NEW FACULTY SERIES

Trust in that spirit which leadeth to do good.

SPRING SEMINAR 2022

BYU | FACULTY CENTER
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Welcome to Spring Seminar! Based on past experience and this year’s carefully organized program, we are confident that this seminar can be a deeply meaningful experience for you. Our goal is to help you explore ways you can contribute even more effectively to the mission of Brigham Young University “to assist individuals in their quest for perfection and eternal life.”

On Monday you will be given the opportunity to interact with President Worthen and Church Commissioner of Education Clark Gilbert. During the remainder of the week, you will receive counsel and instruction from a variety of experienced and engaging presenters and facilitators, including some of our most effective BYU professors. Having spent time with some of you in fall, we are confident that you also will bring excellent insights and questions that will make this an uplifting and stimulating learning experience.

We recognize that this has been an especially challenging time for you to start your career at BYU. Pandemic restrictions have required considerable adaptations. Even though faculty before you have not had your exact experience, we want you to be aware that our most successful professors have mastered the art of flexibility and adaptability. You have already demonstrated this ability as evidenced by what you have accomplished during your short time at BYU. We are grateful for your efforts and for the example that you are to your colleagues, our students, and the staff at BYU. We feel honored to work with you.

We invite you to take advantage of this unique opportunity to engage with the presenters and each other, to reflect, and to seek and open yourself to inspiration from the Lord. It is our hope that each of us will come to see more clearly how we might contribute to what President Hinckley called BYU’s “continuing experiment on a great premise that a large and complex university can be first class academically while nurturing an environment of faith in God and the practice of Christian principles.”

Craig Hart, Director

Jenith Larsen, Assistant Director
Spring Seminar Schedule
# 2022 Spring Seminar Overview

"Trust in that Spirit which leadeth to do good." (D&C 11:12)

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<thead>
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<th>Monday, May 2</th>
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<td><strong>BYU Legacy Day</strong></td>
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<td>Pre-Seminar Session: NFS Projects &amp; Stipends (Zoom)</td>
<td>9:25am – 10:05am Concurrent Teaching Sessions</td>
<td>10:30am - 11:10am Concurrent Scholarship Sessions</td>
<td>10:30am – 12pm College &amp; Department Sessions</td>
<td>10:20am – 11:50am Group Discussions: Combining Religious Faith &amp; Academic Excellence</td>
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<td>10:30am – 11:50am Opening Exercises &amp; “House of Dreams”</td>
<td>10:15am – 10:55am Concurrent Teaching Sessions</td>
<td>11:20am – 12pm Concurrent Scholarship Sessions</td>
<td>11am Lunch in Assigned Rooms</td>
<td>12pm – 1pm Lunch</td>
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<td><strong>12 noon</strong> Lunch</td>
<td><strong>11:05am</strong> University Devotional</td>
<td><strong>12 noon</strong> General Lunch</td>
<td><strong>12 noon</strong> Professional Faculty Lunch with AAVP Bridgewater</td>
<td><strong>1-1:15pm</strong> Closing Remarks AAVP Shane Reese</td>
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<td><strong>1pm – 2:30pm</strong> Q&amp;A with President Worthen &amp; Church Commissioner of Education Clark Gilbert</td>
<td><strong>12 noon</strong> General Lunch</td>
<td><strong>12 noon</strong> Professional Faculty Lunch with AAVP Bridgewater</td>
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*There will be a pre-seminar Zoom session for questions on NFS Series requirements and stipends at 9:15am on Monday, May 2.

**NOTE:** The first day of Spring Seminar will be in the Hinckley Center. All subsequent sessions will be in the WSC.
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<td>PLENARY: Unique Challenges &amp; Opportunities: Crafting Inspiring Learning at BYU (John Bingham)</td>
<td>PLENARY: Scholarship: Are you Surviving or Thriving? (Sarah Coyne)</td>
<td>PLENARY: The Rank &amp; Status Process (AAVP-Faculty Development Laura Bridgewater)</td>
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<td>9:25am</td>
<td>Getting Things Done (Greg Danklef)</td>
<td>Department &amp; College Expectations</td>
<td>College Discussions: Combining Religious Faith &amp; Academic Excellence (see Friday Morning Notes)</td>
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<td>Compliance Resources &amp; Key Policies (Lisa Bohman)</td>
<td>Meet with your college (see Thursday Morning Notes)</td>
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<td>Hiring &amp; Utilizing RAs (Brian Willoughby)</td>
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<td>The Student Mentoring Experience (Dave Waddell)</td>
<td>The Quest for Christian Scholarship (George Handley)</td>
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<td>Valuing Diversity &amp; Belonging (Len Novilla, Chris Silvia, Ofa Hafoka)</td>
<td>Faculty Development Planning (Bonnie Anderson)</td>
<td>Lunch &amp; Ice Cream Bar 3224 WSC</td>
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The Mission of Brigham Young University

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind.

To succeed in this mission, the university must provide an environment enlightened by living prophets and sustained by those moral virtues which characterize the life and teachings of the Son of God. In that environment these four major educational goals should prevail:

• All students at BYU should be taught the truths of the gospel of Jesus Christ. Any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved. Certainly all relationships within the BYU community should reflect devout love of God and a loving, genuine concern for the welfare of our neighbor.

• Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.

• In addition to a strong general education, students should also receive instruction in the special fields of their choice. The university cannot provide programs in all possible areas of professional or vocational work, but in those it does provide, the preparation must be excellent. Students who graduate from BYU should be capable of competing with the best in their fields.

• Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged.

In meeting these objectives BYU's faculty, staff, students, and administrators should be anxious to make their service and scholarship available to The Church of Jesus Christ of Latter-day Saints in furthering its work worldwide. In an era of limited enrollments, BYU can continue to expand its influence both by encouraging programs that are central to the Church's purposes and by making its resources available to the Church when called upon to do so.

We believe the earnest pursuit of this institutional mission can have a strong effect on the course of higher education and will greatly enlarge Brigham Young University's influence in a world we wish to improve.

— Approved by the BYU Board of Trustees
November 4, 1981
Faculty Center Mission

The Faculty Center was founded in 1992 with the mission of providing quality support for BYU faculty across the spectrum of their responsibilities over the course of their careers. The Center serves the following three initiatives:

- **Support Faculty.** The Faculty Center is committed to the BYU faculty and to offering support throughout their careers as teachers, scholars, and citizens of the university.

- **Strengthen the University.** The Faculty Center works with administrators and campus units through research, advisement, and training on policy and practice to support an optimal environment for faculty and students.

- **Encourage Disciple Scholars.** The Faculty Center assists faculty in embracing the opportunity and challenge of bringing faith and intellect together in their teaching, research, and other professional roles.

The Center’s programs and services reflect the following priorities:

- Assistance with early-career challenges and opportunities, including support for faculty new to BYU
- Sustained support for pre-CFS faculty
- Support for the ongoing professional development of mid and late-career faculty
- Support for faculty serving in administrative roles
- Assistance with implementing BYU’s distinctive mission as a university, sponsored by The Church of Jesus Christ of Latter-day Saints, centered on the development of disciple-scholars
- The Faculty Center at Brigham Young University values and promotes belonging, cultivates unity of purpose, and works to establish an inclusive, welcoming, and supportive environment for all faculty

Programs and Resources

**New Faculty**

The **BYU New Faculty Series** is an 18-month program that supports new faculty in building a strong foundation for quality teaching, scholarship, and citizenship. Participation in the series helps faculty members: (1) explore the university’s mission and its role in The Church of Jesus Christ of Latter-day Saints; (2) increase their understanding of faculty opportunities and responsibilities; and (3) strengthen their ability to make significant contributions through their professional service.

**Pre-CFS Faculty**

New faculty are given the opportunity to continue a sense of community and networking by participating in 50-minute dialogue groups with other Pre-CFS faculty throughout subsequent fall and winter semesters which cover a variety of timely and relevant topics for new faculty. Additionally, both scholarship and mentored grant-writing workshops are offered to these new faculty.
Mid-Career Faculty Series
The Faculty Center honors faculty who advance in rank each year with a celebratory dinner that includes their spouses. Seminars designed to support faculty throughout this phase of their career are offered throughout the year, including workshops on professional development leaves, diversity and belonging, financial planning, grant writing, scholarship, dialogue groups, interdisciplinary learning groups, time management, and limited financial support for attendance at national grant writing conferences.

Late-Career Faculty
The Faculty Center sponsors an annual banquet for retiring faculty as well as financial planning and retirement benefit seminars for those in this stage of their careers. 2022 faculty retirees were sent gift baskets due to the preclusion of the banquet because of covid-19 concerns. It also offers an annual Transitions Workshop each January to help prepare faculty considering retirement within the year.

Academic Administrator Series (departchair.byu.edu)
A three-track support series (Policy, Dialogue, Leadership) for academic administrators is offered by the Faculty Center, providing administrators with an opportunity to meet regularly as a group to discuss key issues and receive information and training. The Center also sponsors a website for department chairs and other academic administrators which provides data on all chair responsibilities, academic and faculty development sessions, relevant publications and resources, and directories of other BYU academic administrators. There is a New Chair curriculum which includes training on Rank & Status, Department Governance, Hiring & Recruiting, Finances & Budget, Strategic Planning & Unit Reviews, Diversity & Belonging, Annual Stewardship Interviews & Letters, Personnel Issues, and Curriculum.

Faith & Learning (faithandlearning.byu.edu)
BYU has a unique mission, “to assist individuals in their quest for perfection and eternal life.” The Aims of a BYU Education include not only intellectually enlarging, but also spiritually strengthening, character building, and leading to lifelong learning and service. Through workshops, discussion groups, videos, and other means, the Faculty Center seeks to work with faculty in raising both the quantity and quality of reflection and conversation on faith and learning at BYU. It currently sponsors the My Journey as a Scholar of Faith series. The Center encourages faculty to experiment and try new things in their teaching, research and professional service, and to share what they are learning with others at the university about accomplishing its mission.

Adjunct Faculty (adjuncts.byu.edu)
Based on feedback from its adjunct faculty, the Faculty Center developed and maintains a website for adjuncts that includes important contact and orientation information as well as maps, a teaching toolbox, and links to important resources across campus. The Faculty Center also sponsors a resource fair in the fall that includes adjuncts and an adjunct seminar each spring.

Faculty Center Website (facultycenter.byu.edu)
The Faculty Center additionally hosts resources and relevant information for faculty on its website, including a library of resources on instructional and professional development.

Faculty Center Administrators
Craig H. Hart, Director
George B. Handley, Associate Director

A. Jane Birch, Assistant Director
Jenith A. Larsen, Assistant Director
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Monday - Legacy at BYU

I, THE LORD, AM WELL PLEASED THAT THERE SHOULD BE A SCHOOL IN ZION. (D&C 97:3)
Legacy at BYU

Exploring the mission of BYU and its implications for faculty

I, THE LORD, AM WELL PLEASED THAT THERE SHOULD BE A SCHOOL IN ZION. (D&C 97:3)

The Book of Mormon prophets counsel “Remember, remember.” As faculty at BYU, we remember the testimonies of students and faculty who have gone before us. As committed scholars and as disciples of Christ, our lives reflect our “goodly heritage.”

Agenda

10:30 am Craig Hart — Welcome / Scriptural Thought / Thought on Legacy (Hinckley Center 3rd floor)
10:50 am Video: House of Dreams
11:10 am Group Discussion
11:40 am Overview of Week / Dismiss for lunch
11:50 pm BREAK
12 noon Lunch (Hinckley Center Main Assembly Hall)
1:00 pm Q&A with President Worthen and Church Commissioner of Education Clark Gilbert (HC 3rd floor)

Preparation for Tuesday

Read the university conference address, A Unique Kind of Education, by President Kevin A. Worthen (in this binder). You can also read or listen to this address here: https://speeches.byu.edu/talks/kevin-j-worthen/byu-unique-kind-education/

Review the Course Development Proposal [Tab 10]. Decide which of your courses you want to work on for this project. (Non-teaching professional faculty should plan an alternative “Professional Project” as described on the first page of Tab 10)

Plan to make note of ideas tomorrow you might use for your NFS Teaching Proposal [Tab 10] and generate ideas about how you can use your $300 teaching grant.

Brigham Young University. *The Mission of BYU and The Aims of a BYU Education*. [Full text: http://aims.byu.edu/aims](http://aims.byu.edu/aims)


Welcome
Welcome to the Spring Seminar! Each morning, check these Morning Notes for updates and other important information.

Monday's NFS Projects & Stipends Link - Today at 9:15am
https://byu.zoom.us/j/96537275231?pwd=andzcmFGSH05b1FNNmZIZIE3WFQ3QT09
Meeting ID: 965 3727 5231
Passcode: 212528

Your Complimentary Books
You will receive your complimentary books today. Any eBooks should also now be accessible. Please notify Kera if there is a problem at 422-4734 or kera_kilpatrick@byu.edu.

TUESDAY Starting Time
We start at 8:00 am tomorrow. Please arrive on time.

BYU New Faculty Series (NFS) Projects
If you have not already, you should refine your Faculty Development Plan this week and create proposals (or goals) for your three areas of responsibility. There is a class on the faculty development plan on Wednesday of this week. Additional information on your NSF projects and stipends can be found in your binder (Tabs 9 & 10). If you'd like to look at faculty development plans or development proposals created by former NFS participants, you can find examples at this link: https://facultycenter.byu.edu/new-faculty-series
Craig H. Hart – Director, Faculty Center

Biographical Sketch

Craig H. Hart received his Ph.D. from Purdue University in 1987. He was formerly an Associate Professor in the School of Human Ecology at Louisiana State University. He served as Chair of Marriage, Family, and Human Development in the School of Family Life at Brigham Young University from 1998 to 2004, was an associate dean in the College of Family, Home, and Social Sciences from 2006-2009, and served as Associate Academic Vice President for Faculty at BYU from 2009 to 2018. He has been the director of the BYU Faculty Center since 2018.

Dr. Hart has authored and co-authored numerous scientific papers on parenting/familial linkages with children’s social development and on developmentally appropriate practices in early childhood education. His work has appeared in leading developmental science journals such as *Child Development*, *Development and Psychopathology*, and *Developmental Psychology*, and in early childhood development and education research journals including *Early Childhood Research Quarterly*. His collaborative research program has focused on cultural influences, with studies conducted in Australia, Italy, Russia, Turkey, and in various parts of Asia including China, Japan, Malaysia, and Taiwan, and in several research sites in the United States. Published research that he has been involved in has been cited over 12,000 times by national and international scholars in his field.

He has also published two edited books entitled *Children on Playgrounds: Research Perspectives and Applications* and *Integrated Curriculum and Developmentally Appropriate Practice: Birth to Age Eight*. He has served on several journal editorial boards, was associate editor for *Early Childhood Research Quarterly* (1995-2006) and is co-editor of Wiley/Blackwell’s *Handbook of Childhood Social Development* (now in its 3rd edition). Dr. Hart recently served on the Bio-behavioral and Behavioral Sciences subcommittee, National Institute of Child Health and Human Development (NICHD).
Elder Clark G. Gilbert was sustained as a General Authority Seventy of The Church of Jesus Christ of Latter-day Saints on April 3, 2021, at age 50. At the time of his call, he had been serving as a member of the Twelfth Quorum of the Seventy in the Utah Area. He is currently serving as the Commissioner of the Church Educational System.

Elder Gilbert received a bachelor of arts degree in international relations from Brigham Young University in 1994. In 1995, he received a master of arts degree in Asian studies from Stanford University. In 2001, he received a doctor of business administration degree from Harvard University. He worked as an assistant professor at Harvard University from 2001 to 2006. He then served as associate academic vice president of Brigham Young University–Idaho until 2009, at which time he began working as chief executive officer for Deseret News and Deseret Digital Media. In 2015, he became president of Brigham Young University–Idaho. He also served as president of BYU–Pathway Worldwide.

Elder Gilbert has served in a number of Church callings, including full-time missionary in the Japan Kobe Mission, elders quorum president, ward Sunday School teacher, counselor in a stake Young Men presidency, counselor in a stake presidency, and bishop. Clark Gordon Gilbert was born in Oakland, California, on June 18, 1970. He married Christine Calder in 1994. They are the parents of eight children.
Kevin J. Worthen began serving as the 13th president of Brigham Young University on May 1, 2014. He previously served as BYU’s advancement vice president and as dean of the J. Reuben Clark Law School, where he is the Hugh W. Colton Professor of Law.

President Worthen was born in Dragerton (now East Carbon–Sunnyside), Utah, and grew up in nearby Price. After serving a mission for The Church of Jesus Christ of Latter-day Saints in Monterrey, Mexico, he earned an associate degree at the College of Eastern Utah (now USU Eastern). He then received his bachelor of arts in political science and his juris doctorate from BYU.

Following a clerkship with Justice Byron R. White of the U.S. Supreme Court and three years of private practice with a law firm in Phoenix, Arizona, President Worthen joined the BYU Law School faculty in 1987.

President Worthen and his wife, Peggy, are the parents of two sons and one daughter. They have seven grandchildren.
It is a pleasure to welcome all of you to our annual university conference and a pleasure to see you here. The past year has gone by very quickly—at least for me. That is a good sign. We often hear that time flies when you are having fun. As it turns out, studies confirm that that is true. One study noted that people experience time differently depending on what they are doing and how they feel about that particular activity. “Time consistently sped up when subjects were busy, happy, concentrating, or socializing . . . and slowed down . . . when subjects were bored, tired, or sad.”¹ By that measure, this past year has been a very good one.

In that same vein, I feel compelled as I begin my remarks to note that another time-perception study “found that a speech seems to go by more quickly to the person who gives it than to a person who listens to it.”² Consider yourself forewarned. If I am still happy at the end, it doesn’t mean that you need to be.

By other more objective measures, this past year has been a success on many fronts. We have seen that in the presentation before. We have also seen the completion of several construction projects, including the Marriott Center Annex, another residence hall, a new central building at the Heritage Halls complex, and the multiyear Campus Drive redesign project. We saw more than 12,000 of our students participate in Y-Serve projects during the year. The men’s volleyball team played in the national championship game for the second year in a row, the women’s volleyball team made it to the sweet sixteen for the fifth year in a row, and, reflecting the overall strength of all the athletic teams, the BYU Athletics program finished just outside the top 10 percent in the Learfield Directors’ Cup, which measures the overall performance of the nearly three hundred Division I NCAA schools.

We also made important strides on key academic initiatives. The BYU Online program is on pace. Its goal is to expand the number of online offerings available to our matriculated students so that by 2020, each BYU student will be able to take at least fifteen hours of credit online before graduation. This fall semester BYU Online will be offering 109 sections of fifty-four courses, with a current enrollment of more than 5,500 students.

Kevin J Worthen, president of Brigham Young University, delivered this university conference address on August 28, 2017.
We made similar progress on our Inspiring Learning Initiative. We announced this initiative last fall. Its purpose is to help our students have experiences that motivate them to learn in ways that lead to revelation, thus promoting learning that is inspiring, in both senses of that word. Additional funds from two different sources were provided this year to allow more students to have that kind of experience. More than $1 million were made available to the colleges and departments for inspiring learning projects as a result of a reallocation of funds from the university’s operating budget. In addition, generous donors have contributed $6 million for this initiative so far this year, with $1.2 million being made available for immediate student use and the rest going toward our goal of creating a $120 million endowment by the end of 2021.

Let me share with you a small slice of the impact that these inspiring learning experiences have had on some of our students. [A video was shown.]

This video represents just a fraction of the thousands of students who have had the opportunity to participate in the kinds of experiences that are part of our Inspiring Learning Initiative. Most departments have equally powerful stories of their own.

“In the Lord’s Way”

It has been a great year. But there is work still to be done. As our university conference theme for 2017 suggests, we gather together with our outstanding students at this university so that we “may be taught more perfectly, and have experience.” Today I hope to provide some insights—at a general level—on how we might accomplish that goal.

This past April, Elder Dallin H. Oaks, who is not only a former president of the university but currently the chair of the Executive Committee of the BYU Board of Trustees, addressed the leadership of the university. He began his remarks by repeating what he had said to a similar group of leaders in August 2014, shortly after I became president. I have learned to pay particular attention when prophets, seers, and revelators repeat a message. I have thought much about the following statement that Elder Oaks made on both occasions:

“I firmly believe that it is the destiny of Brigham Young University to become what those prophetic statements predicted it would become. But inherent in being the University of The Church of Jesus Christ of Latter-day Saints is the reality that this great goal will not be attained in exactly the same way that other universities have achieved their greatness. With your help, it will become the great university of the Lord—not in the world’s way but in the Lord’s way.”

Three things are apparent in this statement:

1. BYU has a prophetically proclaimed destiny to become a great university.
2. We have a critical part to play in realizing that destiny.
3. We will achieve that goal in a way that is different from that by which other universities have achieved their greatness.

Elder Oaks’s statement is remarkably similar to two statements made by President Spencer W. Kimball—one during his landmark second-century address, given while Elder Oaks was president, and the other during the inauguration of BYU president Jeffrey R. Holland. Speaking at the centennial celebration of the founding of this institution in October 1975, President Kimball stated:

“As previous First Presidencies have said, and we say again to you, we expect (we do not simply hope) that Brigham Young University will “become a leader among the great universities of the world.” To that expectation I would add, “Become a unique university in all of the world!”
At President Holland’s inauguration five years later, President Kimball repeated the same quote almost verbatim, with nearly the only difference being that instead of saying we should “become” a unique university, President Kimball stated that we should “remain” a unique university.6

Note again the three critical elements:

1. BYU has a prophetically declared destiny to become a great university.
2. Those prophets expect—not merely hope—that we will do our part to fulfill that destiny.
3. Achieving that destiny requires that we do things differently from other universities—that we be unique.

Ways in Which We Are Unique

Unique is an interesting word. It means literally “one of its kind”—“unico,” we say in Spanish. Something that is unique is not just distinctive from some others; it is truly different from them all.

President Kimball used the terms *unique* or *uniqueness* eight times in his second-century address. Given that repetition, as well as the renewed emphasis given the concept by Elder Oaks, I have spent considerable time thinking about how we are and how we should be unique. The latter is more important than the former. There is little point in being different for difference’s sake; that will not help us achieve our prophetically declared destiny. We must be unique in the way the Lord wants us to be unique, in ways that are consistent with our board-approved—which means prophetically approved—mission.

There are at least two key ways in which we are already distinctive from most other universities. And when you put these two features together, I believe they make us truly unique in ways that are consistent with our prophetically approved mission.

First, unlike most major private universities that started off as faith-based institutions, BYU has remained closely aligned with and is closely directed by its sponsoring church. As Elder Oaks observed last April:

*For many years, religiously affiliated colleges and universities have been steadily disappearing, some by formal disaffiliation and some by institutional drift. Today, they are a tiny minority without clear definitions to distinguish them from private secular and even public institutions.*8

Many of you will be familiar with this phenomenon, which has been well chronicled.9 The trend toward secularization is so strong that one scholar has opined that any religious university “will find it extremely difficult” to maintain this [religious] affiliation if it also seeks to attain or preserve a national reputation.”10 In other words, many observers today believe that religious universities like ours have a choice: we can either become secular or second-rate. There is no middle ground.

We resolutely believe that this is a false dichotomy. Though now clearly a minority position, that firm belief that there is a positive connection between faith and learning is shared by a number of institutions, including our sister institutions of higher education in the Church Educational System: BYU–Idaho, BYU–Hawaii, and LDS Business College. Like BYU, each of these schools is fully committed to the proposition that faith enhances rather than detracts from the acquisition and development of truth and knowledge. That commitment is built into every fiber of the institutional structure of all the CES schools, including BYU. And that commitment increasingly distinguishes us all from other universities, even some that maintain a formal religious affiliation.

