340 | 0003 | F13 | 3 | 20 | |
| ISAT 348 | 0001 | F13 | 3 | 14 | |
| ISAT 492 | 0004 | F13 | 2 | 4 | |
| ISAT 131 | 0002 | S14 | 3 | 12 | McGraw, Tang |
| ISAT 252 | 0001 | S14 | 3 | 31 | |
| ISAT 252 | 0002 | S14 | 3 | 29 | |
| ISAT 348 | 0001 | S14 | 3 | 8 | |
| ISAT 480 | 0005 | S14 | 3 | 14 | Salib, Benton (co-leads) |
| ISAT 492 | 0001 | S14 | 2 | 1 | |
| ISAT 493 | 0003 | S14 | 3 | 4 | |
| ISAT 680 | MALT | S14 | 3 | 10 | Radziwill, Salib, Benton (co-leads) |

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.

   - Student course evaluations for questions #3, #9,#10, and #15, showing scores **ABOVE DEPARTMENT MEAN** in green, **BELOW DEPARTMENT MEAN** in red, and **AT DEPARTMENT MEAN** in black are:

| | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 |
|---|---|---|---|---|
| **#3** | **4.16** | **3.90** | **4.00** | **3.79** |
| Dept. Mean | 4.41 | 4.34 | 4.43 | |
| **#9** | **4.63** | **4.57** | **4.64** | **4.76** |
| Dept. Mean | 4.37 | 4.28 | 4.39 | |

| | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 |
|---|---|---|---|---|
| **#10** | **3.77** | **4.09** | **4.27** | **4.29** |
| Dept. Mean | 4.19 | 4.11 | 4.19 | |
| **#15** | **3.96** | **3.94** | **4.20** | **3.80** |
| Dept. Mean | 4.12 | 4.05 | 4.14 | |

- The lower than department mean on #3 is an artifact of the amount of autonomy that I give to the students.  Because of the pedagogical approach that I take, it is difficult to "prepare for class" since each of the 7-9 teams in each section are working on different problems in different areas.  Autonomy is one of the key ingredients in intrinsic motivation laid out in self-determination theory of Ryan and Deci (http://selfdeterminationtheory.org).  I am not concerned about these numbers.

- For #15 I don't always give exams, and those that I do we grade together in class.  They are predominantly a diagnosis of trouble areas for students to work on.  Although I had a higher than average score in Fall 2013, I expect that was a fluke.

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.

- Student course evaluations for questions #11, #13, and #16 showing scores **ABOVE DEPARTMENT MEAN** in green, **BELOW DEPARTMENT MEAN** in red, and **AT DEPARTMENT MEAN** in black are:

| | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 |
|---|---|---|---|---|
| **#11** | **4.07** | **3.84** | **4.42** | **4.39** |
| Dept. Mean | 4.24 | 4.19 | 4.32 | |
| **#13** | **4.04** | **3.81** | **3.43** | **3.88** |
| Dept. Mean | 3.70 | 3.65 | 3.84 | |
| **#16** | **4.40** | **4.02** | **4.33** | **4.23** |
| Dept. Mean | 4.16 | 4.06 | 4.18 | |

- For #13, I never assign textbooks although I recommend some.  It's difficult if not impossible to interpret this number.

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

- See course websites:
  - http://f13.umatter2.us
  - http://252s14.umatter2.us

d) Mastery of the subject matter.

- I am an expert in all of the technical areas that I teach.  I don't have written evidence for this, but anecdotally, I am consulted regularly by graduates in the field needing advice on technical questions.  I've also had students in the interview process come to tell me that some of the newer topics that I've included in classes, such as MVC and agile processes, have given them an edge in interviews.

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

- In 2013-2014, overall evaluations were **4.40** for the fall (compared to a departmental mean of 4.25) and **4.33** for the spring (compared to a departmental mean of X.XX).

