FACULTY DEVELOPMENT PLAN

ACADEMIC YEAR 2020-21
(July 1 2020 through June 30 2021)

Purpose of the Faculty Development Plan (FDP)

The FDP is a review and planning tool between a faculty member and the department chair. It is meant to establish a structured dialogue about institutional goals and responsibilities and the interdependence between your activities and the accomplishment of our mission and its strategic components.

Each faculty member will meet with the chair to discuss performance in the areas of teaching, research and service and identify objectives and plans for continued growth and professional development.

In the FDP process, the faculty member must:

1. UPDATE and SUBMIT a current CV (PDF signed electronically. This can be done in AdobeSign.)

   Please note that our AACSB Accreditation window for faculty activity spans from JULY 1, 2016 to JUNE 30, 2021. Therefore, the accuracy and detail on activities during this time frame are especially important.

2. Review last year’s goals from the last FDP form submission.

3. Complete the WORD version of the Faculty Development Plan (template attached). Save using the naming convention Last Name, First Name_Dept_Fox Faculty Development Plan 2020-2021

4. Send your completed FDP and signed CV to your department administrator by April 15, 2021.

5. Meetings with Chairs will occur between April 15 and May 15, 2021.

6. Chair reports and CVs due to Deans Office DUE: May 15, 2021

Note: In order to monitor accuracy, the Office of Analytics and Accreditation continues to input information on behalf of the faculty into the Faculty Profile Builder (Elements).
FACULTY DEVELOPMENT PLAN

Summary of Faculty Member Accomplishments from the Current Academic Year

TEACHING

Suggestions: Courses taught, SFF summary, course GPA / grading profile, teaching reviews (peer, CITL, etc.), course innovations, teaching development (pedagogy workshops, etc.), and any other relevant teaching-related information.

As I did not have any summer classes scheduled during the reporting period, my first classes since the pandemic began in earnest were in the Fall 2020 semester. That semester, I taught a section of LGLS1101, LGLS3513 and the EMBA Business Law class, all virtual. And though I have taught many virtual classes before, this was the first opportunity to work with students under a mandated lockdown, meaning that some had not opted for this format but had no choice. Knowing this, I wanted to design seminars that were highly engaging, diverse in their delivery, and substantively profound.

My undergraduate Legal Studies and Public Policy courses were the most difficult to design in this new format. These were large classes with many new students nervous about not only the college experience but also about engaging in a virtual format. My main concern was engagement—how do you keep this many students actively learning over Zoom. My solution was to design activities for the students that would utilize tools such as small group learning, discussion boards that allowed the more reserved students to feel comfortable participating, weekly activities that kept them thinking about the topic all week long, and of course, lively seminars that made it fun for them to learn with me. I believe, based upon my SFF scores and comments (see below), that I succeeded in my effort.

I will mention briefly that, unfortunately, I had some medical issues that caused me to teach the second half of the semester from a hospital room, but I was able to dedicate the time needed to keep the students engaged despite these circumstances. Some SFF comments follow.

“This man taught great class from a hospital room while hooked up to IVs which is arguably the most impressive thing I’ve seen in my years as a student at Tempe. One of those teachers that would rather see his students be able to communicate their world view than have the “right” or most easily palatable answer. Not afraid to challenge his students but in a way that doesn’t shut down dialogue. Engaging lectures that were straightforward and related to the reading material. Solid workflow throughout the semester. It kept me engaged week by week even when there wasn’t a larger assignment due. Smaller and medium length assignments and quizzes throughout course felt like a good pace without being overwhelmed. About as good as an online class can get. It’s a tough crowd a lot of nights. Dr. Fandl comes with the same energy every week and it’s always good.” (Public Policy student, Fall 2020).

“Professor Fandl is a gem! Wonderful dude and would love to see him teach more courses at Temple. More professors need to be like him and follow his teaching style. Would love to have him for future courses!” (LGLS1101, Fall 2020).