The second way in which we are distinct from some other universities, however, also differentiates us to a degree from the other CES institutions. While all the CES institutions of higher education share the deep common commitment to the reality of the connection
between faith and education, we are the only one of the CES schools that requires, as a fundamental part of our mission, that faculty members excel not only in the classroom but also in the research arena. Thus, while we are first and foremost committed to our students—and to teaching them in the Lord’s way—we also ask faculty members to reinforce and enhance that primary teaching mission with world-class research.

Just as there are skeptics about the ability of a university to be both first-class and faithful, there are also some who question whether a university can maintain both a primary teaching focus and a significant research focus. A recent *Deseret News* editorial noted the difference between world-class research institutions like Harvard and Stanford on the one hand and excellent universities like BYU–Idaho—whose sole focus is on teaching—on the other. The editorial recognized the need for both types of universities in modern society. However, it also noted that schools that focus primarily on research run the risk of losing sight of the well-being and education of their students. The authors then opined:

*The solution may be for research institutions to take on more research and teaching schools to become better at teaching. For institutions in the messy middle—schools that fall between top-tier research schools and strictly vocational colleges—leaders would do well to pause . . . and simply ask if increased scholarly production is really worth the price to students.*

That observation contains echoes of the earlier noted skepticism about the compatibility of faith and greatness as a university. Just as some would assert that universities will have to choose to be either secular or second-rate, some will assert that schools will have to choose to be excellent at either research or teaching but not both. They will contend that schools in “the messy middle,” in these two regards, are doomed to fail.

I believe that on these two issues—the compatibility of faith and learning and the compatibility of teaching and research—we at BYU are in the messy middle. We are clearly in the thinly populated middle position on these two matters because we reject both the dichotomy between faith and education as well as that between teaching and research. And our position is certainly messy in some ways as we find ourselves straddling two divides that most believe are slipping further and further apart. But being in this precarious position should be reason for hope and not despair, for being in the messy middle on these two issues makes us unique in ways that may allow us to achieve our prophetically declared destiny. As Brené Brown observed in a different context, “The middle is messy, but it’s also where the magic happens.”

I believe that when viewed in the light of gospel truths, these two seemingly irreconcilable dichotomies become mutually reinforcing convergences that produce a truly unique kind of education that is part of our prophetically declared destiny.

**A Link Between Research and Student Learning**

Properly understood, belief in gospel truths and adherence to gospel principles can enhance the kind of learning that marks a great university. In a speech entitled “Education for Eternity,” given in September 1967, President Kimball noted that one of the things that makes universities great is the ability to produce great artists, writers, and scientists who, in turn, have a profound impact on the world. He then observed how the learning process that produces such luminaries can be enhanced at a university that understands, teaches, and practices the precepts of the restored gospel of Jesus Christ.

*Take a da Vinci or a Michelangelo or a Shakespeare and give him a total knowledge of the plan of salvation of God and personal revelation and . . .*
then take a look at the statues he will carve and the murals he will paint and the masterpieces he will produce.13

Because of our close connection and clear alignment with the Church, we are uniquely positioned to help budding authors, artists, and scientists understand how the plan of salvation can shed illuminating light on every subject they study. And because of our collective commitment to live in accordance with gospel principles, our students and faculty are uniquely positioned to experience the kind of revelatory learning that only the Holy Ghost can provide.

Thus faith-based teaching can produce a kind of learning that makes universities great in the truest sense, thereby providing evidence that, contrary to the assertions of some, faith enhances rather than detracts from true learning.

Similarly, I believe that first-class research can enhance rather than detract from student learning and development. Elder Oaks identified the key to this belief in his remarks at the April 2017 leadership retreat. He first noted President Kimball’s assertion that BYU could produce “brilliant stars in drama, literature, music, sculpture, painting, science, and in all the scholarly graces.”14

In the 2017 leadership conference, Elder Oaks then quoted John S. Tanner’s insightful observation about President Kimball’s remarkable statement:

As I reread [this] now-familiar charge to become a “refining host” for “brilliant stars,” it struck me that President Kimball was thinking primarily about the accomplishments of BYU students, not faculty. . . .

This fact can serve as a salutary reminder for us about the fundamental purpose of scholarship at BYU. It is not, and must never be, to satisfy our own vainglory nor to advance our own careers. Nor even is it solely to advance truth and knowledge, though this is a worthy purpose and one specifically endorsed by BYU’s institutional objectives. The primary purpose for the Church’s large investment in faculty scholarship and creative work at BYU is to enable us to be a refining host for our students.15

This inspired linkage between research and student learning does away with the seemingly irreconcilable dichotomy between the two. Research is to be an endeavor “among both faculty and students,”16 as our mission statement plainly declares. The primary aim for research is student development—a distinctive, if not unique, primary aim for universities that value faculty research so highly.

This type of refining learning and development can best occur when the research is cutting-edge, at the frontiers of knowledge. There is a difference between being in a lab conducting routine experiments with predictable results designed to help students see in action principles they have learned in the classroom—something which many of us experienced in high school—and being part of a team that is seeking a hitherto unknown solution to a pressing problem with real-life implications, such as the discovery of a cure for Alzheimer’s disease or the development of a lightweight but impenetrable bulletproof shield. Both of these are inspiring learning experiences in which our students have been involved, as the video showed. As enlightening and instructive as it is to be in a chemistry lab recreating experiments that have already been done, it pales in comparison to the intellectually stimulating, sweat-inducing, spiritually stretching experience of being involved in making a truly new discovery—a discovery that may require and produce revelation about both the matter being studied and the individuals performing the study.

Thus, as our mission statement makes clear, this is a place “where a commitment to excellence is expected”—including with respect to faculty research. And it is also a place where “the full realization of human potential [of our students] is pursued.”18 First-class research whose focus is on student development achieves both of these aims.
The Challenges

This uniquely student-focused approach to world-class research is at the heart of our current emphasis on inspiring learning. Faculty-mentored student research on cutting-edge topics is one of the primary focuses of that initiative—an initiative whose aim is clearly and exclusively on student learning. It produces a unique kind of student learning that in some instances can happen only at a place like BYU, where the most important end result is not the discovery of new knowledge or faculty development but student revelation through research.

I believe this unique combination of faith-based teaching and student-centered research is a key ingredient to the kind of holistic learning and character development that President Kimball called “education for eternity”—the kind of student learning and character development that is at the heart of our prophetically declared destiny.

However, this lofty view of our potential should not obscure the reality that such an endeavor is not easy. We are in the messy middle on these two key issues. And that position is sometimes precarious and almost always difficult and soul stretching. Elder Oaks identified some ever-present challenges that this unique combination of faith-based teaching and student-centered research brings with it. Let me discuss three of them, and let me commend to you a reading of Elder Oaks’s entire talk for an understanding of others he identified.

First Challenge

Combining faithfulness with learning—and research with teaching—requires a lot of extra effort. Our commitment to faith-based teaching requires, as President Kimball observed, “that every professor and teacher in this institution . . . keep his [or her] subject matter bathed in the light and color of the restored gospel and have all his [or her] subject matter perfumed lightly with the spirit of the gospel.”

That is not an easy task. It requires a thorough understanding of not only our disciplines but also the scriptures. It requires that we be worthy of the companionship of the Holy Ghost, because revelation to our students in the classroom often requires revelation to a faculty member in class preparation. And revelation does not come cheap. As President Kimball observed, “Perspiration must precede inspiration.”

Similarly, it is not always easy to keep the focus of research on student learning. Faculty members must be passionate enough about both discovery and their discipline to produce the energy needed to sustain their research through its inevitably difficult stages when no answers seem to be available. But at the same time, they must not become so overzealous to make a new discovery that students become mere instruments in the process rather than the desired end. Again, maintaining this balance requires extra effort.

Furthermore, as Elder Oaks noted, there is in these matters a challenge for the administration. We need to properly recognize and incentivize both faith-based teaching and student-centered research—something that is quite difficult. It is easy to count the number of publications that research produces; it is much more difficult but more important to evaluate how much impact the research endeavor has on the students. Thus, achieving our goal in the unique way we desire will require ongoing and constant extra effort on every level.

Second Challenge

A second ever-present challenge to maintaining both our faithfulness in teaching and our student-oriented focus in research is the reality that neither of these things is likely to bring us much of the praise of the world. And for most of us, including me, the allure of that praise is ever present and ever powerful. Moreover, when we mark ourselves as unique, we can easily become arrogant. We must constantly guard against the pitfall of pride.
In his classic April 1989 general conference address, President Ezra Taft Benson reminded us that “pride is a damning sin in the true sense of that word. It limits or stops progression.”

That is true of individuals and it is true of institutions, including this university. Pride can become a—in fact, the—great stumbling block.

Pride is not always easy to discern, as it is an internal attitude that does not always manifest itself externally. As President Benson observed, “Our motives for the things we do are where the sin [of pride] is manifest.”

Therefore, one key to our success will be having the right motivation. If we are motivated solely by pride, we will fail. So then what should motivate us? President Benson noted that the essence “of pride is enmity—enmity toward God and enmity toward our fellow men.” If the essence of pride is enmity—or hatred toward our fellowmen—the antidote to pride would seem to be the opposite of enmity, which is charity, or perfect love for our fellow beings.

Thus we will fully achieve our goal only if we are motivated more by charity than by pride and more by a desire to help our students than by a desire to compare favorably with our peers. The difficulty is that, as noted, motivation cannot easily be measured—at least not by other human beings. Only we—and God—know what truly motivates us.

Moreover, the temptation to gratify our vain ambition is so constant that we will likely never reach the point at which we can say that we are sufficiently humble and charitable and that we need not worry about those issues anymore. Self-inspection that is sincere enough to produce personal revelation from God is required. And it is required daily.

It is not unlike the observation of Thomas L. Shaffer, who, in an excellent book-length analysis of whether it is possible to be a Christian and a lawyer, concluded that the complexities of law and life are so great and the temptation to deviate from Christian values while practicing law are so constant that the answer to that question must always remain contingent. Said he:

I often think that the only way to be both a Christian and lawyer is to ask, every day, “Is it possible to be both a Christian and a lawyer?” and to be open, every day, to the thought that it is not possible.

Similarly, perhaps the only way we can remain sufficiently humble and charitable is to ask ourselves, every day, the question “Am I sufficiently humble and charitable?” And we need to be open, every day, to the thought that we may not be.

Third Challenge

Elder Oaks noted, “To accomplish its mission, BYU must have all parts of its community united in pursuing it.” Prophets have set forth an ambitious agenda for this university and for those involved in it. It is not an easy agenda, and it will require all of us to change and to work together—not just in one department or in one college and not just among the faculty. We will need everyone on this campus to be committed to the task, because we are in the messy middle, and all of us from time to time will need reminders that it is in the messy middle that magic—no, miracles—happen.

As noted, none of this will be easy, but it will be enlivening, exhilarating, and, yes, ethereal. At times we will need to forge new paths. That is what uniqueness is all about. But the impact will be larger than we may think. Let me illustrate with one final example.

Six years ago a group of engineering students engaged in a capstone project involving the creation of a water-well drill to help people in Tanzania obtain an ongoing source of clean water. The lack of clean water is a major cause of disease and poverty in many countries, including several in Africa.

The project began when John Renouard, a BYU alum who had majored in finance, traveled to Africa with his family. John was profoundly moved by the plight of those who did not have access to clean water. He formed an organization called WHOlives—with the word WHO standing for water, health, and
opportunity. Through a series of events I will describe after showing another video, John connected with the BYU College of Engineering and Technology. Then a group of students, working with their faculty mentor, set out to address the problem. All they knew was that they needed to have a drill that was human powered, could be easily transported from village to village without large trucks, and could drill down hundreds of feet through different kinds of material. They were undergraduates doing research with profound real-life consequences under the tutelage of a faculty mentor. Let me share their story.

[A video was shown.]

The last sentence of our mission statement says:

*We believe the earnest pursuit of this institutional mission . . . will greatly enlarge Brigham Young University’s influence in a world we wish to improve.*

What we have just seen is exhibit A. Hundreds of thousands of people in twenty-three countries have access to clean water because of the efforts of these undergraduate students. But, of equal importance—maybe of more importance—the lives of the students, and others, were also profoundly changed.

One of the students, Kenneth Langley, went on to receive his master’s degree in fluid dynamics and is currently working on his PhD at the King Abdullah University of Science and Technology in Saudi Arabia. He indicated that when he began studying engineering, he just wanted to work on airplanes, but being involved in this humanitarian project changed his career focus. It also changed his outlook:

*Had I not gone to Tanzania as part of my capstone project, I would never have had the courage to make the step to go to Saudi Arabia, where I am now. Going on that trip also gave me a desire to learn more about the world and to get to know more people in different parts of the world.*

Another student, Nathan Toone, who is now working as an engineer for Boeing in St. Louis, explained another profound way in which students were affected:

*It was a spiritual experience. There was a lot of inspiration and there were prayers answered that allowed us to even get the drill to Tanzania. And once there, there were other little miracles in that we would meet the right person or we would just have happened to find this drilling expert who showed us where we could find water and happened to make this connection over here with a farmer who had a field that we could drill in. All these little things appeared to be coincidences, but we knew that they weren’t. We knew that there was something bigger going on that was helping our success.*

That this was a work of inspiration had been clear at the outset to John Renouard, the BYU alum whose desire to bless the people of Africa was the genesis of the program. As I have mentioned, John started his organization WHOlives shortly after traveling to Africa with his family and seeing the need for clear water. But he didn’t know exactly what he needed to do at that point. He went online and saw a brick-making machine that, it turned out, had been developed in an engineering capstone project at BYU. With that in mind, John called the capstone office, was informed that the responsible person was out of town, and then left his number.

John described what happened a few weeks later:

*In the middle of the night, I had a dream. It was strong enough that it got me out of bed to my kitchen table to write down what I had seen. Intuitively, I knew that it was a drill, but I am not a well driller. I was a finance major, and I lived in Southern California. My water came from a tap. But I knew that this was something that I needed to jot down. That was the first miracle. The next one happened the next day when I got a call from the BYU capstone program asking me if I had a program or a project that they could work on.*
John then met with faculty from the engineering program to explain the need that he had observed in Africa. But he did not give them his specific drill ideas. As he put it:

One of the great concepts of capstone projects is that you don’t go to the students and tell them, “Go build this,” and then give them the schematics and everything. You tell them, “This is what we want to do. Now go and do it.”

After several months of work by the students, John received a text. As John explained:

The text said, “We sent you a CAD drawing. Can you open it?” And I did. When I opened it, I saw that drill, and I recognized it from my dream. It was like, “There it is! How did they do that?” It was amazing.

Inspiring learning—this is the kind of learning that can “assist individuals in their quest for perfection and eternal life”27 by helping them see the hand of the Lord operating in their lives. It is a unique kind of education that faith-based teaching and student-centered research can produce.

I bear my witness that this university has a prophetically declared destiny. It is part of the rolling forth of the kingdom of God on earth. May each of us have the courage, vision, and faith needed to do those things that the Lord expects of us in moving this work along is my prayer, in the name of Jesus Christ, amen.

Notes
2. Burdick, Why Time Flies, 197.
6. See Spencer W. Kimball, “Installation of and Charge to the President,” Inaugural Addresses, 14 November 1980, Brigham Young University, 10; see also excerpted text in Welch and Norton, Educating Zion, 78.
7. Merriam-Webster.com, s.v. “unique.”
13. Spencer W. Kimball, “Education for Eternity,” pre-school address to BYU faculty and staff, 12 September 1967, 19; see also excerpted text in Welch and Norton, Educating Zion, 62.


3

Tuesday - Teaching at BYU

THY TIME SHALL BE GIVEN TO WRITING, AND TO LEARNING MUCH. (D&C 25:8).
As faculty members at BYU, we are committed to helping our students learn. What does this commitment require of us, of the way we see our students, and of the way we teach? As we seek the Lord's guidance in improving our teaching, the Spirit can magnify our efforts and enhance the learning of our students.

**Agenda**

- **8:00 am**  
  George Handley — Welcome / Scripture / Ask for comments on reading for today: Worthen: *A Unique Kind of Education* (3228 WSC)
- **8:15 am**  
  Plenary: John Bingham, "Unique Challenges & Opportunities: Crafting Inspiring Learning at BYU"
- **9:15 am**  
  BREAK
- **9:25 am**  
  Concurrent teaching sessions 1
- **10:05 am**  
  BREAK
- **10:15 am**  
  Concurrent teaching sessions 2
- **11:05 am**  
  University Devotional (3380 WSC)
- **12 noon**  
  Lunch (3224 WSC)  
  Faculty of Color lunch. Special session by invitation. (3223 WSC)

**Preparation for Wednesday**

**Read**

- the university conference address by former AVP James Rasband: *Mastered by Our Discipleship* (in this binder). You can also read or listen to this address here: [https://speeches.byu.edu/talks/james-r-rasband/mastered-by-our-discipleship/](https://speeches.byu.edu/talks/james-r-rasband/mastered-by-our-discipleship/)

**Review**

- the Scholarship Proposal section of the NFS Project Guidelines [Tab 10].

**Plan**

- to note scholarship ideas tomorrow that you might use as part of your scholarship project. (Professional faculty who do not have research responsibilities should plan an alternative “Professional Project”) [Tab 10].
TUESDAY, MAY 3

Teaching at BYU

Supplementary Resources

Understanding Students

Teaching for Learning

The Educator and the Educational Process

Assessing Student Learning

Evaluating Teaching/Learning

Unless otherwise noted, most supplementary resources are available at the Faculty Center or CTL.
Today's Teaching Workshops

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<td>9:25-10:05 am</td>
<td>Valuing Diversity &amp; Belonging (Len Novilla, Chris Silvia, Ofa Hafoka)</td>
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<td>Supporting Female Students &amp; Faculty (Lori Wadsworth)</td>
<td>3252 WSC</td>
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<td>Writing as a Teaching Tool (Jon Ostenson)</td>
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<td>10:15-10:55 am</td>
<td>The Student Mentoring Experience (Dave Waddell)</td>
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University Devotional at 11:05am
Little Theater (3380 WSC)

You can find the classes for which you registered today in the back pocket of your binder.

**Online Binder**
You can access the online binder on the Faculty Center website (facultycenter.byu.edu) under New Faculty/Spring Seminar. Click on the Spring Seminar Binder Login button on the right sidebar. You will need to log in with your BYU net ID and then click on the 2022 New Faculty link.

**Devotional Today at 11:05**
The university encourages faculty attendance at weekly devotionals/forums as a means of strengthening our academic community. We encourage you to make a regular habit of attending them. Today's devotional is being broadcast in the LITTLE THEATER (3380) in this building.

**Lunch**
Lunch will be served immediately after the devotional in 3224 WSC.
George B. Handley – Associate Director

Biographical Sketch

George Handley has taught at BYU since 1998 where he is a Professor of Interdisciplinary Humanities. He served as chair of the Department of Humanities, Classics and Comparative Literature from 2012 - 2015 and served as Associate Dean of the College of Humanities from 2015 - 2018. His current appointment is Associate Director of the Faculty Center at BYU.

He is an educator and author who has been civically engaged for many years. He received his BA in Comparative Literature from Stanford University and his PhD in Comparative Literature from UC Berkeley and he researches and writes about the intersection of religion, literature, and the environment.


He and his wife Amy have four children and live in Provo, Utah.
John Bingham is Donald L. Staheli Professor and Associate Dean in the Marriott School of Business at BYU. John served as director of the MBA and Executive MBA programs at BYU from 2013 – 2016. He served as chair of the Management Department from 2017 - 2019.

John’s work on unethical corporate behavior and mission-driven companies has been published in leading management journals and featured internationally in news outlets. John is also an award-winning teacher who invests in high-quality learning experiences for the Executive MBA, MBA, and undergraduate students he teaches in his organizational behavior and human capital classes.

John consults on topics related to his research and has worked on a variety of collaborative research projects with firms. Before academia, he co-founded two professional service companies and worked in business development for a technology start-up. In a previous life, he was a river guide, a ski patroller, and a rock climbing instructor. He and his wife, Amy, and their five children enjoy hiking, biking, river rafting, skiing, and traveling together.
Writing as a Teaching Tool
Jon Ostenson, *English*
3211 WSC

*(9:25am SESSION ONLY)*

Many of us struggle to incorporate writing in our classrooms because we have so much subject matter to cover; however, writing can actually help us cover that content in a better way. In this session, I’ll share how writing experiences can help you teach subject material so that students understand and retain the material better—and these writing experiences do not require much class time or teacher preparation. Bring paper and pens; you will leave the workshop with concrete ideas for exercises you can use in the next courses you teach.

Supporting Female Students & Faculty
Lori Wadsworth, *Public Service & Ethics*
3252 WSC

*(Both SESSIONS)*

The presentation will focus on the challenges of female students and faculty. We will discuss ways to support our female students in their quest to gain knowledge and experience. We will also discuss how female and male faculty can collaborate with and support each other to create an improved learning environment for everyone.

Valuing Diversity & Belonging
Len Novilla, *Public Health*
Ofa Hafoka, *Student Services*
Chris Silvia, *Public Service & Ethics*
3250 WSC

*(Both SESSIONS)*

This presentation will focus on teaching the importance of respect and inclusivity to our students and how such an objective relates to the quest of building a Zion community. We will explore associated challenges and pedagogical strategies.

The Student Mentoring Experience
Dave Waddell, Director, *Office of Experiential Learning & Internships*
3211 WSC

*(10:15am SESSION ONLY)*

Mentoring students is core to the university’s teaching mission and President Worthen’s Inspiring Learning initiative. Mentoring can be one of the most impactful experiences on students’ academic and professional future. Yet the demands that student mentoring places on faculty can be daunting. Significant challenges can include recruiting and training new mentees, mentoring large numbers, team dynamics and leadership, discipline, engaging the unengaged, and the role of graduate students. In this session, two experienced faculty will discuss their approaches to several of these common mentoring challenges.
Tuesday, May 3, 2022

Teaching Session Presenters – Biographical Sketches

Valuing Diversity and Belonging

Panel: Len Novilla, Chris Silvia & Ofa Hafoka

Len Novilla – Associate Professor, Public Health

Len B. Novilla Education MPH, University of Utah, 1999 M.D., University of the City of Manila, 1990 B.S. Public Health, University of the Philippines, Institute of Public Health, 1986. Len joined BYU in 2003 as an Associate Professor at the Department of Health Science. She teaches Chronic Disease Prevention and Control at both the graduate and undergraduate levels. She has also taught the Maternal and Child Health Issues and Grant Writing in the MPH Program and directed the Philippines International Internship Program for the BYU Kennedy Center. Her research interests include the role of the family in health with particular emphasis on engaging the family as the sustaining framework for health promotion and disease prevention strategies; defining the role of the family in addressing health inequities; and defining the link between the family and health systems, focusing on system assessment and strengthening within the context of the social determinants of health. Len is an elected member of the Alpha Theta Chapter of the Delta Omega National Honorary Society in Public Health. She currently serves in various boards and committees such as the Board of Trustees at Timpanogos Regional Hospital, Executive Committee of the Thrasher Research Fund, Utah Department of Health (UDOH) Health Disparities Advisory Council, and the Utah Public Health Association (UPHA) Policy Committee. She is a member of the American Public Health Association (APHA)-International Health Section and the Society of Public Health Educators (SOPHE). Prior to joining BYU, Len was a Senior Research Manager for the Thrasher Research Fund, managing several international and U.S.-based pediatric research grants. As a mom, Len enjoys reading to her two children. Together with her husband Nathan, they love spending time with their children, nephews, and nieces by reading books out loud, going on family trips, gardening, and making crafts.