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

- N/A

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

- In the spring, I had open lab from 8AM-Noon every day, M-F, in ISAT/CS 337.  I encouraged students to come early and stay as long as they wanted, so that they could get "plugged in" as programmers call being in "the zone."  I also consistently spend 4-5 hours in open lab on Monday nights at hacking sessions.

- Student course evaluations for questions #5, #6, #7 and #8 showing scores **ABOVE DEPARTMENT MEAN** in green, **BELOW DEPARTMENT MEAN** in red, and **AT DEPARTMENT MEAN** in black are:

|  | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 |
|---|---|---|---|---|
| **#5** | **4.45** | **4.43** | **4.56** | **4.83** |
| Dept. Mean | 4.20 | 4.41 | 4.46 | |
| **#6** | **4.62** | **4.66** | **4.69** | **4.84** |
| Dept. Mean | 4.45 | 4.37 | 4.46 | |
| **#7** | **4.60** | **4.52** | **4.58** | **4.50** |
| Dept. Mean | 4.33 | 4.24 | 4.30 | |
| **#8** | **4.44** | **4.47** | **4.62** | **4.68** |
| Dept. Mean | 4.27 | 4.20 | 4.28 | |

- I wrote three letters of reference this year, two of which resulted in successful acceptances on the part of the applicants.

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

- Revised **ISAT 480—Mobile Application Development** with Emil Salib.  Mobile app development is a rapidly growing area of computing and telecommunications that is not likely to go away soon.  This second iteration improved upon the amount of content, sequence, pacing, and structure of student teams.  The course ran much more smoothly than the first iteration from Spring 2013, and will likely be submitted as a CAR to add a new course to the IKM/Telecom concentrations.

- In **ISAT 252—Programming and Problem Solving**, (Spring 2014) I tried a new approach to structuring class time this spring.  Programming requires large blocks of relatively uninterrupted time to permit programmers to deal with the cognitive overhead involved.  50 or 75-minute class periods are generally too short to accomplish this effectively.  This semester **I had open lab (ISAT/CS 337) M-F 8am-noon** and allowed/encouraged students to organize their study time so that they could be in the lab and get immediate assistance/feedback on their programming projects.  **I was available in the lab for 20 hours each week**, even though the two sections for which I had responsibility were technically scheduled for 3 50-minute periods on MWF.  A small handful of the more

committed/interested students made good use of the MWF time slots, some arriving as early as 8:30 on a regular basis and staying for 2+ hours. A majority only attended during the regular scheduled time. Very few students took advantage of the TTh lab times. A small minority chose not to attend—some of them found it more productive to study on their own, and others just failed to spend a significant amount of time on the course at all. In addition to 252 students, a number of students from other programming courses, or those working on programming-related senior projects also took advantage of the open lab time. The diversity of students in the lab created opportunities for cross-cohort interactions that were frequently beneficial to both parties. For example, several students from different sections decided to team up to tackle the Deloitte programming challenge and ended up having the winning entry in that contest. Overall, I was happy with the MWF participation, but not the TTh. In the future, I'll either drop the TTh lab times, or find another way to encourage students to take advantage of the opportunity.

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

- Team-taught second iteration of **ISAT 480—Mobile Application Development** with Emil Salib. Based on improvements over the first iteration in Spring 2013, we will likely be submitting a CAR to have this course added to the IKM/Telecom sector curricula.

- Team-taught **IE 5005/ISAT 640 Quantitative Data Analysis** in Malta w/ Nicole Radziwill and Emil Salib; responsible for data mining portion including data selection, reduction, and cleaning

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.

- N/A

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.

- N/A

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.

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

- In **GHUM 252—Cross-cultural Perspectives Japan**, students took advantage of being in Japan to learn about the culture at sumo wrestling tournaments and morning workouts, at shrines and temples, the largest fish market in the world, and interacting with Japanese college students. This time I took a co-director, Julia Vessey, from the Department of Theater and Dance. Ms. Vessey augmented the experience by teaching Butoh dance in classes, and also through viewing performances, and interacting with Dairakudakan, the premiere Butoh dance company in the world.