“This course was extremely interesting for me, and I also benefited from having an amazing instructor. He provided lots of personal experience that was relevant to the course material and helped better students’ understanding of topics. He also created an extremely open place to ask questions and help each other. He also made thoughtful comments on each assignment and discussion board.” (LGLS1101, Fall 2020).

My graduate class was the EMBA Business Law (5801) class that was scheduled to be taught in Bogota, Colombia in November 2020. Because of the pandemic, that class was delivered virtual for the first time. This was a much smaller group, so it was more manageable. But, because it was an all-day class over five consecutive days, it required extensive diversity in delivery and presentation to keep the students engaged. I
brought in virtual guest speakers (many based in Colombia), designed a number of small group presentations, and included a range of unique assignments, such as commenting on a documentary related to business law or advising a potential client on compliance issues. Though it was not an ideal format, the seminar was very well received (as reflected in SFF scores) and the students seemed to take away a number of valuable practice lessons.

Having completed successful innovations in the fall of 2020, I applied many of the same approaches to my spring 2021 classes. The Law & Public Policy class kicked off the semester with excellent student engagement and a much higher feeling of comfort among students in utilizing the virtual format. Innovations in Zoom as well as in course design, including more interactive discussions and online quizzes, helped to make the class a success. The same can be said for the Business Law and Ethics (5701) graduate class, which had not previously been designed for virtual delivery (by me). I utilized elements from my new virtual 5801 class, combined with some of the successful tools used in my undergraduate classes, to craft a class that would keep a group of business professionals interested and engaged. Though the SFFs are not yet released, the classes were going well at the time of this report.

Please note that I was unable to complete the spring 2021 term due to medical circumstances. Roughly halfway through the semester, I went on medical leave and my classes were transferred to other capable Legal Studies professors. Accordingly, the SFFs will not reflect my complete engagement through the spring semester.

2020 Fall
LGLS1101 Virtual
LGLS3513 Virtual
LGLS5801 EMBA Virtual

2021 Spring
LGLS3513 Virtual (partial)
LGLS5701 Virtual (partial)
GMBA Prep

SCHOLARSHIP

Suggestions: Publications (articles, proceedings, monographs, chapters, etc.), Presentations (Conferences, Invited lectures, Keynote addresses, etc.), Research awards, Grants, Translational dissemination of research (trade articles, industry talks, webinars, media mentions, etc.), and any other relevant scholarship-related information.

Business law scholarship needs to be timely in order to be effective. Regulations, laws and court decisions change rapidly and, when they do, have an immediate impact on business. This is why business law journals tend to look for timely and relevant scholarship from authors and why they work diligently to get that scholarship published quickly.

In my case, much of my expertise lies in international trade law, immigration and governance. These areas were particularly in flux during the second half of the Trump Administration, providing opportunities to research and comment upon dramatic changes being made in the law that would affect business. I took advantage of this opportunity by producing relevant scholarship focused on changes to trade law—especially as it affected U.S. imports from China—as well as changes to the World Trade Organization that
would likely affect U.S. and foreign business transactions. In addition, I completed an important deep research article on marijuana law reform from a comparative perspective, which was released in spring 2021 in our top journal, the American Business Law Journal. A list of publications that went to print during the reporting period is below:


In addition to these publications, I had the opportunity to share summaries of my scholarship as well as my opinion on these matters in an editorial piece and four invited podcast presentations. These outlets provide an excellent opportunity to take the deep research performed for a journal article and express it in a way that is both palatable for most readers and useful for business. These pieces are highlighted below:


Another important avenue to expand the impact of our research is of course through academic conferences. Normally, I present at numerous conferences throughout the year. However, because of Covid restrictions as well as Temple’s lockdown on travel, many of these opportunities were foreclosed during the reporting period. However, some conferences pivoted to online formats, which enabled me to present a small portion of my research.