Chris Silvia – Associate Professor, Public Services & Ethics

Chris Silvia is an Associate Professor in the Romney Institute of Public Management at Brigham Young University, where he teaches courses in quantitative decision analysis, public sector service design and delivery, and inter-organizational collaboration. He received a PhD in Public Affairs from the School of Public and Environmental Affairs at Indiana University. He also holds a Master of Public Administration from Brigham Young University and a Master of Science in Public Health from the University of Utah. Dr. Silvia’s current research examines the leadership behaviors exhibited by leaders in intersectoral networks. In addition to focusing on leadership,
his broader research agenda includes work in the areas of collaboration and public and non-profit service delivery. He is an affiliated researcher at the Future Services Institute at the Humphrey School of Public Affairs at the University of Minnesota. His work has been published in various journals, including *Journal of Public Administration Research & Theory, Public Administration, Public Administration Review,* and *The Leadership Quarterly.* He was previously an assistant professor in the School of Public Affairs and Administration at the University of Kansas.

**Ofa Hafoka – Assistant Clinical Professor, Student Life**

Ofa Hafoka is an assistant professor and licensed clinical psychologist at Counseling and Psychological Services (CAPS) at BYU. She received her doctoral degree in Counseling Psychology from BYU in 2018. As part of her graduate program, she completed a doctoral internship at BYU CAPS. After graduating, she worked at a private practice for a year before returning to CAPS full-time in the fall of 2019. Ofa’s clinical work is geared towards individuals with a wide range of psychological issues including, but not limited to depression, anxiety, eating disorders, sexual trauma, interpersonal relationship issues, and racial trauma. She is currently co-leading a group Sexual Trauma Recovery and Empowerment and a multicultural forum for students of color. She also teaches a class on The Science of Positive Living every semester. When she is not working, Ofa enjoys spending time with her husband Tuni, baking chocolate chip cookies, and working out.

**Supporting Female Faculty and Staff**

**Lori Wadsworth – Associate Professor and Chair of Public Service and Ethics**

Lori Wadsworth is the MPA program director and department chair of the Romney Institute of Public Service and Ethics. She received her MPA from BYU and then went on to pursue a PhD in Human Resource Management and Organizational Behavior at the University of Utah. She joined the Romney Institute faculty in 1999. Professor Wadsworth’s research focuses on work-family interaction, particularly how organizations can assist employees in managing their work-life integration. Within this general theme, her research interests include social support, flexible benefits, alternative work schedules, and mentoring.

Wadsworth was raised in San Jose, California, but now considers Provo, Utah her home. She and her husband, Kim, have been married for 39 years, and are the parents of eight children, five sons-in-law, one daughter-in-law, and the lucky grandparents of eighteen delightful grandchildren.

**The Student Mentoring Experience**

*Dave Waddell, Director of Experiential Learning and Internships*
David Waddell directs the Office of Experiential Learning and Internships. Before his role as director, he was assistant dean in the College of Humanities where he headed up the Humanities+ program. His academic background is in History, but he has spent the last 20 years focused on experiential learning and the college-to-career transition.

**Writing as a Teaching Tool**

*Jon Ostenson – Associate Professor*

Before arriving at BYU in 2007, Jon Ostenson taught junior high and high school English for over a decade. Here at BYU, he’s taught writing and grammar pedagogy, First-Year Writing, and Young Adult Literature (for GE students and English majors). He currently serves as the coordinator of the University Writing program here on campus, and his research interests include digital and information literacies, writing pedagogy, and Young Adult Literature.
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ADDITONAL RESOURCES from BYU DEVOTIONALS /FORUMS on DIVERSITY –
& DEVOTIONALS BY FEMALE FACULTY

Camille N. Johnson 2022  Bound Securely to the Savior
(Primary General President)
https://speeches.byu.edu/talks/camille-n-johnson/bound-securely-to-the-savior/

Julie L. Valentine 2022  A Noble Responsibility for Good
(DIVERSITY)
https://speeches.byu.edu/talks/julie-l-valentine/a-noble-responsibility-for-good/

Andrew Teal 2022  Building a Beloved Community
(DIVERSITY)
https://speeches.byu.edu/talks/julie-l-valentine/a-noble-responsibility-for-good/

Rebecca L. Craven 2021  The Dignity & Demeanor of Discipleship
(2nd Counselor, Young Women General Presidency)
https://speeches.byu.edu/talks/rebecca-l-craven/dignity-and-demeanor-of-discipleship/

Melissa F. Western 2021  Vaulting to Greater Heights: Replacing Fear with Lasting Peace
(Associate Professor, Accountancy)
https://speeches.byu.edu/talks/melissa-f-western/vaulting-to-greater-heights/

Niwako Yamawaki 2021  An Immigrant’s Journey Toward God
(DIVERSITY)
https://speeches.byu.edu/talks/niwako-yamawaki/an-immigrants-journey-toward-god/

Ryan Gabriel 2021  Healing Racism Through Jesus Christ
(DIVERSITY)
https://speeches.byu.edu/talks/ryan-gabriel/healing-racism-through-jesus-christ/

Julianne H. Grose 2019  Finding Your Purpose
(Professor, Micro & Molecular Biology)
https://speeches.byu.edu/talks/julianne-h-grose/finding-your-purpose/

Dale G. Renlund 2019  Creating & Conveying a Christlike Culture: More Than a Job
(Quorum of the 12)
https://speeches.byu.edu/talks/dale-g-renlund/creating-conveying-christlike-culture-more-job/

Eva Witesman 2017  Women and Education: “A Future Only God Could See for You”
(Associate Professor, Public Service & Ethics)
https://speeches.byu.edu/talks/eva-m-witesman/women-education-future-god-see/
Two years ago this week President Worthen shared with the university community his vision for inspiring learning. This afternoon I hope to further describe some of the contours of that effort, particularly as it relates to experiential learning and student-centered research. I will also share my sense of why the whole inspiring learning project depends on “having [our] hearts knit together in unity and in love one towards another” — the theme of this university conference.

Inspiring Learning

As I considered my own inspiring learning efforts, my mind went back fifteen years. It may still be the case, but at that time, local junior high students were encouraged to spend one day shadowing a parent at work on what was called Groundhog Shadow Day. My son Danny and his friend decided to come shadow me. Frankly, watching me sit at a computer, answer emails, and write didn’t seem like a particularly thrilling day, save for the promise of a trip to the Wilk’s gaming center, but they would at least be able to see me teach a class.

My son and his friend came and sat in the back of my torts class, which was held in an old computer lab. The computers had been removed, but they weren’t necessary anyway because all the law students had laptops and brought them to class. The lab did, however, retain its comfortable leather chairs. I taught my class, and I felt like it went quite well — perhaps it was even inspiring.

After class, my son Danny bounded to the front of the room with a joyful look on his face and said, “Dad, I want to go to law school.”

For just a brief moment, I thought: “Wow. This is great. My son has seen me in action and is impressed. He thinks I am a fantastic teacher, and, even better, I have lit some spark for learning.”

As these happy thoughts filled my head, he continued, “I want to go to law school because the students get to sit in comfy swivel chairs, and they can play solitaire on their laptops if they want.”

Take pin and insert it into my balloon. Let’s start from the proposition that I have plenty of my own work to do on inspiring learning.

James R. Rasband, BYU academic vice president, delivered this address in the faculty session of university conference on August 27, 2018.
One reason I chose to spend some time today on inspiring learning is that I sense there is some confusion about its content, particularly that inspiring learning is being conflated with experiential learning. I believe some of the confusion may come from the fact that President Worthen is working with donors to build a $120 million Inspiring Learning Endowment and that thus far the funding from that endowment has supported our efforts to expand experiential learning opportunities for our students. It is important to recognize, however, that the two are not the same. Experiential learning is a subset of inspiring learning. Inspiring learning is a much broader concept, encompassing all our efforts to achieve the mission and aims of the university.

In his 2016 address on inspiring learning, the president, as he has often done, first spent several minutes focusing us on the mission of the university. Forgive me for quoting him at some length:

I hope that what occupies a good portion of our hearts and minds is the role we are to play in assisting our students “in their quest for perfection and eternal life.” The mission statement makes it clear that our primary role in that process is to help our students learn... In terms I hope are now familiar to all of you, the mission statement indicates that, above all else, our students should learn “the truths of the gospel of Jesus Christ.” In addition, they should experience learning that is “broad”—learning that enables them to “think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.” Our students should also experience learning “in the special fields of their choice”—learning that will enable them to compete “with the best in their fields.” In addition, they should experience learning that renders them “not only... capable of meeting personal challenge and change but... also [of bringing] strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind.”

The Aims document effectively boils all these down to four main points: we are to provide learning that is “(1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service.”

It was after this discussion of the mission statement—our core direction since the board approved our mission statement in 1981—that the president said:

In an effort to succinctly explain what we are about in a way that allows people to easily remember, I have tried to simplify the core learning goals even more while still emphasizing that a full understanding requires a return to the mission statement. After discussions with many of you in many settings, I have concluded that one two-word description that achieves that end is “inspiring learning.” Note again that one cannot understand the full meaning of the term “inspiring learning” without a full understanding of the mission statement. Just as the Aims document is a summary and not a replacement for the mission statement, the two-word description “inspiring learning” is a summary and not a replacement.

President Worthen then emphasized that “inspiring learning occurs in many of our classrooms for many of our students on a regular basis.” Indeed, he observed that “classrooms are the central places in which that kind of learning occurs.”

It was only after establishing that classroom baseline that President Worthen turned to experiential learning, noting that while it is essential that our classrooms be places of inspiring learning, “that by itself will not completely fulfill our mission.” He then made a point that I think is critical to understanding our entire inspiring learning effort. He observed that in addition to the injunction to “seek learning, even by study and also by faith,” another crucial lesson of the restored gospel is that “experience is a key part of our mortal learning process.”
Inspiring learning is our entire university project. It is a shorthand description of the mission and aims. It is about educating our students by study, by faith, and by experience. Classroom teaching is the largest subset of our efforts. It is, as President Worthen said, the central place where inspiring learning must happen.

Experiential learning efforts are likewise a subset of inspiring learning. They overlap our classroom efforts, which in many cases include—indeed, have long included—experiential learning components. Experiential learning encompasses a wide range of activities: mentoring in labs, internships, study abroad experiences, working with research assistants and teaching assistants, field studies, conference presentations, performances, competitions, and coauthoring papers.

It is this subset of activities to which the Inspiring Learning Endowment funds have primarily been directed. Colleges and departments have also dedicated significant funds within their control to experiential learning opportunities for our students. The data we collected from the colleges during our recent resource planning process showed that in 2017 we provided financial support for 4,685 experiential learning activities. The numbers are greater this year and are actually much higher in both years if we include opportunities funded from other internal and external sources. (I was going to excitedly tell you that I drew this data from a new Form E that is part of resource planning, but I realized that expressing excitement about designing a Form E to gather data on Experiential learning expenditures would be too much of an indication that my administrative “sell by” date has come and gone.)

As many of you are aware, as part of our experiential learning efforts, we converted the MEG and ORCA grant program into a college block grant program. Our judgment was that experiential learning opportunities vary so widely by college that colleges would be better at allocating those funds to promote the best student-learning opportunities. I hope that flexibility will help the colleges, departments, and faculty in your efforts to provide more students with impactful experiential learning opportunities. As a footnote, I am also hopeful that, as this internal funding for experiential learning grows, we will find ways to allocate the funds that are consistent with the incentive to seek external funding, which itself provides so many wonderful opportunities for our students, along with being a powerful form of peer review for our research efforts.

In addition to teaching and research assistants, which appear on my list of experiential learning activities, I might have referred more broadly to on-campus employment. Given our model, which depends so heavily on student employees to do the staff work of the university and which tries to help students cover the cost of their education through work opportunities, we have a lot of students employed on campus.

I was interested to learn this year that many of our students cite their experiences with on-campus employment as among their most significant mentoring experiences at the university. As evidenced in a survey of 1,101 student employees, our relationship with student employees is a real part of our inspiring learning efforts. The results are quite impressive: 93 percent of students feel like their jobs reinforce integrity; 92 percent say that their on-campus jobs instill in them an appreciation for learning new things; 94 percent report that their supervisor is a positive role model for them; and 91 percent say that their supervisor helps them to grow as a person. Truly we are teaching at all times and in all places. And this is true not only of the academic units at the university but also for the auxiliary and support units. Nonacademic campus employment also has a significant impact on our students. Just as our mission statement aspires, “all instruction, programs, and services at BYU . . . should make their own contribution toward the balanced development of the total person.”
These data about the effect of on-campus employment illustrate an important principle about our inspiring learning efforts. Inspiring learning is most powerfully a function of our examples and our relationships with our students. I am convinced that student learning is less about the information we transmit to them and much more about our attitude toward that information and toward them. From my perspective, the core questions we might ask ourselves about whether we are producing inspiring learning—in the classroom or outside it—are the following: Are we enthusiastic about the material we teach? Are we excited by what we do not know and eager to learn more? Do we confront uncertainties and ambiguities in the material with humility? Are we patient with those who do not know as much as we do? Are we forgiving of mistakes and kind in our necessary critiques? Do we use knowledge to coerce assent or to invite consideration? Is our faith strengthened by our learning?

I hope this wasn’t just because it corresponded with my own intuition, but I was grateful for what our recently retired colleague Alan L. Wilkins shared with deans and chairs last year about his Faculty Center research on what produces a spiritually strengthening relationship with students. The three most important reasons cited by students were: first, faculty showing they believe in students’ potential; second, faculty being authentic and genuine; and, third, faculty being a role model of living the gospel.

Two years ago I had the opportunity to spend a couple of months doing research at the National Archives in London. My wife and I lived at the London Centre in a studio flat and overlapped a study abroad program taught by our colleagues Renata Forste and Miranda Wilcox. I did not attend many of their classes or any of the field trips, but I believe I saw the most powerful part of the learning experience. Renata and Miranda knew the students; they knew their hopes and aspirations. There were hours of conversation with students in stairwells and at the dinner table. There were unscheduled invitations to students to join them for evensongs and cultural events. There was faithful service in two wards in south London that needed additional leadership. There was passion for their research disciplines—Miranda’s passion to spend a little more time with an Old English inscription or poem and Renata’s to pause over London’s many sociological puzzles. I surely hope the students learned much about the history, culture, politics, and art of the United Kingdom, but I know they learned something about the joy of lifelong learning, service, kindness, hard work, patience, and faith.

This is, of course, only one example among what I know to be so many across this university, but it illustrates that the core of inspiring learning is faithful example and belief in our students’ potential, facilitated by formal teaching opportunities. I share this not to diminish the value of formal teaching that conveys knowledge, theories, or even information but to recognize that truly inspiring learning requires more.

The truth is that what President Gordon B. Hinckley once described as the great “experiment” of BYU is based on the idea that who faculty and students are and are trying to become is just as important as how much they know. I find it instructive that the conference theme that our hearts be knit together in unity and in love comes from the very same chapter—Mosiah 18—that describes our baptismal covenants “to bear one another’s burdens, that they may be light; . . . to mourn with those that mourn; . . . [to] comfort those that stand in need of comfort,” and to serve the Lord and “keep his commandments.” It suggests that living these key covenants is a precondition to the unity we seek. BYU would not go to so much trouble to find faculty who will be faithful role models and to find students who truly desire the blessings of a BYU education if our primary concern were simply the transmission of information. Instead, the goal is to create a community of faith and learning where all are in relation to each other—the sort
of Zion community about which the president spoke this morning.  

To bring this together, inspiring learning is grounded in relationships. Some of those relationships are in the classroom, some are in experiential learning settings, some are a function of informal office and hallway conversations, and many are between the students themselves, where we hope the learning we provide continues and multiplies. It is this web of relationships that forms the foundation and predicate for creating the sort of Zion university the president described earlier today.

I hope that these thoughts on inspiring learning have clarified the depth and breadth of the inspiring learning project, which is so much more than experiential learning. Indeed, inspiring learning is the lodestar by which our faculty have long set their course. As collectively we expand experiential learning, we should see it as a supplement to this faculty’s longstanding consecrated effort to produce inspiring learning. As I suggested last year, I recognize that in a world of finite time, energy, and money, we surely need to make hard choices to balance the various ways in which we strive to accomplish inspiring learning.  But the sinews that hold together our entire effort are our relationships to our students, our example, our attitude, our faith, and our hope in them and their eternal capacity.

The Questions We Ask

I now want to consider further the theme of this annual university conference, from Mosiah 18:21, that we might have our “hearts knit together in unity and in love one towards another.” I embark from what may seem an odd vantage point: namely, a famous experiment in social psychology. I suppose it is particularly odd because it is an academic discipline in which I have no expertise. I admit to some trepidation, but it won’t be the first time I have ventured with little predicate; lawyers tend to do that. So forgive me if I am not familiar with all the literature surrounding this particular social psychology experiment, but I believe it provides a valuable illustration of a point worth considering.

Let me now just ask you to follow the instructions in this brief clip. Many of you will have seen this before, but don’t give away the answer. [A video was shown in which three people in white shirts pass a basketball among themselves and three people in black shirts pass a basketball among themselves. Viewers are asked to count the number of passes made by those wearing white shirts. Halfway through the video, a person in a black gorilla suit walks through the video.]

I am sure that many of you have seen this clip, which went viral on YouTube and which comes from a 1999 experiment by American psychologists Daniel Simons and Christopher Chabris. I do not know if you saw the gorilla, but apparently more than half of those who watch the video do not see the gorilla because they are focused on the rather difficult task of counting the passes thrown by the team in white shirts.

The common conclusion drawn from this experiment, an idea advanced most prominently perhaps by Nobel laureate Daniel Kahneman, a psychologist and one of the leading lights of behavioral economics, is that “we can be blind to the obvious, and we are also blind to our blindness.” While I have found the insights of Kahneman and behavioral economics helpful to my thinking on many issues, a few weeks ago I was persuaded that human blindness may be only part of the lesson to take from the Simons and Chabris gorilla experiment. In July, Teppo Felin, a former BYU faculty member who is now on the faculty at the University of Oxford’s Said Business School, published an article in Aeon titled “The Fallacy of Obviousness.” Felin wrote that the gorilla experiment “might suggest something different, and more positive, about human nature.”

Imagine you were asked to watch the clip again, but this time without receiving any instructions. After watching the clip, imagine you were then
asked to report what you observed. You might report that you saw two teams passing a basketball. You are very likely to have observed the gorilla. But having noticed these things, you are unlikely to have simultaneously recorded any number of other things. The clip features a large number of other obvious things that one could potentially pay attention to and report: the total number of basketball passes, the overall gender or racial composition of the individuals passing the ball, the number of steps taken by the participants. If you are looking for them, many other things are also obvious in the clip: the hair colour of the participants, their attire, their emotions, the colour of the carpet (beige), the “S” letters spray-painted in the background, and so forth.

In short, the list of obvious things in the gorilla clip is extremely long. And that’s the problem: we might call it the fallacy of obviousness. There’s a fallacy of obviousness because all kinds of things are readily evident in the clip. But missing any one of these things isn’t a basis for saying that humans are blind. The experiment is set up in such a way that people miss the gorilla because they are distracted by counting basketball passes. Preoccupied with the task of counting, missing the gorilla is hardly surprising.\textsuperscript{18}

Felin then offered his alternative explanation that is more positive about human nature but still a cautionary tale. Felin suggested:

The alternative interpretation says that what people are looking for—rather than what people are merely looking at—determines what is obvious. . . . What we see depends on our expectations and questions—what we are looking for, what question we are trying to answer.\textsuperscript{19}

Felin’s argument is more detailed\textsuperscript{20} and is an interesting read, but I am most interested in this core insight—that the questions we pose impact what we see. Or, as Albert Einstein once put it, “Whether you can observe a thing or not depends on the theory which you use. It is the theory which decides what can be observed.”\textsuperscript{21}

What then are the theories—the doctrines and principles—by which we see our work at this university? Surely the importance of our starting theory is one reason why President Worthen consistently prompts us with questions about how we might better implement the mission and aims. If that is our question, then that will be our focus.

The Question of Student-Centered Research

An example from this last year of how a new question has changed my perspective comes from the president’s 2017 university conference challenge that we be engaged in “student-centered research.”\textsuperscript{22} This formulation drew from President (then Elder) Dallin H. Oaks’s challenge issued to university leadership in the spring of 2017.\textsuperscript{23} For some in the university, particularly those in our lab and performance disciplines, the president’s direction to engage in student-centered research was not particularly hard to envision. Metaphorically, they had already seen the gorilla. For others of us—and I certainly include myself in this category—it was like being asked to notice the gorilla when, in the past, we had been asked to focus on counting passes. Our metrics—our questions—were about whether we were producing high-quality teaching and, usually quite separately, high-quality scholarship. The call to student-centered research asks a different question, and now the scene we survey isn’t the same.

I am still puzzling through the implications of this question, but now I can’t unsee the students as part of the research endeavor. Disrupting our research vision to set forth a student-centered aspiration is, in some sense, the key move. If there is no aspect of our faculty work walled off from students, we think differently about our role. I believe the shift in our vision is the most important product of President Worthen’s student-centered research aspiration.

However, recall that President Worthen also said:
As Elder Oaks noted, there is in these matters a challenge for the administration. We need to properly recognize and incentivize both faith-based teaching and student-centered research—something that is quite difficult. It is easy to count the number of publications that research produces; it is much more difficult but more important to evaluate how much impact the research endeavor has on the students.\(^\text{24}\)

The fact that I am still puzzling through what student-centered research means across the university is surely a bit of a failing on my part because I was front-and-center challenged to think more specifically about administrative implementation. At the same time, and I hope not too defensively, some of the puzzling is a recognition that, if we are too quick administratively to assume we have found the right metric or incentive, we might again inappropriately narrow our sight.

As I have thought about incorporating student-centered research into our university rank and status document, my sense has been that we should take a narrative approach that allows faculty colleagues across varied disciplines to grapple with how they have answered the call to student-centered research. For some of our colleagues in the performance and lab disciplines, the call may be to increase the quality of the mentoring relationships with students who have long played such an integral role in their creative and scholarly efforts. For other disciplines, perhaps it includes an effort to involve more student research assistants or to spend more time building relationships with our research assistants; perhaps it includes more coauthoring; perhaps it includes an effort to consider a research agenda that can more profitably include students; perhaps it includes an effort to share our research passion and projects as part of our classroom teaching. I do not know precisely how this will play out in every discipline—and some disciplines will surely be able to articulate more precise metrics—but I do know that asking the question makes us see our faculty task differently.

As the president reaffirmed this morning, student-centered research is not meant to subtly reject our research mission.\(^\text{25}\) Our board-approved mission statement also makes this clear:

> Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged.\(^\text{26}\)

The idea of student-centered research is to ensure that our research stays anchored within our mission and aims and is part of our inspiring learning effort.

As we contemplate college and department efforts to recognize and incentivize student-centered research, the gorilla experiment teaches us another lesson: the metrics we choose tend to capture our focus to the exclusion of other possibilities. In many ways, this is a prosaic insight about metrics: we produce more of what we measure. But it is a principle of which we should all be mindful, particularly when many of the most important parts of what we are about as a university are not susceptible to counting. The parts of our mission and aims that are not easily counted need to remain the core questions we ask of ourselves, or else we will miss them just like so many miss the gorilla in favor of carefully counting the number of passes.

**Bathed in the Light of the Restored Gospel**

We have all heard many times Brigham Young’s admonition to Karl G. Maeser: “Brother Maeser, I want you to remember that you ought not to teach even the alphabet or the multiplication tables without the Spirit of God.”\(^\text{27}\)

President Spencer W. Kimball, in his “Education for Eternity” address fifty-one years ago, similarly urged:
It would not be expected that all of the faculty should be categorically teaching religion constantly in their classes, but it is proper that every professor and teacher in this institution would keep his subject matter bathed in the light and color of the restored gospel.  