- Capstone Projects (ISAT 492/493, IA 450) I advised or to which I was a major contributor (9 students):

  – Morgan, A., Pham, A., Yantz, C. *TutorScout*. Developed skeleton for online community to provide tutoring to low SES youth in the DC area. Created an instrument and algorithm to match tutors and tutees.

  – Erney, J. *SpotterCharts*. Completely rewrote the data model and developed mobile framework for the SpotterCharts system.

  – Donaghue, L., Hyman, S. *SeeTurtles*. Developed a mobile app for tracking sea turtles in Malta.

  – Joffee, D., Morse, E., Somma, E. *Japanese Remilitarization*. An IA capstone which won an **award for best IA capstone** looking at factors that might influence Japan's decision to remilitarize, and options the US would have to respond.

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

- **ISAT 348—The Multimedia Industry**. Ran an independent study section of this course for 8 students in the spring. One of the students, Tim Borny, went on to win a significant national award for his project in that class (also his capstone project).

- **JMU in Japan** summer study abroad.

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 at all levels from 1XX to 6XX:

  – ISAT 131, ISAT 252, ISAT 340/348, ISAT 480, 492, 493, ISAT 680-MALT

  – These courses range in subject matter from many facets of programming, web, mobile

application, and database development, to STS.

- I also taught Japanese language and culture through the JMU in Japan summer study abroad.
- The study abroad and ISAT 131 had significant numbers of non-ISAT students.  Also, a growing number of CS students are taking all of my programming courses.
- Courses ranged in structure from one-on-one independent studies, to small group seminars, to standard lecture sections, to predominantly field-based study abroad.

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

- Developed an automated system to deliver customized weekly self-evaluation surveys to all students in my programming courses (ISAT 252, 340, 348).  The system was composed of a plugin built in the WordPress environment and taking advantage of the Qualtrics API.  Students received a personalized link to a survey every Wednesday at 5pm and also three reminder emails if they had not completed the survey.  The weekly self-evaluation was a major source of insight to many of the students who were enrolled in these courses.

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

- Benton, M. C., 2013: I Will F You Up! Getting Rid of Grades. Transforming Learning Conference, Black Rock City NV, August 30. (presentation)
- Radziwill, N. M. & Benton, M. C., 2013: The Burning Mind Project - Creating a Culture of Radical Innovation in Technology Education. ATMAE Annual Meeting, New Orleans LA, November 21.

i) Professional development through such efforts as:

- Participation in workshops, conferences or similar activities devoted primarily to improving teaching methods and course content.
  - Co-Chaired and attended "Transforming Learning" Conference in Black Rock City, NV (August 30, 2013)
  - Attended the summit of the Black Rock Educators Consortium (BREC) (August 28, 2013 at Black Rock City, NV)
- Participating in regional and national pedagogical organizations.
  - AERA member
  - Participated in **Black Rock Educators Consortium** (BREC) throughout the year and will serve as Co-Chair in 2014-2015

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

- Worked with N. Radziwill to develop a proposal for a "domestic study abroad" in San Francisco that would focus on socially responsible technology entrepreneurship and serve as a model for a fully integrated socio-technical learning experience.  This proposal was presented to the ISAT Program faculty at the April faculty meeting as an example of one direction we may take as part of our curriculum renewal process.
- Worked with N. Radziwill to develop "Model 24" which laid out some principles around which the ISAT Program curriculum renewal process might occur.  This model combined features of "Model 2" and "Model 4" (hence 24) about which the ISAT Program faculty's feedback was solicited at the 2014 January Summit.

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

- [*provide instances of such leadership: what was the activity and in what manner did you exhibit leadership?*]

l)  Demonstrated instructional accomplishments that the PAC deems exceptional.