One of my principal topics of interest last fall was in the U.S. trade relationship with China. As noted above, I wrote two papers on this topic and spoke on two podcasts about it as well. In August, I presented
my research at our national Academy conference, which was virtual. And I spoke again at a global governance and business conference, also virtual, in December 2020. Finally, I drafted an article for a spring 2021 conference focused on ethics and trade. That article was accepted for presentation at a special symposium conference of the American Business Law Journal. Once again, due to medical reasons, I was unable to present at the virtual conference, but my Department Chairperson was kind enough to present on my behalf.

- Presenter, Trump, Xi and the Threat to the World Trade Organization, St. Anselm Global Governance and Business Conference (Virtual) Dec. 2020

- Presenter, Trump, Xi and the Threat to the World Trade Organization, Academy of Legal Studies in Business annual conference (Virtual) Aug. 2020

**SERVICE**

**Suggestions:** Industry, Community, Academy, University, School, Department, and Programmatic service are all valuable. Please articulate activities in detail (not merely a title or general statement).

Being an effective scholar or professor are no doubt two of the most rewarding aspects of my role at Temple. But it is critical that we also support our department, school, university and community to build a strong reputation as advocates for a holistic learning experience. Thus, outside of the classroom and research centers, there are a number of opportunities to contribute that I have had the chance to take advantage of during the reporting period.

Service became largely a virtual experience during 2020-21. Mine began with a number of international summer seminars that I usually delivered in person but that were converted to virtual formats. These included an invited international trade law seminar for the Universidad de los Andes in Bogota, Colombia, which I delivered entirely online. I also delivered my introduction to law seminar at the Universidad de Navarra in Spain online in September. Both of these schools are potential partners with Fox. Domestically, I delivered a five day lecture on contract drafting for the International Law Institute on a pro bono basis to a group of distinguished lawyers and judges from around the world.

Closer to home, I was asked to coach a Fox team participating in the Biznet case competition in October, where they developed a plan to present to Amazon executives. I also served as one of the advisors for an EMC Capstone Project over the course of many weeks where I, along with my colleagues, advised a team of Fox graduate students in their development of a strategic plan for expansion of a university into Latin America. Finally, I delivered a special lecture on behalf of the Fox EMBA program to a group of potential students in Bogota, trying to boost recruitment.

One of the questions that we all faced in 2020 was how to keep students involved and engaged outside the virtual classroom. As one possible answer to this question, I worked with our international team to design the *Fox Without Borders* program. This program sought to bring together current and former students, as well as faculty and potential recruits, into an intense, yet condensed virtual experience that would both provide experiential learning and also capture the imagination in order to connect students with Fox. The experience was delivered over four weeks, with once weekly seminars that included academic content taught by regional experts, local speakers on virtual panels, as well as cultural experiences including, for example, delivery to each participant of a virtual coffee tasting package to accompany a virtual tasting with a coffee farmer in Colombia. I taught the first of these experiences, focused on Colombia, and we
developed three additional programs after that. The program was such a success that we plan to continue running it even after our return to campus.

Another crucial role for faculty is the dissemination of expertise to better prepare other faculty to teach and research. Temple University is the recipient of a major grant from the U.S. Department of Education that designates our university as one of 15 national Centers for International Business Education and Research (CIBER). I am the Principal Investigator and Executive Director of Temple CIBER and as such, I have the responsibility for ensuring the successful administration of the grant. Each year, part of that grant is utilized to train faculty across the country (and at Temple) through the Faculty Development in International Business (FDIB) program. Normally, I coordinate two annual trips to train faculty abroad, but because of the circumstances, we could not run the live FDIBs as planned. Our solution was to develop a virtual FDIB that would offer the same experience without the travel and that could be positioned to remain a training option post-Covid. The program is launching in May 2021.