Both of these statements were later incorporated into our Aims document. I love the way the Psalms make a similar point: “For with thee is the fountain of life: in thy light shall we see light.” And “Thy word is a lamp unto my feet, and a light unto my path.”

If we want to create the sort of Zion university President Worthen described this morning, and if our questions and premises change what we see, then surely our view of our faculty vocation should be “bathed in the light . . . of the restored gospel.” And if the doctrines and principles of the restored gospel suffuse our vision, our hearts will be “knit together in unity and in love one towards another.”

Does this mean that we will see all things precisely the same way? No. It should not be surprising that, even when we collectively focus on the right principles, we are left to learn by hard experience what is the wisest and best application of those principles. This sort of learning process, where we grapple with principles in tension and consider challenging questions of application, is just what we ought to relish at a university. Nevertheless, getting the core principles—the core questions—right matters.

I like the way our Aims document expresses this:

The students, faculty, and staff in this community possess a remarkable diversity of gifts, but they all think of themselves as brothers and sisters seeking together to master the academic disciplines while remaining mastered by the higher claims of discipleship to the Savior.

There is extraordinary value in diverse perspectives. Thinking back to the gorilla experiment: For those of us who did not see the gorilla because we were so focused on counting passes, wouldn’t we be grateful to those who did see the gorilla because they had surveyed the scene from a different perspective? Then consider that insight with respect to the much more complex scene of the university project. Where would we be if everyone counted only one thing? How grateful we should be that others enhance, and sometimes correct, our vision.

When I see what seems to be increasing political polarization in our country, I find myself profoundly grateful to be at BYU—not because we do not differ politically (because we surely do) but because we strive to be “mastered by the higher claims of discipleship to the Savior.” But if our country’s politics are becoming more polarized, we need to continue to be vigilant in seeing all our colleagues and students as beloved children of our Heavenly Father.

To illustrate with a rough and imperfect sketch articulated by economist Arnold Kling, politically we tend to divide into “three tribal coalitions”: Progressives tend to see and understand issues along an “oppressor-oppressed axis”; their heroes are those “who have stood up for the underprivileged.” Conservatives tend to view events along a “civilization-barbarism axis”; their heroes tend to be those “who have stood up for Western values.” And libertarians typically apply a “liberty-coercion” lens to events; their heroes tend to be those “who have stood up for individual rights.”

Each of these narratives has value. Indeed, each perspective draws guidance from doctrines and illustrations in the scriptures and the words of prophets. The doctrines of the restored Church of Jesus Christ do not fall neatly into one political coalition. The challenge comes when we are mastered by our political commitments rather than by the higher claims of discipleship to the Savior.

Kling’s own prescription for not being blinded by our political axis returns to Daniel Kahneman’s suggestion in Thinking, Fast and
Slow that “thinking slow” reduces our blindness. Thinking slow requires that we see an issue from a variety of angles rather than along a single axis. Surely thinking slow is part of the solution. And, fortunately, one of the great privileges of being a faculty member at a university is that we are able to think slow and, as it were, to rewind the gorilla experiment and look for the various details and nuances.

But thinking slow is not the whole solution. Harking back to Teppo Felin’s idea, vision is not just a function of surveying the scene slowly but of the questions we ask and the mind-set we have when we take up the task. All of us, of course, apply some lens to the scene we survey. And, again, collectively we are benefited by that diversity. But unity depends on our not letting our other lenses and frames obscure our gospel lens. Nor should we try to bend the gospel to fit those other lenses and frames. Although, in Paul’s words, “for now we see through a glass, darkly,” our lens must be “faith, hope, charity, these three; but the greatest of these is charity.” This is the lens that will represent our being mastered by our discipleship to the Savior. This is the lens by which we see that the Samaritan, regardless of tribal antipathy, is our neighbor.

Some Gratitude in Closing

May I say what a remarkable university this is: the willingness of our faculty community to gather together in this meeting to consider our shared responsibility for our students and for this sacred institution, and the peace-giving space to be able to make references to Paul, the good Samaritan, and the baptismal covenants in Mosiah—albeit mixed with an extended gorilla metaphor. I am grateful to be a part of this faculty and to labor alongside you.

As President Worthen noted last year, you are asked to live in a “messy middle” with heavy responsibilities for teaching, scholarship, and creative works. To return to the metaphor of the gorilla experiment, it can feel like you are asked not only to see the gorilla but also to count the passes of both teams, notice the writing on the wall, and see everything else in the video. I know it is a daunting task. I am grateful that you are willing to engage the challenge.

Speaking of more items on which we have been asked to focus our attention, I am grateful to colleagues who have adjusted their vision to consider President Oaks’s question of what more we can do “to offer public, unassigned support of Church policies.” I understand this admonition to be one directed at the university collectively, not necessarily individually. This idea that some encouragement is meant collectively rather than individually is a subject on which we could all profitably ponder more, including with respect to experiential learning, but I will leave that for another day. In this particular case, I understand President Oaks’s encouragement to be collectively addressed to the university but to be individually focused on those disciplines with relevant expertise, which is why President Oaks asked for help “especially on the subject of our fundamental doctrine and policies on the family.”

In that regard, I am grateful to the School of Family Life faculty for their collective effort to do the hard thinking—to look anew with President Oaks’s question in mind—about how to produce more public scholarship in support of the family. I am humbled by their faithful response, because the implications are significant, including for peer review, for rank and status, for balance between standard peer-reviewed scholarship and public scholarship, and for potential individual adjustments to research agendas.

As a final word of gratitude, I will say that if, as I advocated earlier, it is true that the most important learning we will impart to our students is taught by who we are, our attitude toward learning, and our attitude toward
them, I am confident that the students will be inspired by this extraordinary faculty. May the Lord bless you this year in your faithful service.

Notes
7. D&C 88:118.
9. The Mission of BYU.
10. President Gordon B. Hinkley said: “It is a continuing experiment on a great premise that a large and complex university can be first class academically while nurturing an environment of faith in God and the practice of Christian principles” (“Trust and Accountability,” BYU devotional address, 13 October 1992).
12. See Kevin J Worthen, “Fulfilling the Destiny of Zion,” BYU university conference address, 27 August 2018. President Worthen emphasized the importance of relationships in his 2016 “Inspiring Learning” address:

We can increase the number of inspiring learning moments for our students if we recognize that both experiential learning and classroom learning are enhanced by the quality of the relationships we develop with our students. . . . The 2014 Gallup-Purdue survey . . . found that one of the key factors that correlated with success in both work engagement and overall well-being was a high-quality relationship with a faculty member. According to that data, a graduate’s chances of thriving at work and in life doubled if the student “had a professor who cared about them as a person, made them excited about learning, and encouraged them to pursue their dreams.” . . .

Inspiring learning will be greatly enhanced if those with whom we interact feel Christ’s love for them through us. [Emphasis in original; quoting Gallup and Purdue University, Executive Summary, in Great Jobs, Great Lives: The 2014 Gallup-Purdue Index Report, 6, luminafoundation.org/files/resources/galluppurdueindex-report-2014.pdf]

20. Felin wrote:

At first glance that might seem like a rather mundane interpretation, particularly when compared with the startling claim that humans are “blind to the obvious.” But it’s more radical than it might seem. This interpretation of the gorilla experiment puts humans centre-stage in perception, rather than relegating them to passively recording their surroundings and environments. It says that what we see is not so much a function of what is directly
in front of us . . . but rather determined by what we have in our minds, for example, by the questions we have in mind. . . .

. . . Yes, humans do indeed miss many “obvious” things, appearing to be blind. . . . But not everything that is obvious is relevant and meaningful. Thus human blindness could be seen as a feature, not a bug.


25. See Worthen, “Fulfilling the Destiny.”

26. The Mission of BYU.

27. Brigham Young, quoted in Reinhard Maeser, Karl G. Maeser: A Biography by His Son (Provo: Brigham Young University, 1928), 79.


31. The Aims.


33. See Kling, Three Languages, 10; see also Kahneman, Thinking, Fast and Slow.

34. 1 Corinthians 13:12–13.


Have you ever wondered why the Savior chose to make the hero of this story a Samaritan? There was considerable antipathy between the Jews and the Samaritans at the time of Christ. Under normal circumstances, these two groups avoided association with each other. It would still be a good, instructive parable if the man who fell among thieves had been rescued by a brother Jew.

His deliberate use of Jews and Samaritans clearly teaches that we are all neighbors and that we should love, esteem, respect, and serve one another despite our deepest differences—including religious, political, and cultural differences. [“Doctrine of Inclusion,” Ensign, November 2001]

The Savior made the same point when He said:

For if ye love them which love you, what reward have ye? do not even the publicans the same?

And if ye salute your brethren only, what do ye more than others? do not even the publicans so?

Be ye therefore perfect, even as your Father which is in heaven is perfect. [Matthew 5:46–48]


4

*Wednesday* - Scholarship at BYU
What role does scholarship play in the mission of BYU? How can scholarship be most meaningful in the broad context of our spiritual and intellectual lives? Can the light of our scholarship so shine that others who see our good work will glorify our Father?

Agenda

9:00 am Craig Hart — Welcome / Scripture / Ask for comments on reading for today: Jim Rasband, Mastered by Our Discipleship (3228 WSC)
9:15 am Plenary: Sarah Coyne, “Scholarship: Are you Surviving or Thriving?”
10:15 am Announcements/Dismissal to Workshops
10:20 am BREAK
10:30 am Concurrent scholarship sessions I
11:10 am BREAK
10:15 am Concurrent scholarship sessions II
11:55 am BREAK
12:00 pm Lunch (3224 WSC)
Professional Faculty lunch with AAVP Laura Bridgewater (3223 WSC)

Preparation for Thursday

Read the university conference address by former BYU president Cecil Samuelson: The BYU Way (in this binder). You can also read or listen to this address here: https://speeches.byu.edu/talks/c Cecil-o- samuelson/byu-way/

Review the questions you want to ask about rank advancement in your college session tomorrow or in the plenary with AAVP Laura Bridgewater. Be sure you clearly understand your department, college and university expectations and discuss these with your chair and rank & status committee.

Plan to refine your Faculty Development Plan during the seminar; consult with your mentor. You may have already completed a draft; if not, examine these resources: The Faculty Development Plan: Planning for Success [Tab 10] and sample faculty development plans at https://facultycenter.byu.edu/new-faculty-series
Scholarship at BYU

Supplementary Resources

Scholarship at BYU
Nibley, Hugh.  “Writing and Publication in Graduate School.”  [Full text: http://goo.gl/jEOg1 ]

Improving Your Writing

Publishing Scholarly Work

Unless otherwise noted, most supplementary resources are available at the Faculty Center.
### Morning Notes
**Wednesday, May 4, 2022**

#### Scholarship Workshop Sessions

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<td>10:30-11:10 am</td>
<td>Compliance Resources &amp; Key Policies (Lisa Bohman) 3252 WSC</td>
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<td>Hiring &amp; Utilizing RAs (Brian Willoughby) 3211 WSC</td>
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<td>Getting Things Done (Greg Danklef) 3250 WSC</td>
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<td>11:20 am-12 noon</td>
<td>Faculty Development Planning (Bonnie Anderson) 3211 WSC</td>
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<td>The Quest for Christian Scholarship (George Handley 3252 WSC</td>
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<td>Getting Things Done (Greg Danklef) 3250 WSC</td>
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You can find the classes for which you registered today in the back pocket of your binder.
Dr. Sarah M. Coyne is a professor of human development in the School of Family Life at Brigham Young University. She received her BSc degree in Psychology from Utah State University, and her PhD in Psychology from the University of Central Lancashire in Preston, England.

Her research interests involve media, aggression, gender, and child development. Dr. Coyne has over 120 publications on these and other topics. She recently completed a study examining the long-term effects of viewing princesses and superheroes on children. She has 5 children and currently lives in Salem, Utah.
Wednesday, May 4, 2022
Scholarship Day Sessions
10:30–11:10am / 11:20–12 noon

Compliance Resources & Key Policies
Lisa Bohman, Chief Integrity & Compliance Officer
3252 WSC
(10:30am SESSION ONLY)
The Integrity and Compliance Office promotes compliance with federal and state regulatory requirements as well as the university’s internal policies and procedures. Lisa Bohman will discuss compliance resources on campus, including the university’s Compliance Hotline. She will also identify key policies with which all faculty should be familiar, including policies on topics such as student records, conflicts of interest, sexual harassment, web accessibility, nondiscrimination, campus security, and more.

Hiring & Utilizing RAs
Brian Willoughby, School of Family Life
3211 WSC
(10:30am SESSION ONLY)
Students can elevate or hinder any faculty’s research agenda. In this short presentation, I will outline several strategies I have used to (1) recruit the best undergraduate research assistants, (2) manage many RAs on many different projects, (3) effectively mentor students, and (4) involve students in publications. Consistently involving students in research activities is a win-win situation if done properly.

Faculty Development Planning
Bonnie Anderson, Information Systems
3211 WSC
(11:20am SESSION ONLY)
Your FDP is an important tool in your annual reviews. If you have not already created your faculty development plan, this session will help you to do so.

The Quest for Christian Scholarship
George Handley, Interdisciplinary Humanities
3252 WSC
(11:20am SESSION ONLY)
What does it mean for a person of faith to do scholarship? How does our faith shape not only how we research and write but what kinds of scholarship we do?

Getting Things Done
Greg Danklef, Human Resource Development
3250 WSC
(BOTH Sessions)
If you are feeling overwhelmed with the number of things you have on your plate, you are not alone. Join us for this overview of David Allen’s GTD methodology where we will discuss ideas for how to get control of your stuff and create space to do your creative work.
Scholarship Session Presenters – Biographical Sketches

Compliance Resources & Key Policies

Lisa Bohman – Chief Integrity and Compliance Officer

Lisa was appointed as Brigham Young University’s Chief Integrity and Compliance Officer in August 2021 after working in the university’s Office of the General Counsel for two years. She received a B.A. in history magna cum laude from BYU in 1990, and M.P.A. from the University of Utah in 1993, and a J.D. magna cum laude from the J. Reuben Clark Law School in 2005. After graduating from law school, Lisa worked as an associate in the commercial litigation practice group at VanCott Bagley Cornwall & McCarthy in Salt Lake City. Lisa left private practice to join the Office of General Counsel at the Utah Transit Authority, where she became Managing Attorney.

Hiring and Utilizing RAs

Brian J. Willoughby – Associate Professor, School of Family Life

Brian J. Willoughby, Ph.D. is an associate professor in the School of Family Life at Brigham Young University and a research fellow at the Wheatley Institute. His research generally focuses on how adolescents, young adults, and adults move toward and form long-term committed relationships. Dr. Willoughby has published over 100 peer-reviewed articles and book chapters on young adult development, couple dynamics, marriage, and sexuality and is the author of the books, The Marriage Paradox: Why Emerging Adults Love Marriage Yet Push It Aside and The Millennial Marriage. Dr. Willoughby also currently serves as an associate editor for the Journal of Sex Research and serves as an assistant editor for Emerging Adulthood. He also serves as a consulting editor for the Archives of Sexual Behavior and the Journal of Adult Development. He has been the recipient of the Mary Lou Fulton Young Scholar Award from the College of Family, Home, and Social Science at BYU and the Class of 1949 Young Scholar Award from Brigham Young University. Dr. Willoughby currently is the primary instructor for Introduction to Family Processes, a lower-division general education course on family dynamics that reaches hundreds of students each year. He also regularly teaches Family Adaptation and Resiliency, an upper division course focused on helping families overcome challenges and adversity. Dr. Willoughby has been married for nineteen years to his wife Cassi and together they have four children.
Faculty Development Planning

Bonnie Anderson – Associate Dean—Faculty and Research, Marriott School of Business

Bonnie Anderson is the associate dean for research and faculty in the Marriott School of Business, and formerly the chair of the Information Systems department. In her research she uses neurophysiological tools to measure and improve user’s computer security behavior. She teaches classes on user experience design and technical leadership. She is married and has four daughters.

The Quest for Christian Scholarship

George Handley – Professor, Comparative Arts & Literature and Associate Director of the Faculty Center

George Handley has taught at BYU since 1998, where he is a Professor of Interdisciplinary Humanities. He served as chair of the Department of Humanities, Classics and Comparative Literature from 2012 - 2015 and served as Associate Dean of the College of Humanities from 2015 - 2018. His current appointment is Associate Director of the Faculty Center at BYU.

He is an educator and author who has been civically engaged for many years. He received his BA in Comparative Literature from Stanford University and his PhD in Comparative Literature from UC Berkeley, and he researches and writes about the intersection of religion, literature, and the environment.

Handley's works include a memoir, Home Waters: A Year of Recompenses on the Provo River (2010); a study of poetry, New World Poetics: Nature and the Adamic Imagination of Whitman, Neruda, and Walcott (2007); and two collections of essays about Latter-day Saint theology, If Truth Were a Child (2019) and The Hope of Nature (2020).

He and his wife Amy have four children and live in Provo, Utah.

Getting Things Done

Greg Danklef – Director of Human Resource Development

As the Director of Human Resource Development for BYU, Greg Danklef designs and presents training and provides consulting services to departments across campus. Greg has a background in Human Resources and consulting work. He holds master's degrees in both public and business administration. He is certified as a Senior Professional in Human Resources and as a facilitator for several training programs, including Crucial Conversations, Influencer, 7 Habits, and Myers Briggs. Greg lives in
Provo with his wife and two amazing children and tries to drive his Jeep as often as possible.

**Professional Faculty Expectations**

*Laura Bridgewater – AAVP Faculty Development*

Dr. Laura C. Bridgewater became Associate Academic Vice President for Faculty Development in August of 2018. She had previously served as an Associate Dean in the College of Life Sciences and as Chair of the Department of Microbiology and Molecular Biology. She has served with distinction on several university and college committees.

Dr. Bridgewater is a devoted teacher who has taught thousands of molecular biology students over the years and mentored nearly 200 in her research lab. Her research has focused on the regulation of genes that drive cartilage development and impact osteoarthritis. She has also conducted research on the effect of stress on the gut microbiota and the way the gut microbiota contributes to metabolic health disorders.

Dr. Bridgewater received her bachelor’s degree in microbiology from BYU and her Ph.D. in genetics from George Washington University. She performed a postdoc at the M.D. Anderson Cancer Center and has been on the faculty at BYU since 1999.
RESEARCH DEVELOPMENT SERVICES

Find the Best Funding Opportunities
- Conduct searches based on faculty research interests
- Train faculty to use subscription-based funding databases

Support Proposal Development
- Maintain a library of funded proposals for multiple funders
- Provide writing, editing, and marketing support

Conduct Seminars About Specific Funders
- Connect faculty with program officers from various funding agencies
- Teach successful strategies to receive funding

Facilitate Interdisciplinary Work
- Form and support opportunity pursuit teams
- Manage interdisciplinary seed funding programs
It is wonderful to be with you at the beginning of a new school year. This is my third opportunity to visit with you on the occasion of a university conference, and I approach this assignment and responsibility with gratitude to you, to many others, and particularly to our board of trustees for this privilege. I have spoken before about our vision, our antecedents, and also our future and will again do so today, albeit somewhat differently. My basic premise has been, and continues to be, that we are all engaged in the daunting and exhilarating adventure of helping BYU become the best it can be.

I believe that an essential component for this great university to become the best it can be is for each of us in our various roles to strive to be the best that we can be individually. There are a number of appropriate ways to consider such matters. Today, as we think about how best to improve, I would like to contribute by trying to strengthen our understanding of the context in which BYU finds itself.

As an example, rather early in the BYU presidency of Dallin H. Oaks, he spoke to the faculty about the need to be “bilingual.” . . . We ha[ve] to be fluent in the language of scholarship in order to command the respect of the secular world and . . . we also ha[ve] to speak in the special language of our faith to communicate our adherence to the gospel values that illuminate our learning efforts and justify our existence as a university. [“A House of Faith,” BYU Annual University Conference address, 31 August 1977, 12; see also Educating Zion, eds. John W. Welch and Don E. Norton (Provo: BYU Studies, 1996), 124]

I believe that almost all of us understand the unique philosophical basis and religious purposes for Brigham Young University. Candidly, I am less sure that all of us fully understand some of the practical applications and, when compared with most universities, the almost countercultural approaches we take in a number of areas. I hope to address some of them today.

In the coming months our bilingual capacities will take on special significance. During this next year we face our once-each-decade examination for institutional accreditation.

The BYU Way

CECIL O. SAMUELSON

In order to be effective at teaching secular subjects and at integrating gospel concepts, we must be “bilingual.” . . . We ha[ve] to be fluent in the language of scholarship in order to command the respect of the secular world and . . . we also ha[ve] to speak in the special language of our faith to communicate our adherence to the gospel values that illuminate our learning efforts and justify our existence as a university. [“A House of Faith,” BYU Annual University Conference address, 31 August 1977, 12; see also Educating Zion, eds. John W. Welch and Don E. Norton (Provo: BYU Studies, 1996), 124]

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Cecil O. Samuelson was president of BYU when this address was given at the BYU Annual University Conference on 23 August 2005.

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Our BYU Accreditation Executive Committee chairs, committee members, and others have worked long, hard, and smart under the leadership of Gerrit Gong to draft the BYU Accreditation Self-Study you see referenced on the inside cover of your Annual University Conference program. I invite you to read and comment on our BYU Accreditation Self-Study—both so we will receive your input and so you will be knowledgeable about its contents if a visiting site team should ask you about it!

In addition, we will also be testing, validating, and refining our self-study institutional and unit strengths, challenges, opportunities, and recommendations in upcoming president’s leadership retreats, college visits, Deans’ Council and Faculty Advisory Committee meetings, and other campus visits. You recognize, of course, that this is all a natural part of our continuing focus on how and where we work together “to make BYU the best we can be.” In many ways, especially coming now, this BYU accreditation process provides a road map for where we have been, where we are, and where we plan to be, inasmuch as we are asked to evaluate ourselves in such important areas as institutional mission, planning and effectiveness, educational program, students, faculty, library and information services, governance and administration, finance, physical resources, and institutional integrity.

Also, as part of accreditation preparation, this past February a majority of faculty and staff responded to the campus e-mail survey regarding BYU’s mission, aims, and objectives. Your thoughtful responses are both heartening and instructive.

You say you understand the BYU mission, aims, and objectives and integrate aspects of spirituality, service, and character-building into courses and into building character in your students.

At the same time, some respondents perceive a gap between what we say is important as an institution and what we sometimes reward or emphasize. Several responses ask, “Are we a research institution or an undergraduate teaching institution?” While the answer is “both,” I want us to continue discussing how we best define each.

Some responses feel a tension between student evaluations and the need to teach skills and disciplines. A representative response notes, “I worry that working my students beyond their comfort zone will adversely affect my course evaluations,” though to be well prepared, students “need to be pushed, and pushed hard.”

University-wide accreditation is important and essential for a number of reasons. Of course our reputation and standing in the academic universe generally depend on it. There are a number of practical reasons as well. About half of our students receive various government loans and grants that would not be possible if BYU were not a fully accredited institution. As many of our students look to go on for graduate work at other institutions or to enter the workforce, they are judged in a significant way by the reputation and credentials of Brigham Young University.

Again, many have been working hard and effectively on this project for some time. I express our gratitude to them and to our entire university community for what has been done and for what must and will be done in the few months before next April.

I appreciate and endorse our theme for this year’s conference: “Seek learning, even by study and also by faith” (D&C 88:118). Many have spoken on the phenomenon of our special dual track to wisdom and knowledge, but nothing has been clearer than the word of the Lord Himself. Of all places, BYU needs to keep its activities and efforts well grounded in the revelations and the pronouncements of living prophets. Our scriptures, especially those revealed to our dispensation, are rich in counsel, clarification, and direction with respect to
our education, learning, and thinking. This is true for passages that address these issues directly but also true for many other verses and chapters that seemingly are focused on other themes as well.