- Continued to refine the choose-your-own-grade pedagogy.  Particularly this year an effort was made to focus on fostering student persistence in the face of challenge or adversity, which presented itself as a major problem for students in the 2012-2013 academic year.

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.

- Professional Societies
  - IEEE Computer Society member
  - ACM member
  - AERA member

b)  Participation in professional meetings, field conferences, and other scholarly gatherings.

- Attended TEDxBRC in Black Rock City, NV (August 29, 2013)
- Co-Chaired and attended "Transforming Learning" Conference in Black Rock City, NV (August 30, 2013)
- Attended Business Innovation Factory 9 (BIF9) in Providence, RI (September 17-18, 2013)
- Attended Annual Meeting of the Association for Technology Management and Applied Engineering (ATMAE) in New Orleans, LA (November 20-23, 2013) [*list such activities with a brief description of the activity and your role in it.*]

c)  Research involving students in independent studies or within the Honors Program.

- N/A

d)  Supervising student independent study and honors projects.

- N/A

e)  Presenting papers at regional meetings.

- N/A

f)  Publishing in non-refereed journals.

- N/A

g)  Development of instructional or education materials.

- Developed an automated system to deliver customized weekly self-evaluation surveys to all students in my programming courses (ISAT 252, 340, 348).  The system was composed of a plugin built in the WordPress environment and taking advantage of the Qualtrics API. Students received a personalized link to a survey every Wednesday at 5pm and also three reminder emails if they had not completed the survey.  The weekly self-evaluation was a

major source of insight to many of the students who were enrolled in these courses.

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 Charles Eisenstein workshop, "Empowering the Change Agent," Baldwin Center on Bundoran Farm (Charlottesville, VA - August 2-3, 2013)
- Securing additional education at professional short courses and conferences.
  - N/A

i) Engaging in unpublished ongoing research.

- Wrote an article on the **psychology of merit pay**. N. Radziwill is adding a discussion about Deming's perspectives on merit pay, and we will be submitting it to *Quality Approaches in Higher Education.*
- Co-PI in the Teach Sustainability grant (Eric Pappas, PI).  My research focuses on developing sustainable attitudes toward learning (i.e. lifelong learning).  I am working with Kenn Barron (Psychology) and Chris Hulleman (formerly of CARS, now at UVA) to test and improve upon their instrument for determining student motivation using their Expectancy-Value-Cost framework.  I have a draft paper, that is waiting for data analysis.

j) Presentation of faculty seminars and colloquia.

- N/A

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

- N/A

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.

- Nicole Radziwill and I posted 5 new articles to **The Burning Mind Project** (http://burningmindproject.org) which focuses on quality and innovation in higher education.

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

- N/A

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

- N/A

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

- Book review published in the April 2014 issue of the *Quality Management Journal*: The More Beautiful World Our Hearts Know is Possible. 2013. Charles Eisenstein. Berkeley, CA: North Atlantic Books. 288 pages.

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

- N/A

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

- N/A

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

- Community Award ($2000) - received from Business Innovation Factory (BIF) in Providence, RI to attend BIF9 innovation summit

- March Catalyst Week (~$2500) - received from Downtown Project Last Vegas to participate in four-day event in March; covered lodging and meals.

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

- N/A

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.

- N/A

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

- Radziwill, N. M. & Benton, M. C., 2013: The Burning Mind Project - Creating a Culture of Radical Innovation in Technology Education. ATMAE Annual Meeting, New Orleans LA, November 21.

- Benton, M. C., 2013: I Will F You Up! Getting Rid of Grades. Transforming Learning Conference, Black Rock City NV, August 30.

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

- N/A

l) Authoring textbooks or teaching materials.

- N/A

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

- N/A

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

- N. Radziwill and I were personally invited by Tony Hsieh, the CEO of Zappo's, to participate in **March Catalyst Week, a gathering of thought leaders** hosted by the Downtown Project Las Vegas and co-sponsored by the Burning Man Project. The event's theme was **Transformational** Experience. This event brings together 20-30 innovators each month for formal presentations and informal conversations geared towards stimulating social innovation. The connections made here will lead to identifying new senior capstone projects, internship opportunities, and research/service learning opportunities for ISAT faculty and students.