Finally, I have had the pleasure to continue serving on a number of professional and editorial boards. During the reporting period, I served as a Board member for the World Affairs Council of Philadelphia as well as for Temple CIBER. In both roles, I participated (virtually) in a number of regular board meetings and represented Temple and Fox on each. Furthermore, I served as a Staff Editor for the American Business Law Journal and on the Editorial Review Board of the Journal of International Business Policy. And finally, as the President of the International Section for the Academy of Legal Studies in Business, I engaged other faculty from around the world to coordinate our portion of the annual conference, scheduled for August 2021.
Goals for the Next Academic Year

Teaching

With respect to forward-looking goals, please address the following items (wherever applicable):

1. Self-Evaluation of Teaching

   It was a challenging year for teaching, given the move to virtual for nearly all classes. In my case, I believe that I was able to pivot well, especially since I have been teaching online for the past 17 years. Using a variety of innovations and the amazing tools that Fox provides to us, along with some investments of my own at home to make the virtual teaching environment more effective (including a high-end microphone, better Internet service and a portable device allowing more frequent access to the classroom), I am confident that this will continue to improve into the fall semester.

2. Areas for Improvement

   In my opinion, the most challenging aspect of the virtual learning experience is teaching students unaccustomed to it.Incoming freshman and graduate students that are used to live learning experiences may find the virtual classroom intimidating or frustrating. I will work with these students to ease them into it and give them ideas for how to engage and get the most out of the experience.

   The fall semester (2021) is expected to be live once again and I am currently scheduled for at least one live class. Here, the issue will be getting the students back into the classroom and reasserting the need for their presence during class times. I expect that some have enjoyed the flexibility of virtual learning and may have a hard time coming back to the campus for live classes. The challenge I see here will be how to ensure solid engagement and participation and encourage those happy virtual students to switch back to a campus mentality.

3. Peer Review Plans

   I do not have any peer review plans at the moment.

4. Online Teaching

   I believe I addressed this topic above.

5. Incorporating Technology

   Technology is key both for virtual and presentational learning. I have developed an affinity for utilizing technology in the classroom but I also recognize that it is not appropriate for everyone or every class. The main tools that I use are the online discussions, auto-graded quizzes, polling, resource material such as videos and online files, and communication tools, especially for groups. These tools work in both the virtual and live environments, though I utilize them more in the virtual environment. I expect to continue integrating these and any other tools as they arise.

6. Industry Currency

   What we teach in Legal Studies translates very easily to the practice environment. The classes that I am assigned are particularly suited for quick translation into practice. For instance, my Law and Public Policy (LGLS5513) class teaches students critical thinking, effective writing, academic and industry research, and a number of more specific skills related to how government regulates business. These skills help the students immediately produce more effective documents and guidance for potential businesses or clients with an eye on detail and effective research. I also teach our Legal Environment (LGLS1101) class, which helps students
to critically analyze cases, review contracts, understand the nature of things like business torts and white collar crime, and a number of other skills useful for students interested in the legal side of business. Finally, in my graduate classes, I dive deeper with my students by developing immediately applicable skills including drafting and reviewing contracts, writing effective memoranda, unpacking court decisions to analyze the impact on specific industries, and issue spotting on compliance matters. All of these lessons give students the tools necessary to become effective members of the business community without the need for extensive training.

7. What resources would help you in meeting your goals?

Continued financial support to purchase the necessary technology to stay ahead of the curve in teaching and research will be very helpful. In addition, the opportunity to collaborate with other faculty members through shared research and meetings can be valuable in learning about new developments in teaching.

8. Any other goal-related comments for Teaching:
Scholarship

With respect to forward-looking goals, please address the following items (wherever applicable):

1. Pipeline of Publications:

   ➢ In PRESS (forthcoming)


   ➢ In REVIEW (stage)


   ➢ In PROGRESS (expected submission and target)


2. Pipeline for Presentations:

   ➢ Upcoming


   ➢ Submitted
➢ In Preparation (w/target)

3. New projects and/or collaborations

   None at the moment.

4. Grant applications/ideas

   Grant funding to be applied for under Temple CIBER for *Grapes of Wrath* article research.