Some years ago a respected and loved senior mentor suggested that I reread the scriptures regularly through the eyes of my current calling—whatever that happened to be at the time. I endorse the same notion for each of you and suggest that insights will come to you, as they have to me, in ways not before obvious. This is so, I believe, because of the importance of the context of our lives and responsibilities and also because of the maturation in understanding that should occur with broadening experiences. Likewise, the counsel of Nephi that we “liken all scriptures” (1 Nephi 19:23) to ourselves and not just rely on a few old favorites is both sound and broadening. Let me use an example that I think will help add some clarity to the BYU context of how and why we do certain things the way we do.

I, like most of you, have long been familiar with section 104 of the Doctrine and Covenants. Given in 1834, it addresses the reorganization of the United Order and the necessary consideration of meeting the temporal needs of the people. Those who have had responsible Relief Society and priesthood callings may recall that one verse in this section is often quoted in welfare meetings and in associated printed materials. I have used this verse myself in such settings. Let me share the specific scriptural phrase I have in mind: “But it must needs be done in mine own way” (D&C 104:16).

My point to you is that as significant as this scriptural phrase is in the welfare context, it has broader general significance and further narrow specific applications to us even though our primary efforts at BYU have to do with education rather than temporal welfare.

Let me now read several verses from this section. As you listen and reread these passages later, try to do so with the ears and eyes of one with great responsibility and opportunity to further the mission of Brigham Young University—because I believe this is who you and we really are.

It is wisdom in me; therefore, a commandment I give unto you, that ye shall organize yourselves and appoint every man his stewardship;
That every man may give an account unto me of the stewardship which is appointed unto him.
For it is expedient that I, the Lord, should make every man accountable, as a steward over earthly blessings, which I have made and prepared for my creatures. . . .
And it is my purpose to provide for my saints, for all things are mine.

But it must needs be done in mine own way; and behold this is the way that I, the Lord, have decreed to provide for my saints, that the poor shall be exalted, in that the rich are made low.
For the earth is full, and there is enough and to spare; yea, I prepared all things, and have given unto the children of men to be agents unto themselves. [D&C 104:11–13, 15–17; emphasis added]

This is good doctrine for bishops and Relief Society presidents as they administer to the welfare needs of their flocks. I believe it is also good doctrine for us in our BYU stewardships.

Let me suggest several principles that I believe apply to us in the context of the doctrines outlined in these scriptural statements. These are broad concepts, but I am convinced they also have narrow and specific applications in the ways that BYU should operate. Think of our special circumstances as I list a few.

1. Everyone has a stewardship, or obligation. This is true of every one of us—students, staff, faculty, and administration—although the particulars of our stewardship may be quite different for each of us.
2. Everyone must be held responsible for her or his stewardship. Note that the Lord assigns
both the specific stewardship and a corresponding accountability for it.

3. It is the Lord’s purpose to provide for His Saints (including our students and all of us who are here to support, teach, and assist them), but:
   4. It must be done in His way.
   5. We are also agents unto ourselves (see D&C 29:35).

By now you might well be asking yourself, “What does this really have to do with us at BYU?” That is a fair question and deserves a clear answer. I will do my best to provide a proper response.

I believe each of these five premises or assertions just mentioned are general principles and not just unique applications to temporal needs or welfare concerns. While the scriptural reference I used seems to focus on pressing temporal issues that were vexing the Saints and the Church in 1834, the principles themselves largely make the case that Nephi was teaching and instructing us that “all scriptures” should be likened to our current and specific circumstances (see 1 Nephi 19:23). If we understand this basic construct, then some things—including and especially some at BYU—that might not be so clear in isolation can be appreciated with new and improved understanding.

Let me give some examples. This list is not comprehensive by any means but includes some things about which I have wondered, puzzled, thought, and prayed about since my arrival here. I have done so because in our quest to help BYU be the best that it can be, several of these matters, standing alone, may seem counterintuitive to our goals and aspirations. I do not believe they are and want to share my current understanding of why this is so.

**Salary Structure**

The basic salary structure at BYU is quite unlike that of most other universities with which most of us are familiar. It is not just a matter of money—although I’ve never met a faculty member or administration official at any institution who thought that they truly had enough money. We keep careful comparative compensation data about BYU salaries in the context of a fairly broad series of roughly comparable institutions. For most disciplines, but not all, our beginning faculty salaries at the assistant professor level are close to most index institutions. The most dramatic differences occur in the upper ranks and for the faculty who have been at BYU for a long time. In brief, they tend to be further behind their colleagues at other places salarywise.

Is this true because of ignorance or neglect on the part of the administration or the board of trustees? In spite of some opinions I have heard expressed on this campus, I am convinced that this is not the case. Rather, fundamental decisions have been consciously and carefully made that take into account at least the following factors:

1. BYU does not have a “star system” for faculty compensation. Make no mistake, we have more than a few real stars as members of the faculty in their respective disciplines, but their rewards are not likely to be financial. While many universities pay tremendous salary premiums to recruit or retain academic “stars,” we do not.

2. The approach taken at BYU has been to address salary levels at the time that is typically most important for faculty: when their children are young, when they are trying to buy a home, when they are retiring student loans from graduate school, and the like. Thus a conscious effort has been to do as much as possible for the faculty early in their careers. Similar principles are used to ensure that salaries for our administrative and staff personnel are at appropriate levels.

3. It is a well-considered decision by the board that an element of sacrifice be offered by
all who are privileged to have a BYU appointment. Stated another way, it is the intent of our trustees that none of us, including faculty and staff, chooses to come to BYU primarily on the basis of a financial decision. It is the job of the administration and the trustees to see that the gap does not become too large, but it is not the preference of the board to participate in bidding wars with other institutions for faculty, staff, or students. Having said this, it must be noted that in terms of our benefits, we do rather well. Travel funds, start-up expenses, and the like are very generous at BYU when compared with most other places. Likewise, our leave policies and faculty enrichment efforts are really quite liberal and remarkable.

4. In addition to these considerations, we do look carefully at—and also try to reward—merit and performance in our annual evaluations.

Church Support of BYU

Many of you will be aware that the high level and stability of the Church’s support for this university is quite atypical, even for nominally church-supported institutions. A general trend in American higher education is for the churches to decrease their support gradually—both in total and in percentages—to their universities. Gratefully, this has not been our lot. In fact, a conscious decision was reached many years ago and regularly reaffirmed by our board of trustees that the primary source of support for BYU and other Church institutions would come from the appropriated funds of the Church. This is so not only because we have a very generous Church and leaders but also because the Brethren have always wanted it to be abundantly clear to whom we would look for our leadership and guidance.

It is the stated policy of the board of trustees that the fundamental support needed to prosecute the university’s agenda would come from the tithing funds of the Church. While we receive substantial amounts of donated funds, these monies are viewed as enhancements to rather than as replacements for the basic programs of the university. The salary support of our faculty, for example, needs to come from Church-appropriated sources so that no one will ever be in doubt as to where we look for our guidance and to whom we owe our loyalty.

This unique approach is surprising and even confusing to some; but when its foundational reasons are clear, then we have a better appreciation for our remarkable support system and the tremendous protection and security it brings to us. In effect, we have an “endowment” that ranks with those of the most prominent universities in our nation.

Research Support

For many years prior to my current assignment, I believed that BYU’s well-known reticence about seeking large amounts of extramural research funding was based on an effort to keep the government out of the affairs of the university. As desirable as this might be in the abstract, I have come to learn that there are at least two other considerations that bear on the matter.

The first is that BYU is subject to careful scrutiny and detailed governmental regulations because we are part of an increasingly regulated world and also because we are the ultimate recipient of millions of dollars of federal financial assistance in the form of Pell Grants, student loans, and the like. Thus, like it or not, we have considerable scrutiny from and obligations to the government. In partial response to this reality, I have established the Executive Risk Management and Compliance Committee composed of senior university personnel and tasked them with establishing processes and procedures to ensure that we are in compliance with this complex labyrinth of laws and regulations.

The second—and far more important factor, in my judgment—is the clear intent of our board of trustees that none of us, individually
or collectively, gets distracted from BYU’s fundamental mission of undergraduate education excellence in an environment of sustaining and enriching faith. The pursuit of available and generous external funding for a wide variety of research projects is tempting to our accomplished faculty, but we consciously resist the quest for such resources until we can convince ourselves and others that these efforts will support and supplement our basic mission rather than compete with it. I am a witness of the soundness of this policy. Many excellent universities in this country have succumbed to the temptation to pursue support for peripheral projects and have found themselves deflected from their basic purposes—if they even remember what they really were.

Coupled with our philosophy concerning faculty compensation, we can see the wisdom that keeps all of us primarily loyal to BYU and its mission. It also protects us from the whims and vagaries of significant, but temporary extramural money that often has an eventually high price tag. When that external funding is no longer available—as is inevitably the case over time—the institution and faculty are left in a difficult position.

Having given this explanation, let me be clear that we value and favor research of high quality that supports our fundamental mission of superb undergraduate education. We know that often the best way to transmit current knowledge to our very able students is to involve them in the process of generating new knowledge by doing research and other creative work.

These considerations also apply to our graduate programs, which should not only be of the highest quality but contribute to rather than compete with our primary educational mission.

**Hiring and Recruitment Policies for Faculty**

I know of no other major university where the board of trustees reviews each prospective new faculty hire individually by name before a final offer of employment is made. I certainly know of no other place outside the Church Educational System where a prospective faculty member is interviewed by a General Authority as part of the process. These differences are unique and dramatic for important reasons. Our leaders want everyone to be crystal clear that The Church of Jesus Christ of Latter-day Saints is very concerned about education generally and also about what happens at BYU specifically. They also want full clarity on the tremendous support that BYU receives from the Church—not only financially but in every way.

The accountability inherent in our financial support and operating procedures is part of sending the clear message that what transpires at BYU is of great consequence. The support that we receive from the tithing funds of the Church is a very significant allocation of Church resources, and the membership and leaders deserve and require our assurance that their sacrifices in our behalf are completely consistent with the jointly agreed-upon mission and purposes of BYU.

While Church membership is not required for faculty members, staff, or students, absolutely consistent behavior in support of the university’s Church-directed mission and our Honor Code is more than a suggestion. We expect it. Furthermore, it is a condition of employment for the faculty and staff and also for our students’ continued enrollment.

**Student Admissions and Recruitment**

Fundamentally, the same standards mentioned for faculty and staff also apply to our students. Because there are so many more who would like to study at BYU than we can accommodate, we need to be as wise, thoughtful, fair, and appropriate as we can be. Ultimately, the selection and admission of students is a very human process that has significant subjective as well as objective components.

Paramount in our admissions process is the ecclesiastical endorsement. Only when we are
fully satisfied about a candidate’s standing and conduct within her or his own religious community, and when BYU has received proper recommendations and assurance about matters pertaining to living within the parameters of the BYU Honor Code, do we then look closely at a prospective student’s previous academic record and test scores. We also look carefully at applicants’ potential to contribute to BYU in special ways and to develop themselves to be of particular service to their communities and church when they leave BYU. Because each student is unique, this is a very labor-intensive process. We also work hard to be sure that we are fair and always in full compliance with both legal requirements and policy from the board of trustees.

Having said all of the above, we are absolutely committed to admitting no student to BYU—for whatever seemingly compelling reason—who does not have the strong potential to be successful here. To do otherwise would not only be unfair to the student but unfair to all who support and have an interest in this university.

Because we are privileged to have such outstanding students come to BYU, we must continually do better to see that what we offer to them matches their potential. Virtually all of our students have multiple choices as to where they might study. Many come out of loyalty to our sponsoring organization, and this is commendable, but they also deserve a secular education so fine in the eyes of the world that it approximates the incomparable spiritual experience available only at BYU.

**Honor Code Expectations**

I, like my predecessors, speak regularly about our Honor Code. It is now tightly and permanently woven into the fabric of Brigham Young University and is one of the ingredients that helps BYU be what it is. It will continue to guide BYU as it becomes what it needs to become.

As you know, we have some new coaches and administrators in our athletic programs. We also have some outstanding leaders in this area who have been with us for some time. I want to commend them. Both privately and publicly they have done a great job in explaining why the Honor Code and following its precepts and principles is an asset and an advantage to BYU and its students rather than an obstacle or a disadvantage. We are who we are, and we will do our best to continue to be so. We stand by our values and standards with humility and respect for those who choose to follow a different course, but we are clear that the Honor Code is integral to all that we do here. We are grateful for the very many who understand and live consistently with it.

All that I have said is a rather lengthy preambles to what I would now like to address as I conclude my message this morning. With my trusted colleagues on the President’s Council, the deans, faculty, staff, BYUSA officers, the President’s Leadership Council, and our board of trustees, I have attempted during the past two years to solidify and clarify my approach to the contributions that I hope to make to BYU during my “days” here. My approach, I believe, might be described in two notions that I consider to be basic.

**First**, I believe that we can better fulfill our responsibilities and come closer to our potential when we choose carefully to do fewer things better. We cannot and should not try to do everything for everybody. When we work consistently and diligently on a small number of issues, it is more likely that we will be able to make progress of real consequence.

**Second**, I have a strong bias that the quality of what we do improves best with improved focus and not just more resources. Remarkable things have occurred in years past at BYU with very meager resources beyond the consecrated efforts of a committed and talented faculty and staff. We now live in an era of more resources and greater financial support than at any other
time in our history. While we are not at any great risk, in my judgment, of losing our great Church support, it is true that whenever we ask to do something new, we are also asked what we plan to stop doing. Thus we must sharpen our focus on the things that are most important and learn to prioritize more effectively how we will expend our energies and the treasured resources that come to us.

A hallmark of BYU has always been that we have attempted to do all that we do with absolute integrity. One of the issues that occasionally interrupts my sleep is the gap that occurs between expectations and reality—not only for our students, faculty, and staff but also with our broader communities, the Church membership generally, and especially with our board of trustees. You might think of several examples, but let me share some that I have observed since coming here. I do not mention them out of a sense of criticism but only because they seem to reflect variances in understanding or practice that are not reflective of what should be “the BYU way.”

Student housing receives considerable attention. Few students, their parents, the broader Utah Valley community, Church members, and especially landlords lack strong opinions or perceptions. Julie Franklin and her staff do an excellent job in a nearly impossible situation. One of the issues we have faced is that there has been wide variation in what people have thought “BYU-approved housing” means. We are taking steps to improve not only general understanding but also our policies and procedures so that our standards and expectations are crystal clear to all. In addition, we are working very hard as a university to make sure that BYU housing in a changing and evolving world is optimally situated to meet the needs and wishes of our students and their families.

Athletics also receives broad and extensive attention, often associated with high levels of emotion. Sadly it is often the rare, negative occurrence that receives the most media consideration; meanwhile, the public fails to recognize that the vast majority of student athletes are not only fine students as well as athletes but also wonderful, exemplary representatives of BYU. I am very pleased to report the serious attention given and outstanding progress made by athletic director Tom Holmoe and his associates and coaches in making our realities in intercollegiate athletics congruent with our expectations.

You might easily join with me in identifying other examples, but our clear intent is to behave both publicly and privately in complete accord with our public statements about our standards of conduct.

As we complete this year’s cycle of campus strategic resource planning, I want to thank again the deans and directors who shared thoughtful and well-prepared presentations with the President’s Council, and I thank each of you who seek to use the sacred resources (importantly including your own time, talents, and other blessings) for the blessing of our students.

During resource planning this year, the story was told of a veteran faculty member orienting a new faculty member. Said the veteran faculty member, “Focus on FTE, space, and budget—nothing else matters.” I’d like to agree with that statement—and to disagree! It is true that our trustees generously provision BYU and that they, therefore, ask that we do not add FTE, space, or budget without their approval. This is why I, as does the board, constantly ask, “When you propose to add something new, what is it you propose to drop?”

We understand that our board must measure new BYU proposals in terms of how many temples, meetinghouses, and missions that same money might provide somewhere around the world. This is why we must each continue to be careful and thoughtful
whenever we propose new buildings, new programs, or new activities.

You have heard me say before that I have been more concerned about our “soft” infrastructure than about our “hard” infrastructure or physical plant. I initially made such comments for two reasons.

First, I believed—and continue to believe—that BYU has one of the finest campuses at any university anywhere.

Second, while some university presidents may want to be most remembered for the buildings that were built on their watch, I want to do what I can in my turn at the helm to help us become the best we can be in terms of our academic and spiritual standards and not just our buildings and monuments.

Having said this, we will continue to work very hard in upgrading this beautiful campus. Just two weeks ago we rededicated the George H. Brimhall Building after an extensive remodeling project. Next month we believe that President Gordon B. Hinckley will be on campus to dedicate the magnificent new Joseph F. Smith Building. Recently the board of trustees appropriated millions of dollars to do a complete remodeling and expansion of the Jesse Knight Building. Other projects are in various states of planning and dreaming and will continue. But it is not in the buildings that we find a great university. It is what is in the hearts and minds and efforts of a superb student body, a wonderfully talented faculty, and a most able and dedicated staff that ultimately determines what we will really become.

That is precisely why in leadership meetings over the last year or more we have asked these questions:

- Who are and who should be the future students who will come to BYU? What will and should happen to them while they are here? How do we best optimize their experience in the context of what BYU is and should become?

- Who are the new faculty that need to come to BYU if we are to reach the higher ground to which we aspire? How do we identify them, recruit them, train them, support them, and empower them when they come? How do we help the current faculty, as good as they are, reach even higher to become their best selves? How does each one of us better fulfill our individual responsibilities to further the mission of BYU and assist our students in reaching their potential?

- What physical resources do we really need to accomplish our special mission? How do we clearly differentiate these needs from our wants and wishes? How do we prioritize among the many good things we might or even should do? How do we place our requests for support in the proper context of the Church’s resources and worldwide ecclesiastical responsibilities?

- By what standards should BYU be measured? I have mentioned accreditation, and I hope you believe the case we have made as to its importance to us. Other standards or measures, of equal or even greater importance, are those that I think of as internal—meaning that we impose them ourselves because it is the right thing to do even if not recognized or appreciated by others. Which of these standards and measures are really the most important? How do we deal with those that are intangible as well as tangible?

In addition to these questions of a general nature are corollaries or subset issues that are best wrestled within small groups, departments, and committees. I will focus on a few. This list is not inclusive, and all of these matters cannot receive the same level of attention—nor probably should they. As I give a few examples, I hope you will think of others and find a way
to share them with us and with each other across the campus.

1. What do we need to do with respect to simplification in courses, curriculum, and requirements?
2. How can we achieve necessary improvements in student advisement?
3. Can we appropriately do more to shorten the time to graduation?
4. What should be our next steps in distance learning?
5. How can we best integrate new technologies into our teaching and learning?
6. What will be the emerging and future relationships between BYU and the Church? Examples might include: BYU and the BYU Salt Lake Center in downtown Salt Lake City, BYU Broadcasting, the joint Church–BYU Data Center on our campus, and future synergies with various Church departments.
7. What will be the future BYU housing?
8. What will be the new or replacement buildings built on campus in the years ahead?

As is obvious, we cannot do it all—or at least all at once. Therefore an honorable question is “How do we choose?” We will need to continue to refine our priorities and also understand our possibilities better. Some matters that will need to receive proximate, intense attention will be those that affect the rest of what we must do. Others will be things that might not rise to an urgency on their own merits entirely but, because of unique opportunities that occur, might be pursued since they are not competitive with higher priorities and involve resources that are not transferable to other areas or initiatives.

Let me conclude with some advice having a scriptural basis that I believe applies to all of us.

First, we need to know what is urgent and must be pursued now and be able to contrast these things with those that are best left to wait. The Lord said, “I will hasten my work in its time” (D&C 88:73). But He also said, “All things must come to pass in their time” (D&C 64:32). Through the principles and processes of study, prayer, and obtaining necessary counsel, we need to determine which is which.

Second, we need to deal with what we do in terms of our real capacities. King Benjamin advised, “And see that all these things are done in wisdom and order; for it is not requisite that a man should run faster than he has strength” (Mosiah 4:27). Likewise, Joseph Smith was told in the very pressing days of trying to complete the translation of the Book of Mormon, “Do not run faster or labor more than you have strength and means” (D&C 10:4). The “wisdom-and-order” and “strength-and-means” tests need to be applied to all of our undertakings.

Third, we need to have the faith and capacity to move forward with the knowledge that when we are doing the right things in the right way, even when we face difficulties and challenges, we can expect and rely on blessings from heaven. The instruction given during the dark days in Missouri still applies in the relative light and ease of our days in Provo:

Ye cannot behold with your natural eyes, for the present time, the design of your God concerning those things which shall come hereafter, and the glory which shall follow after much tribulation. For after much tribulation come the blessings. [D&C 58:3–4]

What a great place to be, and what a wonderful time to be here! Thanks go to each of you for your significant contributions and efforts that make this so. May heaven help us understand our rightful places in this tremendous work, I pray in the name of Jesus Christ, amen.
Thursday – Stewardship at BYU

IT IS REQUIRED OF THE LORD, AT THE HAND OF EVERY STEWARD, TO RENDER AN ACCOUNT OF HIS STEWARDSHIP, BOTH IN TIME AND IN ETERNITY. (D&C 72:3)
THURSDAY, MAY 5

Stewardship at BYU

Preparing for the third-year review

IT IS REQUIRED OF THE LORD, AT THE HAND OF EVERY STEWARD, TO RENDER AN ACCOUNT OF HIS STEWARDSHIP, BOTH IN TIME AND IN ETERNITY.  (D&C 72:3)

Accountability makes the blessing of stewardship possible. As wise stewards, what does it mean to care for the stewardship with which we have been entrusted? In what ways can we demonstrate our faithful service in teaching, scholarship, and citizenship?

Agenda

9:00 am  George Handley — Welcome / Scripture / Ask for comments on reading for today: Cecil Samuelson, The BYU Way (3228 WSC)
9:15 am  Plenary: AAVP Faculty Development: Laura Bridgewater, “The Rank & Status Process”
10:15 am  Announcements/Dismissal to college/department sessions
10:20 am  BREAK
10:30 am  College/Dept sessions: Rank & Status Expectations

Preparation for Friday

Read  The university conference address, A Consecrated Faculty, by former AVP Brent Webb (in this binder). You can also read or listen to this address here: https://speeches.byu.edu/talks/brent-w-webb/consecrated-faculty/
Review  the AIMS of a BYU Education.
Plan  to refine your Faculty Development Plan based on today’s discussions.


Covey, Stephen R. The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change. New York: Simon and Schuster, 1989. [Book or tapes available at the Faculty Center.]


Sample BYU faculty development plans. [https://facultycenter.byu.edu/new-faculty-series]


Unless otherwise noted, most supplementary resources are available at the Faculty Center.
Today's sessions are organized by college (10:30 – 12 noon). You can find your room assignment below. Lunch will be delivered to your room about 11am. You may leave when you are done with your session.

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<td>Tina Taylor, Shawn Nissen, Kendra Hall-Kenyon, Royce Kimmons, Paul Caldarella, Julie Schow, Katy Cabbage</td>
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<tr>
<td>Engineering &amp; Technology</td>
<td>Tim McLain, Mike Miles (college RS chair)</td>
<td>1050 WSC</td>
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<td>Family Home &amp; Social Sciences</td>
<td>Mikaela Dufur</td>
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<td>Fine Arts &amp; Communications</td>
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<td>Corry Cropper &amp; Scott Miller</td>
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<td>Bret Lyman, Peggy Anderson, Jane Lassetter</td>
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Dr. Laura C. Bridgewater became Associate Academic Vice President for Faculty Development in August of 2018. She had previously served as an Associate Dean in the College of Life Sciences and as Chair of the Department of Microbiology and Molecular Biology. She has served with distinction on a number of university and college committees.