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.
        - Assessment Committee—active participant—5 hours/month.  Revised the annual senior exit interview instrument, and took notes at five sessions.
        - Active participant in the IKM and Social Context academic teams.  4 hours/month.
        - Attended and took notes at nearly all ISAT Program and Department faculty meetings. 2 hours/month.
    b)  Serving and participating as a valued team member on college and university committees, task forces, etc.
        - College Teams / Committees:
            – N/A
        - University Teams / Committees:
            – **ISAT Department representative to the JMU Faculty Senate**, 2 hours/month.  In addition to attending all but one meeting, I collected and communicated ISAT faculty feedback on motions and activities being conducted by the Senate.
            – **Chair, JMU Faculty Senate Academic Policies Committee (APC)**.  3-4 hours/month As chair I organized and facilitated monthly meetings.  The APC is probably the most active of all of the Faculty Senate committees.  This year we addressed and resolved all of the following issues:
                (a)  Online Course Evaluation at JMU
                     The faculty senate had serious reservations about the implementation of the Blue Response online course evaluation system.  I led the conversation with Teresa Gonzalez that led to the administration responding to all of the following concerns:
                     (i)  Compelling reason for mandatory implementation → it is no longer mandatory for departments to implement Blue
                     (ii)  Timeline until mandatory adoption → no longer mandatory
                     (iii) Reasoning behind having university-level items → university-level items made optional
                     (iv) Control over timing of evaluation period → technical capacity for such control added to the priority development queue for Blue
                     (v)  Security and accessibility of the data → Susan Wheeler is currently drafting a new university policy to make an individual instructor's course evaluations a non-FOIA-able personnel document.  (aggregate evaluations are still accessible)
                     (vi) Assessment of online vs. paper-based evaluation → since Blue is now non-mandatory, departments can conduct their own investigations into this
                (b)  Instituting a Formal Pre-Exam Reading Period
                     This was a discussion fostered by the shortening of the spring semester by one day to

accommodate a 2-day graduation celebration.  After considerable research and discussion, it was decided not to push for an official "reading period" in the spring semester.

(c) Dedicated IT Staff Support for the Registrar's Office
The APC endorsed a request by the administration to hire a dedicated IT employee that would serve only the Registrar's Office.  Our stipulation was that the salary for this person would not come from any monies that might otherwise go to faculty lines or salary adjustments.  This will speed up modifications to the Registrar's system.

(d) Exploring Possibility of Offering Micro-courses, i.e. <1credit
This was proposed by me, and was enthusiastically embraced by the APC and Senate at large.  Our top priority in the 2014-2015 academic year will be working with the administration and Registrar's office to add this capability to JMU.

(e) Fielding a discussion about Differential Tuition with Dean Gowan
The APC hosted a forum for faculty to learn about how the funds generated by the College of Business's new differential tuition system would be used, and to discuss possible broader impacts on the university as a whole.

- **Member of the JMU Faculty Senate Steering Committee**, 2 hours/month
I attended meetings and helped set the agenda for Senate meetings throughout the year.  I also attended two informal sessions with President Alger and Provost Benson.

- **Online Course Evaluation Steering Committee and the Implementation Subcommittee** 4 hours/month
In addition to attending full committee meetings, I worked with the subcommittee to hammer out the details of how instructors would conduct online evaluations.  We addressed issues such as minimum response rates, as well as strategies for boosting response rates, academic literature review of online vs. paper-based evaluations.  I wrote the email that went out to faculty with suggestions for strategies to boost response rates.  I also provided extensive feedback on the content for the informational website that was being developed to inform faculty about the new system.  In light of my other activities on the Senate, this committee was ultimately dissolved and the website shelved.

c) Participating in public relations events and student recruiting.
- Attended ISAT 20th Anniversary weekend in April 2014

d) Participating in grant proposals for external funding for teaching and equipment support.
- N/A

e) Serving as a faculty advisor to student organizations.
- Japan Club—I played a minimal role as advisor this year
- ISAT Honor Society—attended and led experiences at investiture ceremonies, facilitated the transfer of authority to access club funds, and facilitated communication between the faculty and IHS

f) Serving as a satisfactory student curriculum advisor.
- N/A

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.
- N/A

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

- See activities as ISAT Department Senator in 1B above.