5. What resources would help you in meeting your goals?

   Continued support in attending (when possible) conferences would be a great help in facilitating the type of research that I do, which is largely comparative or globally focused and often requires resources to present papers abroad.

6. Any other goal-related comments for Research/Scholarship:
**Service**

Service Leadership is an obligation of all full-time faculty and is assumed as part of workload regardless of the number of courses you teach. It is a critical component of a thriving, shared-governance model of a university and/or school.

With respect to forward-looking goals, please address the following items (wherever applicable), with regards to increased/new involvement in service activity:

**Program**

**Department**

- I currently represent the Department on the Faculty Development Committee and the Impact Awards Committee. I expect to continue doing so and would welcome opportunities to expand my involvement in committee work.
- My work on a number of editorial boards helps to expand departmental presence and keep me engaged with other scholarship. I expect to continue this engagement.

**School**

- As the Academic Director for Global Immersions, I am actively engaged with other departments and faculty to coordinate the numerous undergraduate, graduate and faculty immersions that we lead out of Fox each year. I expect to continue my involvement in this role.
- I also serve on the Board of the World Affairs Council, representing the Fox School in a role that the Dean once held. In that role, I mentor young business professionals, participate in regular conferences and speaking events, and participate in quarterly Board meetings.

**University**

- As the Executive Director for Temple CIBER, which is based at the Fox School, I represent the University at annual meetings, conferences and across the different schools at Temple.

**Academy**

- Within the Academy, I have developed a strong reputation for my research and teaching on global topics. I am currently the President of the International Law Section for the Academy on Legal Studies in Business and I will be leading our portion of the annual conference later this year. I am also active in promoting my work and the work of my colleagues through social media and speaking events throughout the year. This is an area that I would like to expand on in the coming year.

**Profession**

- My profession requires professional licensure, which I maintain actively across three jurisdictions (New York, Massachusetts and Washington, D.C.). Within the profession, I serve as Vice President of our Immigration and Naturalization as well as our International Legal Education committees.
- I also work closely as a Legal Advisor to the International Law Institute in Washington, D.C., which frequently partners with Beasley in educating foreign lawyers and judges in U.S. legal concepts.

**Community**
In the broader academic community, I regularly lecture (invited) abroad on topics related to my expertise—international trade law. I lecture at the Universidad de los Andes in Colombia, the Universite Toulouse in France, and the Universidad de Navarra in Spain. These lectures provide opportunities not only to share my expertise, but also to make connections for collaborative research and partnerships with Fox.

What resources do you need to fulfill your service commitments?

- None that I can think of.

Any other goal-related comments for Service:

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Faculty Member's Comments on the Process and Goals for Improvement in AY 2021-2022

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Chairs Comments on the Accomplishments from the Current Academic Year and Goals for Improvement in AY 2021-2022
Professor Fandl’s research, teaching and service contributions have been uniformly positive this past year, and his collective efforts are of great benefit to the Department and Fox School. He had a number of research article acceptances in a set of solid journals addressing timely business law topics of international trade law, immigration and governance, and he complemented this research output with a series of conference presentations, editorial pieces and podcast presentations. His scholarship continues to boost the research reputation of the Department and Fox School. His teaching is similarly impressive, particularly given the broad scope of undergraduate and graduate courses he taught virtually during a particularly challenging year, and he continues to excel in the classroom. His SFF feedback was consistently strong, and his grade distributions are appropriate for the types of courses taught. He commendably continues to improve his teaching abilities by embracing available educational technology and further developing his course materials. His service contributions set a high standard at the School, running and building upon the CIBER and Global Immersions programs (e.g., developing innovative virtual immersions during the pandemic), and he actively participates in academic, industry and community engagement initiatives. His Staff Editor role for the American Business Law Journal exemplifies how Kevin’s service work strengthens the reputation of the Department and School. He made consistent, high quality research, teaching and service contributions throughout this year.