Dr. Bridgewater is a devoted teacher who has taught thousands of molecular biology students over the years and mentored nearly 200 in her research lab. Her research has focused on the regulation of genes that drive cartilage development and impact osteoarthritis. She has also conducted research on the effect of stress on the gut microbiota and the way the gut microbiota contributes to metabolic health disorders.

Dr. Bridgewater received her bachelor’s degree in microbiology from BYU and her Ph.D. in genetics from George Washington University. She performed a postdoc at the M.D. Anderson Cancer Center and has been on the faculty at BYU since 1999.
I begin today by paying tribute to President Cecil O. Samuelson and his wife, Sister Sharon G. Samuelson. The Samuelsons were asked by President Gordon B. Hinckley to lead the university for what they expected would be five to seven years, and they were here for eleven. President and Sister Samuelson had longtime and deep personal, family, and professional ties to the University of Utah. Yet because of their profound faith, when the call came to serve here, they turned immediately from red to blue, inside and out. Their loyalty to BYU went much deeper than duty.

President Samuelson has been a remarkable leader: insightful and incisive, with the wisdom and experience of a seasoned administrator in a variety of settings. He was unapologetic about his high academic standards. Despite his driven interest in the institution of BYU, he quietly made himself available to individuals who sought his listening ear and counsel. He was guided by an absolute commitment to do what was right, not what was popular. He had the ability to capitalize on the strengths of those around him, despite being acutely aware of their weaknesses.

The university was everything in the Samuelsons’ lives from early morning to late night, seven days a week, and in my interactions with them I never once heard them complain. While he would never want it to be said this way because he has no need for acclaim, President Samuelson has left an indelible mark on the university. Programs are stronger, processes are improved, and resources are more carefully administered. For the Samuelsons’ service we can be deeply grateful.

President Samuelson leaves a stronger university in the hands of our new president, Kevin J Worthen. President Worthen brings a long history with and deep love for BYU to his new assignment. He is well prepared to assume this responsibility. He is an academic who is distinguished in his own career in the J. Reuben Clark Law School, and he is fiercely committed to the Church, which sponsors BYU, and to the BYU Board of Trustees, whose support and direction are a vital part of BYU and our mission.

President Worthen has already shown himself to be accessible, student oriented, an authentic listener, and a willing and ready learner, and he enjoys a good laugh. He is

Brent W. Webb was academic vice president when this address was delivered at the BYU annual university conference faculty session on 26 August 2014.

A Consecrated Faculty

BRENT W. WEBB
collegial and congenial, and while he is a quick study, he is also deliberative and collaborative in his decision making. By his side is his wife, Peggy, who, by President Worthen’s own admission, is a primary motivating and inspiring force behind his leadership. I welcome President Worthen by saying what the board already knows: They and we can be confident that firm, capable, and experienced hands are at the helm of Brigham Young University.

From the very establishment of the Church of Jesus Christ in this dispensation, the education of the Latter-day Saints has been a prophetic priority. For 180 years Church presidents have spoken emphatically regarding the centrality of education in our doctrine. The eternal implications of learning in this life were defined by revelation in Doctrine and Covenants 130:18: “Whatever principle of intelligence we attain unto in this life, it will rise with us in the resurrection.”

Let me share a sampling of statements from past presidents. President Brigham Young, who had little formal education, counseled, “Learn everything that the children of men know, and be prepared for the most refined society upon the face of the earth” (JD 16:77).

President John Taylor declared:

We ought to foster education and intelligence of every kind; cultivate literary tastes; and men of literary and scientific talent should improve that talent and all should magnify the gifts which God has given unto them... But with all our getting, we want to get understanding, and that understanding which flows from God. [JD 20:48]

From President Lorenzo Snow:

We ought to understand that we have espoused a system of religion that is calculated in its nature to increase within us wisdom and knowledge... The whole idea of Mormonism is improvement — mentally, physically, morally, and spiritually. No half-way education suffices for the Latter-day Saint. [The Teachings of Lorenzo Snow: Fifth President of The Church of Jesus Christ of Latter-day Saints, ed. Clyde J. Williams (Salt Lake City: Bookcraft, 1996), 26–27]

President Joseph Fielding Smith, an extraordinary scholar in his own right, counseled:

Speaking from an eternal viewpoint, we hope to continue learning until we become like the Lord and know all things and have eternal life in his kingdom. But even here and now, in this life, there are few things as important as proper education. [“Educating for a Golden Era of Continuing Righteousness,” BYU campus education week address, 8 June 1971, 1]

And, more recently, from President Gordon B. Hinckley:

We live in a world where knowledge is developing at an ever-accelerating rate. Drink deeply from this ever-springing well of wisdom and human experience. If you should stop now, you will only stunt your intellectual and spiritual growth. Keep everlastingly at it. [TGBH, 171; quoting “A Three-Point Challenge,” BYU commencement address, 27 April 1995]

Finally, perhaps President Spencer W. Kimball described the importance of education to the Latter-day Saints most succinctly when he delivered to the BYU community on the 100-year anniversary of the university what has come to be known as the “Second Century” address: “We understand, as few people do, that education is a part of being about our Father’s business” (“The Second Century of Brigham Young University,” BYU devotional address, 10 October 1975; see also excerpted text in “Climbing the Hills Just Ahead: Three Addresses,” in John W. Welch

In addition to these statements, our history as a Church shows a continual emphasis on providing opportunities for education in policy and process, often in the face of great challenge. Just two years into the history of the fledgling Church of Jesus Christ of Latter-day Saints, the Lord directed the establishment of the School of the Prophets. The curriculum for the school included such diversity as astronomy, geology, archaeology, physics, chemistry, biology, history, prophecy, current events, foreign affairs, international relations, geography, and other areas. In 1834, under the direction of the Prophet Joseph Smith, a school for the education of young men and women was established in Kirtland, Ohio. Then, shortly after some of the Church members moved to Independence, Missouri, a frontier school was established. Parley P. Pratt was called to administer the school, which convened once a week in the open air. After being driven from Independence in 1833, the Saints established new headquarters in Far West. The official history of Caldwell County notes, “There were many teachers among them and schoolhouses were among their first buildings” (*HC* 3:XLIII, note; quoting *History of Caldwell and Livingston Counties, Missouri* [St. Louis: National Historical Company, 1886], 121).

When the Saints reached Illinois, not only was primary education a continuing priority for Church leadership, but a vision for higher education also emerged. In 1840 Joseph Smith petitioned the Illinois legislature not only for a charter for the new city of Nauvoo but for a university charter as well. Requests for both charters were granted. The legislative act stipulated:

*Sec. 24. The City Council may establish and organize an institution of learning within the limits of the city, for the teaching of the Arts, Sciences, and Learned Professions, to be called the “University of the City of Nauvoo,” which institution . . . shall have all the powers and privileges for the advancement of the cause of education which appertain to the Trustees of any other College or University of this State.* (*HC* 4:243–44; quoting *The City Charter: Laws, Ordinances, and Acts of the City Council of the City of Nauvoo* (Nauvoo, Illinois: City Council of Nauvoo, 1842), 7; see also Ernest L. Wilkinson and W. Cleon Skousen, *Brigham Young University: A School of Destiny* (Provo: BYU Press, 1976), 12)

The University of the City of Nauvoo was “the first municipal university in America” (Milton Lynn Bennion, *Mormonism and Education* [Salt Lake City: Department of Education of The Church of Jesus Christ of Latter-day Saints, 1939], 22; see also *School of Destiny*, 12). It seems quite ambitious to be concerned with university education when the community was still draining swampland to make way for homes and farms.

After settling in the Rocky Mountains, the pioneers continued their emphasis on education. In October 1847, barely three months after the arrival of the first party of pioneers in the Salt Lake Valley, the first school was opened. Within two years there would be schools in most of the Mormon settlements in the West. Buildings to accommodate these schools were the first public structures to be erected in each settlement and were often built in a community effort before pioneers had completed the construction of their own homes. It was not uncommon for instruction to begin before the schoolhouse was constructed.

On February 28, 1850, following the Nauvoo pattern, the territorial legislature authorized the establishment of the University of the State of Deseret. This was the first public university west of the Mississippi. It would eventually become the University of Utah, which ultimately achieved its stature as a state institution independent of the Church. The need for a school that would be free to
integrate principles of the restored gospel with traditional dimensions of learning led to the establishment of Brigham Young Academy in 1875 under Karl G. Maeser’s leadership. The Academy’s successor, Brigham Young University, was officially born in 1903. The history of hardship and heaven’s hand in the early years of the Academy and subsequently Brigham Young University has been discussed in past annual university conferences.

It is abundantly clear from this brief history that education has been crucial in the hearts and minds of Church leaders and members and that it was pursued against great odds. Prophet leaders concerned themselves personally with integrating learning into the lives of Church members. In the early days of the restored Church, the establishment of education required faculty of devotion and commitment. Elder Parley P. Pratt—the apostle and appointed administrator of the frontier school in Independence, Missouri, that I mentioned earlier—recorded that he walked six miles to the open-air school, often barefoot, to teach there (see PPP, chapter 13; see also School of Destiny, 11). In March 1851, George A. Smith, a member of the Quorum of Twelve Apostles, was dispatched by President Brigham Young from Salt Lake City to the new Utah territory cities of Parowan and Cedar City to help establish schools. Elder Smith described the primitive learning environment in his diary:

Monday, March 3rd, 1851. My wicky-up is a very important establishment, composed of brush, a few slabs, and 3 wagons. A fire in the center and a lot of milking stools, benches and logs placed around, two of which are fashioned with buffalo robes. It answers for various purposes, kitchen, school-house, dining room, meeting house, council house, sitting room, reading room, store room. To see my school some of the cold nights in February, scholars standing round my huge camp fire, the wind broken off by the brush and the whole canopy of heaven for covering. Thermometer standing at 7°, one side roasting while the other freezing requiring a continual turning to keep as near as possible an equilibrium of temperature. I would stand with my grammar book, the only one in school, would give out a sentence at a time and pass it around. Notwithstanding these circumstances, I never saw a grammar class learn faster for the time. [Quoted in John Clifton Moffitt, The History of Public Education in Utah (Salt Lake City: Deseret News Press, 1946), 20; also quoted in School of Destiny, 15]

The faculty of Brigham Young Academy often worked only for the garden produce their pupils’ families could contribute as tuition. Shortly after the year 1900, during the administration of President George H. Brimhall at the Academy, teachers were paid only one-third of their salaries in cash, with the balance paid in scrip. The scrip was used as trade currency, was often discounted relative to cash at local stores, and was without value outside of Utah Valley.

Faculty compensation in the early years of Brigham Young University was a perennial problem. This was particularly acute in the depression years. In 1929, during the administration of President Franklin S. Harris, BYU boasted a complement of eighty-five faculty members. That number grew to 115 by 1934, despite the lowest Church budget appropriation to BYU in a decade. The growth in faculty was possible in part because the faculty accepted a 10 percent pay cut in 1932. In a letter to the Church commissioner of education, President Harris wrote:

While everyone, of course, regrets that conditions make retrenchment necessary, they voted one hundred per cent to cooperate with the Church Board in the matter. I was really delighted with the spirit of the faculty in which they recognized the problems that confront the authorities of the Church in these days of financial depression. [Letter from Franklin S. Harris to Joseph F. Merrill, 7 March 1932; quoted in School of Destiny, 290]
The next year, 1933, with a further deteriorating economy, President Harris announced to the faculty an additional one-eighth salary cut and advised them that compensation in coming years would be provisional, without a specific commitment as to salary (see School of Destiny, 290). It might also be interesting to note that the total Church appropriation to BYU in 1939 during President Harris’s tenure was $320,000—the equivalent today, $5.49 million, is significantly less than the current total operating budget for most of our academic colleges.

The Lord’s emphasis on education has been strong and sustained. The dedication of this founding faculty to BYU early in the university’s history is humbling. We are the beneficiaries of the toil of early colleagues who built BYU at considerable personal sacrifice. Indeed, the faculty were consecrated. They were united in their devotion to the special purpose of BYU, willingly offering their time and talents in this cause.

Now, here, with some 1,500 faculty, 10 million square feet of well-maintained academic and support space, a beautifully groomed campus, superb computer facilities, a world-class library, and well-prepared students, we are no longer living on donated turnips and warming ourselves in ill-equipped, borrowed buildings. Although we are far more richly and stably resourced today, there is no less need for a consecrated faculty at BYU. Consecration is about making our offering sacred.

In his short time in office, President Worthen has already made it an emphasis to remind us of the mission of BYU, which “is to assist individuals in their quest for perfection and eternal life” (The Mission of Brigham Young University and The Aims of a BYU Education [Provo: BYU, 2014], 1).

The Aims of a BYU Education are to provide an educational experience that is “(1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service” (Mission and Aims, 5). We have heard it said on many occasions that there is no reason for a Church-sponsored BYU if our objective is only to be a very fine university. Said President Kimball:

*For while you will do many things in the programs of this university that are done elsewhere, these same things can and must be done better here than others do them. You will also do some special things here that are left undone by other institutions.*

[“Second Century”; see also excerpted text in Educating Zion, 64]

There can be little question that the board of trustees expects us to do the traditional work of university business more effectually than it is done elsewhere. But we are asked to do more. President David O. McKay taught the BYU community nearly eighty years ago:

*Brigham Young University is primarily a religious institution. It was established for the sole purpose of associating with facts of science, art, literature, and philosophy the truths of the Gospel of Jesus Christ. . . . Such teaching is given effectively not necessarily in a formal theology class, but in literature, art, geology, biology, and other classes.*

[“The Church University,” Messenger 11, no. 10 (October 1937): 3, 4; see also Educating Zion, 10, 12; see also Ernest L. Wilkinson, ed., Brigham Young University: The First One Hundred Years, 4 vols. (Provo: BYU Press, 1975–76), 4:185]

I readily acknowledge that what we are attempting here is difficult. We are asked to do much more than what we might be asked to undertake in a faculty appointment elsewhere. This task includes not just world-class teaching and world-changing research. We are asked to change lives. This is precisely why each BYU faculty member is selected for hire because of the foundation of superb research training and
extraordinary preparation to teach the discipline and, beyond that, a distinctive credential that qualifies him or her to fulfill BYU’s imposing mission. Because of the unique nature of this university and the faculty who make it so, it might be said that every gathering of students on this campus is both a class and a congregation in which faculty sensitively and appropriately respond to the charge to weave together the sacred and the secular. Brigham Young University’s mission cannot be achieved and the university cannot reach its prophetic destiny without a consecrated faculty. That we hold such an individual and collective vision is central to BYU’s very existence. Again, from President Kimball:

*Your double heritage and dual concerns with the secular and the spiritual require you to be “bilingual.” As scholars you must speak with authority and excellence to your professional colleagues in the language of scholarship, and you must also be literate in the language of spiritual things. We must be more bilingual, in that sense, to fulfill our promise in the second century of BYU.* [“Second Century”; see also excerpted text in *Educating Zion*, 64]

I would like to note that President Kimball referred to fulfilling our “promise” rather than our “potential” or our “possibilities.”

The university’s mission guides all that we are about here: faculty hiring, retention, and promotion; faculty development; annual stewardship evaluations and compensation decisions; curriculum development; teaching in the classroom, laboratory, studio, field, and clinic; assessment of learning; scholar and creative work; and more. Some of those critical university functions are evaluative in nature. A spirit of consecration doesn’t make those often-difficult tasks less personal or less painful, but it does make the decisions more principled.

The beautiful and mature BYU garden from which we are now harvesting fruit was planted by consecrated faculty of the past. The faculty of today and the future will cultivate that garden and see it flourish. For such devoted faculty, work at the university is a natural part of their lives and mirrors their service at home and in the Church. Whereas the lives of academics elsewhere are often one-dimensional, with attention given only to activities that will advance their careers, I find it remarkable that faculty in this gathering freely give of their time in Church service wherever they are called.

Examples abound. You are likely seated in this meeting next to a PhD-prepared nursery leader, Relief Society teacher, or Scoutmaster.

Jan Scharman, student life vice president and faculty member in Counseling and Psychological Services, just completed a term as Young Women president in her ward.

Scott Holden of the School of Music was educated at Julliard and the Manhattan School of Music, has performed domestically and abroad, and has mentored students who have won national and international performance competitions. Early in his BYU career he served as the Primary pianist in his ward.

These examples are representative of all of you whose lives of seamlessly blended service across home, work, and Church make this faculty extraordinary. Where else but at BYU would such dedication be encountered among such distinguished academics? This is, in part, why the board of trustees cares as much about who you are as they do about what you know. The lessons students learn in observing the priorities in the lives of their faculty mentors are among the most lasting that they will take with them from this campus.

A united embrace of our mission elevates our aspirations and goals. We unashamedly celebrate the individual accomplishments of our colleagues in their disciplines. However, as I mentioned in my remarks in this setting last year, our distinguished colleagues here understand that humility is central to all learning and that it underpins the commitment of this institution to the collective good. In his address
at the inauguration of President Dallin H. Oaks, Elder Neal A. Maxwell reminded us of the real motivation for our work at the university: “Brigham Young University seeks to improve and ‘sanctify’ itself for the sake of others—not for the praise of the world, but to serve the world better” (Neal A. Maxwell, “Greetings to the President,” Addresses Delivered at the Inauguration of Dallin Harris Oaks [Provo: Brigham Young University Press, 1971], 1; quoted in Kimball, “Second Century”).

Those many among us who merit attention and acclaim for their distinguished academic records have no need to seek it. And frankly, those who don’t seek it are so much more pleasant to work with. I am grateful that at BYU we have the professional and spiritual maturity to revel in the successes of the students, our colleagues, and the university.

Your dedicated vision of BYU’s purpose causes you to serve beyond your own careers and beyond what the university can provide to you in advancement of your own professional agenda. In a talk to the BYU community entitled “Education for Eternity,” President Spencer W. Kimball noted, “This university is not the place for mercenaries” (pre-school address to BYU faculty and staff, 12 September 1967; see also excerpted text in Educating Zion, 50).

Yes, we are ambitious, but appropriately so, both individually and institutionally. The employment “package” for faculty at a university may include expectations and provisions: expectations for teaching, curriculum development, scholarship, committee work and more, as well as provisions for salary, travel support, assistants, laboratory or studio space, necessary supplies, and such. At BYU that package also includes the obligation and opportunity for the kind of special student interaction that is the personality of BYU.

The focus on students’ welfare and progress is at the very core of this consecrated faculty. The 2014 Gallup-Purdue Index Report includes the results of a survey of more than 30,000 college graduates across the United States. The study was designed to identify elements of college experience that yield long-term success for graduates. Survey questions sought to gauge graduates’ well-being in five areas:

- Purpose well-being
- Social well-being
- Financial well-being
- Community well-being
- Physical well-being

Graduates’ well-being in these areas was rated on a spectrum from “thriving” to “suffering.” The study revealed that—indepedent of the type or size or admission selectivity of the college or university attended—graduates were twice as likely to thrive in all areas of well-being if they felt their college prepared them well for life outside of it. Similarly, the odds of graduates thriving in all areas nearly double when the students agree that their college was passionate about their long-term success.

It should be troubling to American higher education that only 3 percent of college graduates across the United States were found to be thriving in all areas of well-being, down from 26 percent in the decade of the 1960s. In a truly stunning finding, the survey found that graduates who in their college studies (1) “had a professor who cared about them as a person,” (2) had a professor who “made them excited about learning,” and (3) had a mentor who “encouraged them to pursue their dreams” were more than twice as likely to be engaged at work and were nearly three times as likely to be thriving as those who didn’t feel supported in these three specific ways. Among all survey respondents, nearly two-thirds (63 percent) had a professor who excited them about learning while only one-quarter (27 percent) felt their professors cared about them, and only one-fifth (22 percent) had a mentor who encouraged them to pursue goals. How many graduates experienced all three?
Only one in seven (14 percent). These data are sobering. (See Great Jobs, Great Lives: The 2014 Gallup-Purdue Index Report, gallup.com/strategicconsulting/168791/gallup-purdue-index-inaugural-national-report.aspx.) The study illustrates how far-reaching our potential impact is on students, both in and out of the classroom. This kind of interaction is and should be natural to us at BYU. In his 1975 address, President Kimball stated, “Education on this campus deliberately and persistently concerns itself with ‘education for eternity’” (“Second Century”; see also excerpted text in Educating Zion, 64). Educating for eternity is timely counsel to us in a day when American universities seem to be struggling even to educate for time only. I suspect that all of us are here today in large part because of a professor who took an interest in and inspired, encouraged, and mentored us. Examples of such mentoring are found in every department and program across this campus. Surely we are doing better than our national peer institutions, and as we begin a new academic year, perhaps we can do better than we are doing now.

Our faculty sees the potential in students and cultivates it. Two relatively recent faculty hires in the School of Accountancy, Bill Tayler and Steve Smith, have facilitated the formation of a student club in the school. This year a student team from the club participated in the National Case Competition of the Institute of Management Accountants (IMA). That the student group did well in the competition is not surprising; the university regularly sees success among our students in these competitions. The circumstances surrounding their success are what make this particular case extraordinary.

The IMA selected the BYU student team as the winner of this year’s competition without the team personally appearing in the final presentation round. Because the BYU team told the IMA before the competition that they would not participate in the final round, as it was scheduled for a Sunday, the organization invited the team instead to record their final presentation in front of a live audience and submit their presentation on a DVD for judging. The recording was shown during the final round while all other student presentations were live. At the awards luncheon the IMA announced that BYU had won the competition, although there was no one from the team to accept the award because the awards ceremony was held on Sunday.

There are three dimensions of this singular experience that are remarkable. First, and perhaps most obvious, we have extraordinary students who rise to the top in any comparative setting. Second, this illustrates the impact of interested and unselfish faculty providing extra-mile mentoring to students. And third, when our programs and their products are superb, we are taken seriously and accommodated by external entities that are respectful of our unique positions. Indeed, when we are superb, the decisions of such professional entities are themselves questioned if we are excluded.

The university’s signature emphasis on student mentoring was perhaps foreseen, as evidenced by a statement by President Kimball:

We can do much in excellence and, at the same time, emphasize the large-scale participation of our students. . . . We can bless many and give many experience while, at the same time, we are developing the few select souls who can take us to new heights of attainment. (“Second Century”; see also excerpted text in Educating Zion, 73)

The consecrated faculty at BYU are content, but they are never satisfied. We are generously resourced, and I often hear you express gratitude for those resources. But BYU faculty are, after all, humans as well as academics and could always consume more resources—more space, more funding, more travel, etc. When I say BYU faculty are “content but never
satisfied,“ I mean to observe that in the quest for excellence you refuse to be limited by limitations in resources. As an undergraduate student at BYU in the years 1952 to 1954, David Dalton, emeritus professor of viola in the School of Music, took classes in the Knight Mangum Hall—which was called the Social Hall at the time. Music students and faculty struggled with inadequate facilities in that era but made do through determination and dedication. Student practice rooms were not available, so students were left to their own initiative and ingenuity for private practice. From Professor Dalton’s own description, I quote:

Of the various options available, nothing seemed adequate for enterprising music students who were keenly aware of the hours needed to hone one’s craft in private. One day, while hoping to find a space—any space—to try and perfect solo Bach or my concertmaster solos on the violin, I espied a possibility that I was convinced had never been thought of before: the small, yes, intimate janitor’s closet in a narrow hallway.

First, I sleuthed it out regarding frequency of use. Typically it was used early morning, midday, and late afternoon. Second, I took measurements with the eye of the interior. Here might be a problem. I didn’t dare rearrange brooms and mops or remove buckets and cleaning solvents. All must be left as I found it.