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

- Over the past year, I have been working w/ N. Radziwill to forge strategic alliances that would help us envision, design, and propose a full-year "domestic study abroad" for ISAT seniors to live and work in San Francisco. We prepared a proposal to be submitted to the National Collegiate Inventors and Innovators Alliance (NCIIA), of which JMU is a member organization, but did not submit due to issues at the department and college level that must be resolved before the program can be officially supported in any variation of its design. The Deloitte Center for the Edge, based in San Francisco, is enthusiastic about supporting this program and possibly being a partner. Additional interest has been expressed by the Bay Area Urban Innovation Exchange, Freespace, Burning Man Project, Burners Without Borders, and the Downtown Project (Las Vegas). We will continue to work with E. Maslen and B. Kolvoord to bring opportunities identified through these conversations to ISAT students.

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

- I nominated and wrote a recommendation letter for Ms. Julia Vessey to receive the Provost's Award for Excellence in Part-Time Teaching.  She was successful in receiving the award.

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

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

- Published a book review of Charles Eisenstein *The More Beautiful World our Hearts Know is Possible* for *Quality Management Journal*

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

- N/A

c)  Serving as an officer of a professional organization.

- N/A

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

- N/A

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

- Co-chaired the one-day long Transforming Learning Conference (August 30, 2013 at Black Rock City, NV) w/N. Radziwill that brought together educators and others interested in stimulating life-long learning. This session was sponsored by TEDxBRC.

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

- N/A

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.

- N/A

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.

- N/A

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

- N/A

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

- N/A

**General Comments**

Describe your most outstanding or satisfying activities for 2013-2014.

> I'm most satisfied by the efforts I've made with respect to developing new pedagogy in line with the principles of the Burning Mind Project.  These activities include:
> - Attending Burning Man and participating in/helping to organize the Black Rock Educators Consortium events (TEDxBRC, Transformational Learning Conference).
> - Writing for the Burning Mind Project website.
> - Attending the Business Innovation Factory (BIF9) conference.
> - Presenting at ATMAE.
> - Being invited to participate in Catalyst Week.
> - Developing a blueprint for an immersive "domestic study abroad" focusing on socially-responsible technological entrepreneurship in San Francisco. (IGNITE!)
> - Networking with potential supporters of IGNITE! in San Francisco
>   - Howard Rheingold, Wired, Whole Earth Catalog
>   - Michael Margolis, CEO of GetStoried
>   - John Hagel, Duleesha Koolasooriya, and Amanda Nemec, Deloitte Center for the Edge
>   - Greg Delaune, Urban Innovation Exchange
>   - Mike North, Stanford, Discovery Channel
>   - Mike Zuckerman, Freespace
>   - James Hanusa, Heather White, Jen Sander, Cory Mervis, Carmen Mauk, Harley Dubois, Marion Goodall, The Burning Man Project
> - Networking with potential supporters of IGNITE! in Las Vegas
>   - Tony Hsieh, CEO of Zappo's
>   - David Gould, University of Iowa, Downtown Project
>   - Amanda Slavin, Catalyst Week
>   - Jeff Shows, Falling Whistles
>   - Jacques-Philippe Piverger, CEO of Mpowerd
>   - Paul Kuhn, Director of Global Media Strategy, American Express
>
> In addition to the above, I'm also pleased with my performance as chair of the Academic Policies Committee of the JMU Faculty Senate.

Why do you consider these outstanding or extremely satisfying?

> With respect to the Burning Mind Project activities, there are several reasons I find these activities satisfying.  The most basic reason is that I believe that my gift and my calling is to be able to see through paradigms and structures that currently shape (higher) education, and to articulate a vision for how we might change those structures, particularly a vision that can be enacted within the current structure (albeit pushing the envelope).  The second reason that these activities are so satisfying is that while I'm frequently confronted with puzzled looks and skepticism when I describe my methods to colleagues at JMU, e.g. choose-your-own-grade, when I describe the Burning Mind

Project to the kinds of people listed above, they instantly "get it" and are enthusiastic about offering their support to catalyze the vision.  This is very validating, and bolsters my hope that I can effect change at a broader level.

With respect to my activities as APC Chair, I'm particularly satisfied for a couple of reasons.  The first is that I am not typically adept at running committees, but with this one I was able to organize it in a timely and effective manner.  The second, and larger, reason is that the JMU Faculty Senate does not have a great reputation with respect to making concrete accomplishments.  As the most active committee, I feel we helped (and are helping) to make significant contributions to the course of JMU that will be beneficial to both faculty and students.  I look forward to another year as APC chair.

What do you feel we have accomplished, as a Department, in 2013-2014?

I don't have anything particularly to add other than the obvious things like the curriculum renewal process.

What should our priorities be for improvement, as a Department, for 2014-2015?

I think we need to work actively to create more opportunities for the faculty to spend time together in informal settings.  A great deal of the differences and friction between and among us might be lessened if we got to know each other as 3-dimensional human beings.  For example, I harbor a number of resentments toward my colleagues.  I continue to be angry at/frustrated with Anne for structuring 253 in a way that students routinely report requires them to spend 15-20 hours of out-of-class preparation time per week.  Not only do I think she could accomplish her objectives in a less demanding way, but I resent continually hearing students tell me that they would have liked to have spent more time on my class (252, which frequently is taken concurrently with 253), except that they had to spend 12-14 hours each week writing a lab report.  I'm annoyed at Karim for extorting money out of his students by offering them 5 points of extra credit on his final if they would join the club of which he is the advisor.  If the club was worth joining on it's own merits, why should the students need a bribe?  And it's unfair to students who don't have an extra $20 to spend on a club they likely will never participate in.  I am disheartened when the students say things like "it is totally worth it" to pay the money for the points.  I'm annoyed at Emil for the way he's treating Samy.  I am angry with the entire Geography faculty for their treatment of Johnathan.  I feel like the PAC process caused damage to my relationships with a number of faculty.  Although it has been mostly dormant for a while, I don't like the antagonistic relationship between Tony Teate and Nicole and me.  We've mostly just avoided each other, but that is not a healthy way for an academic team to function.  I am sure that everyone in the department harbors similar annoyances with their colleagues.  Some are more vocal about it than others.  There are frictions between me and you, Eric, that I hope to talk to you about when we meet.

I don't pretend that spending time together is a panacea that will instantly solve all problems, but there is some truth in the adage "the family that plays together, stays together."  Amanda has organized a number of happy hours, which have been wonderful

for getting to know people better.  The idea of having a space, like a faculty lounge, has been an idea that has floated around for many years.  I don't believe in the "build it and they will come" approach to creating such a space, but the underlying notion of being intentional about creating opportunities for people to interact informally is important.  I think it is time that we take proactive steps to get people together.  I'm sure that you know of many more issues between faculty than the ones I've talked about here, and I think it would be beneficial to all of us to find a conscious way of dealing with them.

Let me close by saying that on the whole, I think we have an extraordinarily collegial and functional department.  When I was at NJIT, faculty did things like getting one another's parking spaces bulldozed, hacking their email, and sending threatening people to follow them into the subway.  *That* was dysfunctional.  Overall we get along well, but it could always be better.  In my experience, spending time with people has usually helped me understand them better and defused a lot of the tension between us.  It is much easier to demonize someone that you don't know well and can hold at arm's length.