Ready for the final test, I took my violin inside and started playing. If I used a full bow, I came dangerously close to ramming the tip into the wall or plunging the frog into a mop. What to do? I surveyed and discovered that the room wasn’t square but slightly rectangular. If I repositioned myself 90 degrees, everything worked! Barely. [Private communication with David Dalton]

As a result of Professor Dalton’s undergraduate study, he qualified for entrance to the Eastman School of Music with the world’s foremost violist, William Primrose. Professor Dalton returned to join the BYU School of Music faculty in 1963, and over the course of a nearly four-decade career, his artistry and research led him to receive in 2014 the prestigious International Viola Society’s Golden Clef Award, which the society has awarded only one other time in its history. Whatever resource constraints we have or think we have, history would suggest we have no basis for complaint. While real needs exist on campus, in terms of influence on students, a single faculty member far outweighs beautifully appointed buildings or state-of-the-art equipment. With the level of support we enjoy, our accomplishment is limited only by our vision and our effort.

A consecrated faculty is committed to excellence and is passionate about learning—both their own learning through their scholarly pursuits and that of their students in all the various settings in which students are engaged. Such a faculty will never be satisfied with mediocrity or limited influence. Thirty-nine years ago President Kimball invited us to lengthen our stride and quicken our step (see “Second Century”; see also excerpted text in Educating Zion, 74). He further declared, “While the discovery of new knowledge must increase, there must always be a heavy and primary emphasis on transmitting knowledge—on the quality of teaching at BYU” (“Second Century”; see also excerpted text in Educating Zion, 68).

Our theology seeks perfection. Isn’t that a sobering thought in the context of our university assignment? We must actively aspire to teaching that delivers instructional material effectively, stretches students, encourages critical thinking, and evaluates and adjusts its material and methods regularly as warranted. Another second-century charge, perhaps more relevant today than ever before, sets the standard for our teaching: “We must be certain that the lessons are not only taught but are also absorbed and learned” (Kimball, “Second Century”; see also excerpted text in Educating Zion, 68).
President Kimball continued:

We do not want BYU ever to become an educational factory. It must concern itself with not only the dispensing of facts but with the preparation of its students to take their place in society as thinking, thoughtful, and sensitive individuals who . . . come here dedicated to love of God, pursuit of truth, and service to mankind. [“Second Century”; see also excerpted text in Educating Zion, 69]

We must pursue scholarship of enduring value, appearing in the finest venues and attracting the respected attention of our peers in the field. In that effort we are promised a competitive edge: that a faithful faculty will have access to heaven’s help. Again, from President Kimball:

We expect the natural unfolding of knowledge to occur as a result of scholarship, but there will always be that added dimension that the Lord can provide when we are qualified to receive and he chooses to speak. [“Second Century”; see also excerpted text in Educating Zion, 71]

These are lofty aspirations for excellence, which, unfortunately, can be lost in the grind of grading papers and revising rejected manuscripts. We are doing well and improving on all fronts. I hope this reminder of the prophetic vision for BYU will inspire us in our day-to-day work. Consecration means work—hard work, long work, often repetitive work, and work that is variously frustrating and fruitful. As we fully understand the noble cause in which we are engaged, it will surely be satisfying. Our past BYU president Ernest L. Wilkinson said, “Dreams and prophetic utterances are not self-executing. They are fulfilled only by righteous and devoted people making the prophecies come true” (School of Destiny, 876; quoted in Kimball, “Second Century”; see also excerpted text in Educating Zion, 74).

In offering these observations on the character and activity of consecrated faculty, I am careful not to suggest an institutional change in emphasis on any aspect of our faculty stewardship. The learning of our students and our own learning are coupled. The special spiritual nature of BYU is not an excuse for mediocrity in teaching or research. I am urging that our efforts in rigorous disciplinary instruction and high-quality scholarly work be celebrated and elevated as a model for President Joseph Fielding Smith’s declaration that “knowledge comes both by reason and by revelation” (“Educating for a Golden Era,” 2; quoted in Kimball, “Second Century”; see also excerpted text in Educating Zion, 71).

Admittedly, there are a finite number of hours in a faculty member’s workday (usually ten or twelve), and our activities must be approached with a careful balance to ensure that no aspect of university responsibility is neglected. With appropriate management facilitated by heaven’s help, all areas of faculty stewardship will be cooperative rather than competitive, with complementary outcomes. Hundreds of you are demonstrating this to be so.

I conclude today with my hope for a tremendously successful year and with the prayer that the spirit of consecration will propel us to even greater effectiveness in all dimensions of our sacred stewardship at the university, for one cannot speak of consecration without also speaking of stewardship. In the coming year may we pursue excellence with energy and with confidence of success, involving and shaping students in the full BYU endeavor defined in our mission.

“Shall we not go on in so great a cause?” (D&C 128:22). Indeed, we shall go on in this great cause, magnified by the fruit of consecrated service that lifts us far beyond our own abilities and extends our humble influence to that envisioned by those who have foreseen the destiny of Brigham Young University.
Friday – The Scholar-Disciple at BYU
What is the function of the Spirit in teaching and learning secular matters? How does our understanding and testimony of the gospel inform our scholarship? Our answers to these questions give life to the mission of BYU.

**Agenda**

9:00 am  Craig Hart — Welcome / Scripture / Comments on reading for today: Brent Webb, A Consecrated Faculty (3228 WSC)

9:15 am  Plenary: Your Journey to BYU: What’s next?

10:10 am  BREAK

10:20 am  Discussions: Combining Religious Faith and Academic Excellence (Breakout room assignments can be found in Morning Notes.)

11:50 am  BREAK

12 noon  Lunch & Ice Cream Bar with mentors (3224 WSC)

1:00 pm  Closing remarks: AVP Shane Reese

1:15 pm  Closing Prayer

**Preparation for Project Proposal Submissions**

Plan  to complete the checklist items from the Spring Checklist [Tab 9] by August 15, 2022, including attendance at an Effective Teaching workshop in the summer. Dates for these seminars can be found in Tab 9 of your binder.

Submit  the completed Spring checklist and your three NFS project proposals in electronic format to nfseries@byu.edu by August 15, 2022.

Boyer, Ernest. "In Search of Community." Address given at the 48th Annual ASCD convention.

Hafen, Bruce C. "All Those Books and the Spirit Too!" Address given at the Annual University Conference, Brigham Young University, August 1991, pp. 1-7.


Kirkham, Kate. ""We, Being Many, Are One." Brigham Young University Devotional Address given April 12, 1994.

Lee, Rex E. "What We Are and What We Can Become: A President's Perspective." Address given at the Annual University Conference, Brigham Young University, August 1993, pp. 12-20.

Maxwell, Neal A. "Out of the Best Faculty." Address given at the Annual University Conference. Brigham Young University, August 1993. 34-38.


Today's Scholar-Disciple sessions are organized by college (10:20 – 11:50am). You can find your room assignment below.

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<td>Larry Howell &amp; Rick Gill</td>
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<td>Physical &amp; Mathematical Sciences</td>
<td>William Christensen &amp; Gus Hart</td>
<td>3223 WSC</td>
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<tr>
<td>Fine Arts &amp; Communications</td>
<td>Claudine Bigelow &amp; Jeff Parkin</td>
<td>5520 WSC</td>
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<td>Humanities</td>
<td>Rex Nielson &amp; Mary Eyring</td>
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<td>FHSS/ Student Life/ HBLL/ Religious Education</td>
<td>Jenny Pulsipher &amp; Ben Ogles</td>
<td>3252 WSC</td>
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<td>MSB / Educ / Law / Nursing</td>
<td>Janet Losser &amp; Craig Merrill</td>
<td>5519 WSC</td>
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C. Shane Reese was appointed as the Academic Vice President on June 3, 2019. Prior to his appointment, he served as the dean of the BYU College of Physical and Mathematical Sciences from 2017–2019. He is a member of the Department of Statistics faculty and an elected fellow of the American Statistical Association.

Reese's research has centered on Bayesian hierarchical models and Bayesian optimal experimental designs. He has created statistical models addressing a range of issues from predicting the power of solar storms to determining the safest method for destroying chemical weapons to assessing climate impact on glaciers in high mountain Asia and Antarctica. His work has also been used by the U.S. Olympic volleyball team as well as the NFL’s Philadelphia Eagles.

Reese joined the BYU statistics faculty in 2001. He received BYU’s Young Scholar Award in 2004 and the BYU Karl G. Maser Excellence in Teaching Award in 2010. Reese was the Melvin W. Carter Professor of Statistics from 2012-2017. Prior to entering academia, he worked in the Computer, Computational, and Statistical Sciences Division of Los Alamos National Laboratory.

Reese earned a doctoral degree in statistics from Texas A&M University and master’s and bachelor’s degrees in statistics from BYU.
Additional Resources on Combining Religious Faith and Academic Excellence

My Journey as a Scholar of Faith Lecture Series

The "My Journey as a Scholar of Faith" series is sponsored by the BYU Faculty Center's Faith and Learning Initiative and Education in Zion Gallery. Usually, one lecture is presented each semester and videos of the presentation are available on the BYU Faith & Learning Initiative videos and quotes page. Below we have listed a few of the noteworthy lectures given.

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<tr>
<th>Presenter</th>
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<td>Why I Stay: My Experiences with Questions, Doubts, and a Significant Faith Crisis</td>
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<td>Steve Smith</td>
<td>A Provo Boy's Journey: How One Dyed-in-the-Wool Member of The Church of Jesus Christ of Latter-day Saints is Trying to Understand and Bridge Religious and Secular Divides</td>
<td>Steve Smith Video</td>
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<td>Jenn Nielson</td>
<td>Awake and Naked: Vulnerability in the Garden of Eden</td>
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<td>Chris Crowe</td>
<td>Not Knowing Beforehand: My Journey as a Teacher, Writer, and Scholar of Faith</td>
<td>Chris Crowe Video</td>
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<td>Scott Sommerfeldt</td>
<td>Finding (and Losing?) Myself as a Scholar of Faith</td>
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<td>Jini Roby</td>
<td>The Uncharted Course: Living and Learning by the Spirit</td>
<td>Jini Roby Video</td>
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<td>George Handley</td>
<td>On Criticism, Compassion, and Charity</td>
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<td>Marilyn Berrett</td>
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<td>Jim Faulconer</td>
<td>My Journey as an LDS Scholar</td>
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7

Seminar Participants

Trust in that Spirit which leadeth to do good.
**Melissa Alcaraz**

**Family, Home & Social Sciences**

Sociology

2-3457

melissa_alcaraz@byu.edu

**Background:**
I grew up in southern Idaho, the daughter of two Mexican immigrants. I received my bachelor's degree in sociology here at BYU, and both my master’s and doctorate degree in sociology at Ohio State.

**Professional:**
My research is centered around family, migration, and education. I teach courses on the sociology of family and work-family conflict.

**Other:**
I enjoy long walks, reading, trying new recipes, and trying new restaurants.

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**Quentin Allen**

**Engineering**

Manufacturing Engineering

2-1777

quentin_allen@byu.edu

**Background:**
I am from Utah, but I spent many formative years in Missouri and Pennsylvania. I served a mission in Thailand and received a BS and MS in Mechanical Engineering from BYU and a PhD in Mechanical Engineering from the University of Utah. I started this job at BYU immediately after graduating from the U.

**Professional:**
I am interested in tribology (friction, wear, and lubrication of rubbing surfaces) and biomaterials. I am researching precision manufacturing and treatments to help make orthopedic joint replacements last longer in the human body. I am teaching classes on sensors, measurements, and quality.

**Other:**
My wife and I live in Orem with our 3 year old son. I enjoy skiing and hiking, but don't do either as much as I would like.
Erin Bailey
FINE ARTS & COMMUNICATIONS
Music
2-3434
erin_bailey@byu.edu

Background:
I consider myself to be a dual citizen of California and Utah who currently lives in Pleasant Grove. I got my bachelor's and master's degrees from Brigham Young University and my PhD from the University of Utah, all in Music Education. My master's project and PhD secondary emphasis were both in vocology/vocal pedagogy. I taught choir and music classes in the junior high and high schools for over ten years before trying out higher ed. I served a mission in Milan, Italy.

Professional:
My research interests include music participation and mental health, music teacher education, service learning fieldwork experiences, and vocology. I am hoping to explore the benefits of music participation for refugee children and in interventions to increase empathy and prosocial behaviors in host majority children.

Other:
My favorite people in the world are my awesome husband and four amazing children. We used to like cooking, running, reading, and playing tennis. Our current hobbies seem to include cleaning, driving kids places, and collapsing exhausted onto the couch while the children decide between watching Encanto and Frozen 2... AGAIN.

Matthew Bailey
LIFE SCIENCES
Biology
2-6873
matthew.bailey@byu.edu

Background:
My background here is presented in reverse chronological order. This is my first "real" job. Before this, I followed the traditional biomedical science path. I did a postdoc at the Huntsman Cancer Institute and the University of Utah studying translational medicine; I earned a Ph.D. from Washington University in St. Louis in human and statistical genetics; I earned a B.S. in bioinformatics from BYU after serving a mission.

Professional:
What an exciting era of humankind? I've had incredible opportunities to stand on the shoulders of scientific giants to realize the application of genomics-guided treatments that influence patient care. My primary research interests focus on predictive biomarkers, big-data visualization, and statistical model development. In other words, I am passionate about predicting the best drug for each patient's tumor based on its unique molecular vulnerabilities.

Other:
Today I call Cedar Hills my home with my beautiful wife and four kids (girl, boy, girl, boy). In addition to research, I enjoy coaching my kids' sporting events (baseball and basketball), eating garden-grown foods, hiking, and talking about the future.
Gordon Bean

**Background:**
I lived throughout the US in my childhood, served as a missionary for The Church of Jesus Christ of Latter-day Saints in Brazil, and graduated from BYU with a BS in Bioinformatics (with minors in Mathematics and Portuguese) before pursuing a PhD in Bioinformatics and Systems Biology at UC San Diego. There I married my delightful companion, and our three children were born. After graduating from UCSD, I worked seven years for a San Diego-based biotech company called Illumina before coming here to BYU as part of the CS faculty.

**Professional:**
I specialized in scientific and data analysis, software application design, and computational workflows. At BYU, I am working with various curriculum committees to redesign the introductory computer science core. I love teaching the foundational concepts of computer science.

**Other:**
My wife Sarah and I have three children, ages 8, 6, and 4. I enjoy reading (recent books include the biography of CS Lewis; A Grief Observed (Lewis); biography of M. Russell Ballard; biography of Dallin H. Oaks; The Great Divorce (Lewis)) and spending time with my wife and children.

Adam Bennion

**Background:**
I graduated from BYU with a bachelor’s degree in physics education and taught physics and astronomy in the Alpine school district for seven years. I earned my master’s degree from SUU in education with administrative licensure. After working in teacher training for a couple of years, my family moved to Ann Arbor so I could pursue my doctoral degree in science education at the University of Michigan. I currently work in the Department of Physics and Astronomy.

**Professional:**
My research focuses on working with preservice physical science teachers and how opportunities to do educational research can influence their teaching. We are rebuilding several of the labs in the undergraduate physics courses and studying student outcomes. I am also interested in studying the impact our methods courses have on the fundamental beliefs that the preservice teachers have about teaching.

**Other:**
My wife and I have been married for 16 years, and we have five children. We are an outdoors-loving family. On any given weekend, we are out hiking, biking, or headed up to grandma’s house. My hobbies basically include things I can do with my family.
Brian Blanchard
FINE ARTS & COMMUNICATIONS
Music
2-5940
brian_blanchard@byu.edu

Background:
Texas Native. I Studied at Roosevelt University in Chicago, Rice University in Houston, and Southern Utah University. Performed as a professional french horn player since 2008. Previously a member of Kansas City, St. Louis, and North Carolina Symphonies. Now a member of the Utah Symphony.

Professional:
Teaching French Horn and performing with faculty groups. Leading small student ensembles. Dabbling in the recording arts.

Other:
I am married with two children, and love mountain biking and riding my ski bike down the slopes. I also love to travel. I'm traveling to Italy for the first time this March to teach and perform.

Chris Blythe
HUMANITIES
English
2-2487
christopherjblythe@byu.edu

Background:
Christopher James Blythe is a Research Associate at the Maxwell Institute’s Laura F. Willes Center for Book of Mormon Studies. Blythe earned a Ph.D. in American Religious History from Florida State University. He received a master’s degree in History from Utah State University in 2011. His master’s thesis was awarded best thesis by the Mormon History Association. Dr. Blythe also holds bachelor’s degrees from Utah State University and Texas A&M University in Religious Studies and Anthropology, respectively. Prior to Dr. Blythe’s employment at the Maxwell Institute, he was a historian and documentary editor for the Joseph Smith Papers.

Professional:
Blythe’s work blends the methodologies of history, folklore, and religious studies. His work has appeared in a number of academic journals including the Journal of Book of Mormon Studies, BYU Studies, the Journal of Religion, Journal of the Bible and Its Reception, Material Religion, and Nova Religio.

Other:
Benjamin Boizelle

Physical & Mathematical Sciences
Physics & Astronomy
2-4361
boizellb@byu.edu

**Background:**
After graduating from Brigham Young University – Provo with a BS in Physics & Astronomy in 2012, I pursued graduate studies at the University of California, Irvine, earning MS and Ph.D. degrees in Physics and Astronomy. During these years, I also taught introductory astronomy courses at nearby Santa Ana College. In 2018, I began working at Texas A&M University as a postdoctoral researcher.

**Professional:**
In addition to supermassive black hole mass measurements, my research interests include active galaxies, dust attenuation, and transient astronomical phenomena. These interests have led me to obtain data from the Hubble Space Telescope, Keck and Gemini observatories, and the Atacama Large Millimeter/submillimeter Array. In my short time at BYU, I have taught introductory, upper-level undergraduate, and graduate astronomy courses.

**Other:**
I enjoy regional cooking and raising foster dogs.

Zach Boyd

Physical & Mathematical Sciences
Mathematics
2-2825
boyd@mathematics.byu.edu

**Background:**
I grew up in Utah (Tremonton), Australia, Maine, and Denver, served a mission in Cambodia, earned a BS+MS in math from BYU and a Ph.D. in math from UCLA, and enjoyed a postdoc at UNC-Chapel Hill.

**Professional:**
I work in the math of data science, focusing on the structure and dynamics of graphs/networks, together with their applications in neuroscience, social science, economics, genealogy, etc. I love to help students dive into real data and find interesting mathematical questions to tackle. I am currently partnered with FamilySearch and the Robinson Bradshaw law firm on particular problems.

**Other:**
I am married with kids, ages 6, 4, 2, and 0, enjoy biking, racquetball, and yoga.
**Bekki Brau**

**MArrIOTT ScHOLl of BuSINESS**

Marketing & Global Supply Chain

2-4367

bekki_brau@byu.edu

**Background:**
Provo is my hometown, but Vineyard is quickly becoming home. I served my mission in Mexico City West. My bachelor's (business management) and master's (instructional psychology and technology) degrees are from BYU, and my Ph.D. (supply chain management) is from the University of Arkansas. I have visited 40 countries and plan to visit more in the next few years.

**Professional:**
Research interests: The value creation of analytics in supply chains and the integration of model forecasts and human judgment
Teaching interests: Sustainability and Procurement

**Other:**
I am married to D. Kamiko Ho’okano Adcock, and we have Dotty May, our little Jack Russell. We love playing tennis, going to the gym together, watching movies, and going to concerts. In my free time, I love to practice yoga and meditation, read, take photos, and take care of my many houseplants.

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**Brodrick Brown**

**StuDent LIfe**

Student Development Services

2-4547

brodrick_brown@byu.edu

**Background:**
I'm from Clinton and Kaysville, Utah, but I have been in Utah County since starting at BYU in 2010. I completed my Ph.D. in Clinical Psychology from BYU's program in August 2021 and started here as a clinical faculty member immediately after that.

**Professional:**
My primary clinical specialties are obsessive-compulsive disorder and other anxiety disorders, but I enjoy working with people with a wide variety of concerns. Much of my current research is focused on the intersection of religion and mental health.

**Other:**
I enjoy doing a little bit of everything outdoors when it's good weather and when it's not, I love reading, spending time with friends, and watching disaster movies.
Tracy Brown
Student Development Services
2-5830
tracy_brown@byu.edu

Background:
I grew up on a farm in a rural area in Kentucky. I received my undergraduate (Psychology) and graduate (Clinical Psychology) degrees from BYU. I completed a clinical psychology internship at the Salt Lake City VA and a postdoctoral fellowship in Rehabilitation Psychology at the University of Utah School of Medicine. Prior to transitioning to BYU, I worked for Intermountain Healthcare as a pain psychologist and a rehabilitation psychologist.

Professional:
I am passionate about the mind/body connection. As such, my research has centered around the impact of psychosocial factors on health. I enjoy teaching students and others about mental health, stress physiology, and the benefits of biofeedback and stress management.

Other:
I have three children and seven grandchildren, whom I count as my greatest blessings. I love the mountains and spending time in the outdoors hiking, biking, and canyoneering. I am an avid family genealogist and love getting lost in a good book.

Andrea Busby
School of Family Life
2-4955
andrea_busby@byu.edu

Background:
I am an assistant professor in the School of Family Life at Brigham Young University. I received my BS in Family Life from BYU. After graduation, I worked as a middle school math teacher for Prince George’s County Public Schools in Maryland. I then earned a master’s degree in statistics and a doctoral degree in human development and social policy at Northwestern University.

Professional:
I study inequality in children’s home, school, and neighborhood contexts. Specifically, my work focuses on how parents socialize their children about economic inequality and the impact of community factors such as violence on children and caregivers.

Other:
I love singing, making Mexican food, traveling, and figuring out how to compost my family’s food scraps. With my husband, another Dr. Busby in BYU’s political science department, I have two great kiddos.
Seth Christensen
FINE ARTS & COMMUNICATIONS
Design
2-5077
seth.christensen@byu.edu

**Background:**
I earned a BFA in Industrial Design from Brigham Young University. After a few years of working in the industry, I went back to school and earned an MFA in Design Thinking while continuing my professional work. I have designed physical and digital products for over 20 companies throughout my career. I also taught at Utah Valley University for three years as a tenure-track assistant professor.

**Professional:**
I enjoy combining various interests, including UX and design research, teaching and mentoring, and consulting. Some of my research interests include data visualizations, alternative methods and frameworks for navigation through complex software systems, validating and challenging current UI/UX conventions, adapting research methodologies for UX Researchers in the corporate and non-profit sectors, and potentially crafting new methodologies.

**Other:**
My wife and I have been married for nearly 12 years. We don't have any children yet, but we are still hopeful that won't always be the case. She and I share many interests such as gardening, good design, reading, Star Wars, being frugal, living environmentally friendly and sustainable lives, and some tv shows.

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Mike Cowan
EDUCATION
Teacher Education
2-6031
michael_cowan@byu.edu

**Background:**
He received his bachelor's degree from Brigham Young University, Provo, Utah, and both his master's and Ed.D. degrees from Arizona State University, Tempe, Arizona. His career has been highlighted by his hands-on, collaborative, and evidence-based leadership at the district, local, state, and national levels.

**Professional:**
Dr. Cowan is passionate about fostering educator, leader, and educational systems effectiveness. He enjoys working with leaders, teachers, and learners to implement best practices to increase student learning and teacher effectiveness.

Dr. Cowan's research interests stem from his 30-year career and work with K-12 school systems. He is particularly interested in research that focuses on the study of influences impacting administrative decision-making processes and the evaluation of results-based initiatives targeted to improve the systemic effectiveness of students, educators, educational organizations, and systems.