Suggested Discussion Topics for the August 2014 Summit:

Perhaps float the idea of electing a "social chair" to help catalyze events that would allow us to get to know each other better.

**Faculty Anticipated Activities Plan For 2014 - 2015**
                **(Will be the basis for Faculty Evaluation in 2015)**

1.  Teaching Activities
    Percentage of Load: 60%
    Classes to be taught: ISAT 131, 252, 340, 348, Mobile App Development
    Other discussion:

2.  Professional Service Activities
    Percentage of Load: 15%
    Department committees, roles, rough effort levels (hours/month):
        **Assessment, IKM, Social Context, 6**
    College committees, roles, rough effort levels (hours/month):
        **none at this time, 0**
    University committees, roles, rough effort levels (hours/month):
        **Faculty Senate, Steering Committee, and APC (chair), 10**
        **Priority: implementing capability for JMU to offer micro-courses (<1 credit hour)**
    External committees, roles, rough effort levels (hours/month):
        **organizer for the Black Rock Educators Consortium Conference at Burning Man, 2**
    Other (describe):

3.  Scholarship and Professional Development Activities
    Percentage of Load: 25%
    Projects or other efforts, roles, rough effort levels (hours/month):
        All of my scholarship will contribute in some way to the Burning Mind Project and will
        include activities such as:
        - Organizing the BREC Conference at Burning Man
        - Presenting at BREC Conference, TEDxBRC, and the 4th IAJC/ISAM Joint
          International Conference
        - Attending BIF10, Burning Man Global Leadership
        - Continuing as Co-PI on Eric Pappas' Sustainability grant—publishing on data
          gathered in choose-your-own-grade courses 2013-present.
        - Contributing articles to the Burning Mind Project website
    Other (describe):

4.  Other Activities
    Percentage of Load:
Description of Activities:

**Faculty Conflict Of Interest Disclosure For 2014-2015**

1. List any companies or organizations for which you have consulted this year.
   a.  Morphatic
   b.  Tony Britt's Spotter Charts LLC
2. List any companies which you own or in which you have significant financial interest.
   a.  Morphatic
   b.  Tony Britt's Spotter Charts LLC
3. List any other areas of potential conflict of interest that you would like to discuss in our annual review meeting:
   a.  none

**ISAT Department Biographical Page Informational Form**

Name   Morgan C. Benton

Title(s) Associate Professor

Administrative Role(s)

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JMU Mailing Address    MSC 4102

## Undergraduate Education

| Degree | BA | Degree | BA |
|---|---|---|---|
| Major | Leadership Studies | Major | Sociology |
| Institution | University of Richmond | Institution | University of Richmond |
| Year | 1996 | Year | 1996 |

## Graduate Education

| Degree | MS | Degree | PhD |
|---|---|---|---|
| Major | Information Systems | Major | Information Systems |
| Institution | New Jersey Institute of Technology | Institution | New Jersey Institute of Technology |
| Year | 2002 | Year | 2008 |

Personal Narrative

Experience        Founder (2005) Morphatic http://www.morphatichosting.com
Co-Founder (2012) The Burning Mind Project http://www.burningmindproject.org
Co-Founder (2013) Tony Britt's Spottercharts LLC, http://www.spottercharts.com

Research/Scholarship Interests        Learning, Motivation, Educational Assessment and Grading, Educational Technology

Courses Taught                Programming, Web Development, Database Development, Data Mining, Mobile Application Development, Social Context of Science and Technology, Japanese Language & Culture

Student Projects

Service Contributions   JMU Faculty Senate, Academic Policies Committee, Chair

Publications     http://tenure.umatter2.us/scholarship/publication-list/

**Links/Attachments**
CV

Personal website          http://www.burningmindproject.org

Linked In                 http://www.linkedin.com/pub/morgan-benton/5/927/299/