**Other:**
Melissa Crowton  
**Fine Arts & Communications**  
Design  
2-7321  
m.crowton@gmail.com

**Background:**
Melissa Crowton is an illustrator originally from Utah, where there were a lot of empty roads and open skies to look at while growing up, but not much else. She found traveling by book to be a quite agreeable alternative and has been living amongst stories ever since.

**Professional:**
She earned a BFA in Illustration at BYU and an MFA in Illustration Practice at MICA in Baltimore, Maryland. She has illustrated various books for toddlers and young children, including the recent picture books Mousie, I Will Read to You by Rachael Cole and Your First Day of Circus School by Tara Lazar. Outside of books, she has worked on various projects with the Google Doodle team, including design and art direction on projects celebrating the life of Maya Angelou and Fred Rogers. Melissa’s work has been recognized by the Society of Illustrators, Creative Quarterly, and American Illustration. She was also the portfolio showcase winner at SCBWI's 2017 Winter NYC conference.

**Other:**
I come from a large family, so I have many siblings and nieces and nephews that I love to visit. When I am not illustrating, I love to read, cook, and travel.

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Sarah Davis  
**Nursing College**  
Nursing  
2-7190  
sarah.davis@byu.edu

**Background:**
I grew up in Washington state, and my family moved to Provo just as I was coming to BYU as an undergraduate student. I have three degrees from BYU: a bachelor's in Zoology (1995), a bachelor's in Nursing (2011), and a master's in Nursing (2018). I am a Family Nurse Practitioner and have worked at the Mountainlands Community Health Center, the BYU Student Health Center, and the Center for Change (where I currently practice).

**Professional:**
I am currently teaching Nursing Ethics as well as a clinical at a long-term care facility, which I am enjoying very much. My research interests are genomic nursing, nursing education, mental health, and women's health.

**Other:**
My husband, Erik, and I will have been married 30 years this fall! We have five children, two of whom are married. One of our children is a sophomore at BYU studying English, and our youngest just got accepted to the University of Utah! I enjoy baking, hiking, knitting, and traveling.
Brett Decker

Physical & Mathematical Sciences
Computer Science
2-2674
bdecker@cs.byu.edu

**Background:**
Brett Decker received a BS in Computer Science from Brigham Young University in 2012. He then was hired full-time at Sandia National Laboratories (SNL)---he first started working for SNL as a student intern in 2010. As part of SNL’s Critical Skills master’s Program, Brett obtained an MS in Computer Science from Brown University in 2015. At SNL, Brett has been a software engineer, architect, and lead on various secure embedded and PC software systems. Brett came to BYU in Fall 2019.

**Professional:**
I am interested in designing, testing, and formally verifying secure software systems.

**Other:**
I have a lot of hobbies, though I'm not good at all of them: reading, gardening, basketball, racquetball, board game design, piano, banjo & anything my kids are interested in.

Christopher Dillon

Engineering
Mechanical Engineering
2-3650
chris.dillon@byu.edu

**Background:**
Chris lives with his family in Lindon, Utah. He served a mission in Albania before meeting his wife Robyn at BYU, where they were both members of the ballroom dance company. He received his bachelor's degree in mechanical engineering from BYU and a Ph.D. in bioengineering from the University of Utah. Prior to returning to BYU, Chris worked as a computer scientist at Sandia National Laboratories. Robyn and Chris have four kiddos that bring constant joy and frequent exhaustion to their home.

**Professional:**
Chris loves teaching. The courses he teaches include Thermodynamics and Heat Transfer. Helping students see that they encounter engineering problems and solutions in their everyday lives makes him happy.
Chris does research in MR-guided focused ultrasound thermal therapies, where sound is used to non-invasively heat up and destroy diseased tissue.

**Other:**
Chris enjoys dance parties, baking, reading out loud with his four children, and mountain biking in Utah's mountains.
Kara Duraccio

**Background:**
I grew up in a small farming town in Homedale, Idaho. I received my bachelor's and master's degree in Psychology from BYU, in addition to my Ph.D. in clinical psychology from BYU. I recently completed a clinical residency and two-year post-doctoral fellowship at Cincinnati Children's Hospital Medical center.

**Professional:**
Research - I have focused my research efforts on:
1. Uncovering risk factors for insufficient sleep in youth.
2. Understanding the mental, behavioral, and physical health consequences of obtaining insufficient sleep.
3. Developing innovative methods for measuring and manipulating diet, physical activity, and sleep outcomes.
4. Creating effective pediatric obesity interventions.

**Other:**
I've been married for nearly ten years and am a mother to two children (with a third on the way). I enjoy reading, playing piano, and spending time outdoors.

Travis Dyer

**Background:**
Home: Vancouver Washington
Mission Service: Geneva Switzerland
Education: BYU (BS/MAcc);
  The University of North Carolina at Chapel Hill (Ph.D.);
Previous Faculty Position: Cornell University

**Professional:**
My research focuses primarily on the disclosure choices and information retrieval choices by capital market participants, with a particular interest in capitalizing on new statistical analysis techniques such as machine learning. I currently teach financial statement analysis in the MBA, the Masters of Accountancy, and the Finance programs.

**Other:**
I am married to my BYU sweetheart, Jessica. We have four children, ranging from diapers to elementary school. I am always looking for outdoor adventure, including rock climbing, cycling, running, triathlons, backpacking, and boating. I also enjoy college sports and have attended a variety of college sporting events. I love trying new things like woodworking, eating diverse foods, watching all the Marvel movies in chronological order, and most recently, puppy ownership.
**Carrie Eichelberger**

**EDUCATION**
Counseling Psychology & Special Education  
2-1690  
carrieic@byu.edu

**Background:**
Dr. Carrie Eichelberger received her bachelor's degree in communication disorders, post-baccalaureate, and master's degree in special education from BYU. She received her doctorate in special education with an emphasis on individuals with severe and profound disabilities from the University of Utah. Prior to teaching at BYU, Dr. Eichelberger was an adjunct professor at the University of Utah for three years and a secondary special education teacher in Utah Valley public schools for seven years.

**Professional:**
Her scholarly research focuses on defining, measuring, and implementing effective inclusive public education for students with severe disabilities with the goal of extending this research to other historically marginalized populations.

**Other:**
Dr. Eichelberger loves to travel with friends. She has been to 27 countries and counting and can't wait to see more of the world (covid willing).

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**Jared Fisher**

**PHYSICAL & MATHEMATICAL SCIENCES**
Statistics  
2-2674  
fisher@stat.byu.edu

**Background:**
I grew up in Allen, Texas, just north of Dallas. I served as a missionary in Taichung, Taiwan, Mandarin Chinese speaking, before graduating from BYU with a BS and MS, both in statistics. Wanting to pursue an academic career, I attended the University of Texas at Austin for MS and Ph.D. degrees in statistics applied to economics, finance, and business. I then took a postdoctoral/teaching faculty joint position in the Department of Statistics at the University of California, Berkeley.

**Professional:**
My areas of research have included causal inference, time series, and nonlinear models, all from the perspective of Bayesian modeling. These projects have been applied to problems in the fields of finance, econometrics, healthcare, and sports, and I am currently collaborating with health economists and NBA analytics personnel. I am teaching STAT 340 (Probability and Inference 2) and STAT 536 (Statistical Learning and Data Mining).

**Other:**
My wife and I have three kids. When I'm not working at BYU or on my house, I enjoy making pizza, playing basketball, and watching movies/shows with clever plots and dialogue.
Danny Frost

**Family, Home & Social Sciences**
School of Family Life
2-9334
dfrost@byu.edu

**Background:**
I graduated high school from Hurricane, UT, and served a mission to Paraguay. I received a BA in Philosophy from BYU and MA and Ph.D. degrees in Politics from Princeton. I taught constitutional law for five years at Clemson University.

**Professional:**
I’m the Public Scholar in the School of Family Life - I help faculty and students publish their work in non-academic outlets, as well as try to publish some of my own work. I write on marriage, family, sexual morality, religious liberty, and moral truth.

**Other:**
I am married and have two sons. I like to spend time outdoors hiking, biking, etc. Warm carrot juice is my favorite drink. I like to read philosophy when I get the chance.

Tyler Gardner

**Humanities**
English
2-7844
tyler_gardner@byu.edu

**Background:**
I graduated from BYU with a BA in English. I earned an MA in Religion and Art from the Graduate Theological Union at Berkeley and an MA and Ph.D. in English from the University of Notre Dame, where I was a Mellon Fellow in Religion. I came to BYU from Cal Poly San Luis Obispo, where I was a lecturer in the English Department and Tutor Coordinator in the Writing and Learning Center.

**Professional:**
My research centers on collaborative learning and effective peer-to-peer writing support. As a scholar, I am interested in the way writing shapes reality. My past work has concentrated on American literature and culture, particularly the religious and secular metanarratives of the nineteenth century.

**Other:**
I live just north of the BYU stadium with my wife and three children. My children, who are 8, 6, and 1, consume most of my attention and interest outside of work, but I am trying to branch out and develop my own adult hobbies. For instance, this spring, I am going to attempt a backyard garden for the first time, which feels like a very grown-up thing to do.
**Jeffrey Green**

**Background:**
I grew up in West Valley City. I served in the Ukraine, Donetsk Mission. After that, I completed my BA in Linguistics with a minor in Russian at the University of Utah and then my Ph.D. in Linguistics at the University of Maryland. Prior to coming to BYU, I worked in the Linguistics Department at the University of Illinois at Urbana-Champaign.

**Professional:**
I focus on psycholinguistics and neurolinguistics, studying how language works in the mind and brain. My teaching includes those areas, as well as syntax, research methods, and general linguistics.

**Other:**
My wife and I have three kids, aged 6, 4, and 1. We like to read, play, and go outside together.

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**David Grimsman**

**Background:**
In 2006, I graduated from BYU with a BS in Electrical and Computer Engineering and went to work for BrainStorm, a local company that focuses on training people to use software. After working in industry for almost eight years, I returned to academia, earning an MS in Computer Science from BYU in 2016 and a Ph.D. in Electrical and Computer Engineering from the University of California, Santa Barbara.

**Professional:**
My research interests are centered on multiagent systems, game theory, distributed optimization, mechanism design, and security; however, I'm genuinely open to new domains of thinking which may challenge my assumptions or deepen my appreciation for that which I already know. I am currently the Director of IDeA Labs in the Computer Science Department at BYU.

**Other:**
I am fortunate to be married to Kalisha Roberts Grimsman, an adjunct faculty member in the Comparative Arts and Letters Department here at BYU. We have four marvelous children, Rose (6), Harvey (6), Elaine (4), and Walter (1), who fill most of my non-work time with excitement. In a rare spare moment, I can be found watching or playing sports.
Kristin Hansen

**EDUCATION**

Counseling Psychology & Special Education

2-7065

kristinlang_hansen@byu.edu

**Background:**
I grew up in Bethesda, Maryland but have lived in Paris, Boston, Montreal, Chicago, and Utah. I have a Ph.D. from Loyola University Chicago in Clinical Psychology and two post-docs from Harvard Medical School. I worked at CAPS as Clinical Faculty from 2006-2009, briefly in 2013, and have taught classes in a few different departments. I love traveling and have traveled through Europe and some in Central America and Canada.

**Professional:**
Agency as a mechanism of change in psychotherapy and spiritually integrated psychotherapy.

**Other:**
We have been married for almost two decades with two school-aged boys who keep us very busy and active. We love being outdoors, traveling, and enjoying good food!

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Lee Harms

**RELIGIOUS EDUCATION**

Church History & Doctrine

2-2735

lee_harms@byu.edu

**Background:**
Lee Harms is a retired Army Chaplain with combat deployments in Iraq and Afghanistan. He received a D.Min. from Erskine Theological Seminary, a Master’s degree from the Baltimore Hebrew University (Judaic Studies), and a Bachelor’s degree from BYU. He is a graduate of the Command and General Staff College and the Hebrew Course at the Defense Language Institute. Dr. Harms was the Distinguished Honor Graduate from the Army’s Chaplain Advanced Course.

**Professional:**
I teach graduate classes in Pastoral Counseling, Ethics, Healthcare Ministry, End of Life and Bereavement, World Religions and Area Analysis, Military Ministry, Homiletics, Armed Forces Chaplain History, and Project Development and Defense. I am also a faculty member in the Department of Church History and Doctrine within the Department of Religion at BYU.

**Other:**
I love to spend time with my children and grandchildren. I love the ocean, snorkeling, surfing, hiking, fishing, skiing, and spending time outdoors. I love all things Hebrew (Hebrew literature, music, bible, Israeli studies, Jewish History, etc.)
**Dan Heist**  
**Marriott School of Business**  
Public Service & Ethics  
2-4183  
dan_heist@byu.edu

**Background:**  
I am originally from Philadelphia. I joined the Church of Jesus Christ of Latter-Day Saints as a college student at Penn State. I served a mission in Geneva, Switzerland. Before BYU, I was an Assistant Professor at UNC Wilmington for two years. I have a Ph.D. in Social Welfare from the University of Pennsylvania and a Master's degree in Philanthropic Studies from Indiana University. I have also worked for the Church's Philanthropies department for eight years.

**Professional:**  
My research is in philanthropy, charitable giving, and volunteerism. I specialize in a type of philanthropy called Donor-Advised Funds.

**Other:**  
My wife Katie and I have five children. We are learning to ski (we left our surfboards in NC). I like to play Wiffle ball and BBQ.

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**Jeffrey Hill**  
**Engineering**  
Mechanical Engineering  
2-4931  
dr.jeff.hill@byu.edu

**Background:**  
I'm from Orem, UT. I received degrees in Mechanical Engineering at BYU (BS and MS) and Penn State (Ph.D.). Spent 10 years at Sandia National Laboratories in Albuquerque, NM.

**Professional:**  
I am interested in mechanical shocks and impacts, energy harvesting, and protection in harsh mechanical environments.

**Other:**  
I have seven children, enjoy sports, and do woodworking.
Background:
Dr. Hodge earned a BA in Communications from BYU in 2007, an MS in Youth and Family Recreation from BYU Marriott in 2011, and a Ph. D. in Parks, Recreation, and Tourism from North Carolina State. She worked as an assistant professor in the Recreation, Parks, and Tourism Management Department at Penn State University. She then worked for four years as an assistant professor in the Parks, Recreation, and Tourism Department in the College of Health at the University of Utah.

Professional:
The ways in which shared experiences can build connection—an essential component of the health and well-being of individuals, groups, and organizations. My long-term research goal is to provide those who belong to or work with social groups with the knowledge and tools they need to design shared experiences that promote connection and high-quality relationships.

Other:
I use some of my free time to work with an Olympic weightlifting coach. I read or listen to probably 2 or 3 books a week. My other hobbies include cementing my status as "best aunt ever," rewatching the LOTR trilogy, and taking pictures of my cat.

Background:
As a media artist, Nathan has written and arranged music for many television and cable networks, including ESPN, Fox Sports, ABC, and NBC. His more notable packages in current use for television and cable include main theme packages for ESPN College Football, ESPN Major League Soccer, and ESPN Golf. For the cinema, Nathan's compositions are found in film trailers such as Home (Dreamworks), Deepsea Challenge 3D (National Geographic), Spiderman (Sony), etc. He recently finished seven years as Artist-in-Residence at Utah Valley University.

Professional:
As a musician, you really have to find the niche that works best for you. I, for example, found that I enjoy writing music much more than performing.

Other:
Nathan lives very happily with his beloved wife, Lisa, in Pleasant Grove, Utah. Their three adult children are living beautiful lives of their own. He is actively involved in his Christian faith, The Church of Jesus Christ of Latter-day Saints.
Heidi Holmes Erickson  
**Education**  
Educational Leadership and Foundations  
2-5073  
heidi.h.erickson@byu.edu

**Background:**  
I received my bachelor’s degree from BYU in Political Science. Following my undergraduate, I worked for interest groups doing tax and education policy. I then earned my Ph.D. in Education Policy from the University of Arkansas. My research focuses on school accountability, school choice, and the effects of cultural exposure on students. Prior to coming to BYU, I was a visiting assistant professor at Kennesaw State University.

**Professional:**  
I study education policy. I use rigorous quantitative methods to understand the incentive structures and unintended consequences of policy. I focus on school choice, school finance, and school accountability policies. I teach graduate courses in education policy and the history of education.

**Other:**  
My husband and I have two little girls who keep our life exciting! We love to spend time as a family skiing or soaking up the sun. All of our true love is food. We love cooking, trying new restaurants, and traveling together to experience the best food.

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Scott Howell  
**Education**  
Instructional Psychology & Technology  
2-5097  
scott.howell@byu.edu

**Background:**  
My wife and I recently returned as mission leaders in the North Dakota Bismarck Mission, and we recently moved to Spanish Fork, where a couple of our children and their families live. We are now serving in the MTC and enjoy spending time each week with new missionaries. I spent 30 years as an administrator at BYU, particularly in the Division of Continuing Education, before the mission call.

**Professional:**  
I have done a lot of applied research over the years in the areas of distance, online, and continuing education. I am teaching a new Adult Learning course along with a couple of other graduate courses. I am also a transfer faculty to Religious Education, where I teach a section of Living Prophets each semester.

**Other:**  
We have seven children and enjoy visiting them and supporting them in their activities. My wife and I enjoy pickle ball, and I like a good game of ping pong.
April Hulet
Life Sciences
Plant & Wildlife Sciences
2-3929
april_hulet@byu.edu

**Background:**
I received my BS from Southern Utah University and MS and PhD in Wildlife and Wildland Conservation from BYU. Prior to working for Brigham Young University, I was the Extension Rangeland Specialist at the University of Idaho and was a rangeland ecologist post-doctorate with the USDA-ARS in Burns, Oregon.

**Professional:**
My research focuses on preemptive (pre-disturbance) rangeland restoration, as well as post-disturbance restoration strategies. My students and I are working to improve rangeland resilience to disturbance (primarily wildfire) and resistance to invasion in the sagebrush steppe ecosystem. Specifically, we are addressing information gaps regarding plant community restoration and establishment of desired species, to reduce invasive annual weeds and lower wildfire risk, and monitoring and assessing rangeland health for those actively working on the landscape.

**Other:**
I enjoy spending time outdoors (hiking, gardening, birding, etc.), reading, and anything with family.

Lisa Johnson
Humanities
Linguistics
2-2938
lisamorganjohnson@byu.edu

**Background:**
I received my PhD in (linguistic) anthropology from the University of Utah, my MA in linguistics from BYU, and my BA in English and Russian from BYU.

**Professional:**
As a sociolinguist, I study how individuals and groups use language to construct identity, often below the level of conscious awareness. I'm particularly interested in language in diaspora communities, teen language, and the effects of migration on language variation. My dissertation research focused on the speech of an ethnically diverse group of teens in Salt Lake County, with a quantitative sociophonetic analysis of the speech of Pacific Islanders. I've done fieldwork in Nauru and Tonga, and I managed a summer program in which Shoshone youth learned their heritage language and participated in language revitalization projects.

**Other:**
Outside of academia, I enjoy family activities, travel, and low-stakes creative projects like coloring for grown-ups. I also collect foreign translations of Shakespeare.
Jordan Jones

**Humanities**
Spanish & Portuguese

2-3252
jordan_jones@byu.edu

**Background:**
From: Fairview, Texas
Mission: João Pessoa, Brazil ('08-'10)
Degrees: BA, English & Portuguese (BYU '14); MA, Luso-Brazilian Literatures (BYU '15); MS Education, Secondary English Education (Johns Hopkins '17); MA, Hispanic Studies (Brown '21); PhD, Portuguese & Brazilian Studies (Brown '21)

**Professional:**
Human rights and contemporary literature/culture, translation and digital humanities, 19th-century anti-slavery texts, inter-American literature

**Other:**
Family: married, 3 kids, living in Springville
Interests: rock climbing, music, travel

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Ashley Lebaron-Black

**Family, Home & Social Sciences**
School of Family Life

2-3256
ashley_lebaron-black@byu.edu

**Background:**
I grew up mainly in Cedar Hills, Utah. I got my BS and MS from BYU and my PhD from the University of Arizona in Family Studies & Human Development.

**Professional:**
I currently teach our 300-level Family Theory class and our masters-level Family Theory class. My research focus is family finance, including (a) how financial attitudes and behaviors, communication, and partners' perceptions of each other predict relationship outcomes, and the role of gender and power in these associations, and (b) how family financial socialization during childhood and adolescence predicts financial, relational, and mental health outcomes in emerging adulthood.

**Other:**
I am married to a wonderful man named Tom. We met on Mutual, dated while living two hours apart, and then eloped to Vegas during COVID, featuring a drive-thru tunnel and a female minister (we were later sealed in the Gilbert, AZ temple when our loved ones could celebrate with us). My hobbies include art history, games, jogging, tennis, pickleball, Lord of the Rings extended marathons, and audiobooks.
**Maggie Marchant**

**Background:**
Maggie was born and raised in upstate New York and later moved to Logan, Utah. She attended BYU as an undergraduate where she studied economics. She then earned her Masters in Information Sciences from the University of Tennessee. Maggie has been working at the BYU Library for the past two and a half years, but started as the new Economics, Finance, and Data Librarian in Fall 2021.

**Professional:**
Maggie's professional and research interests include information and data literacy instruction and competencies, data management, and the economics of education. Her current research focuses on academic outcomes for missionary service gap time for women and identifying the best resources for diversity in the workplace.

**Other:**
Maggie loves planning get-togethers, spending time, and playing games with her large family, including eight siblings and 25 nieces and nephews. In her free time she also enjoys reading, baking and cooking, and performing with a local community flute choir.

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**Liz Mcguire**

**Background:**
I was raised by a band teacher father and grew up mostly in the mountain west. I am glad to feel at home most anywhere. After finishing a degree in International Relations at BYU, I worked as a project manager for research in East Africa, before attending Yale University for my graduate work. I enjoy working and doing research in East Africa and the opportunities for travel that that has afforded me.

**Professional:**
My research is broadly about international development. Recently, I have focused on women's political participation and the cultural norms that encourage or discourage participation. I enjoy teaching and mentoring, especially African Politics and the International Political Economy of Women.

**Other:**
I am the yougest and favorite of three children. I have recently taken up Krav Maga for self defense and I also enjoy doing minor art projects while sitting in front of the TV. If prompted, I am also more than happy to extol the virtues of the KonMari method, though my practice of the craft is spotty.
Aleksandr Mosenkov  
**Background:**  
I am a professional astrophysicist studying galaxy formation and evolution based on their observable properties. I was a senior researcher at the Central (Pulkovo) Observatory of the Russian Academy of Sciences and a postdoctoral researcher at Ghent University in Belgium. I received my doctorate from Saint Petersburg State University in Russia, where I studied the structural properties of edge-on galaxies in the Local Universe, and spent several years as a postgraduate at my alma mater and Pulkovo Observatory. I am a current member of the International Astronomical Union.

**Professional:**  
My main research interests are in the area of galaxy formation and evolution. They encompass studying the structural properties of galaxies (including the Milky Way), galaxy scaling relations, panchromatic simulations of galaxies with a complex interstellar medium, and exploring the low-surface brightness Universe using modest-aperture telescopes and new deep sky surveys.

**Other:**  
I am a happy father of two wonderful boys. When I'm not busy working, I enjoy traveling, as well as playing the piano.

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Erik Nelson  
**Background:**  
I was raised in Salt Lake City, UT but now call the Midwest home after living there for most of my adult life. I trained at the University of Minnesota-Twin Cities for my master's and doctoral degrees, and completed a post-doc experience at Saint Louis University. I took my first tenure-track position at Indiana University-Bloomington and somehow ended up here at BYU.

**Professional:**  
I am an expert in study design and analysis, so my research has taken me into many unique areas (maternal/child health, sexually transmitted diseases, substance abuse, cancer, crime, to name a few). I am currently studying 1) childhood lead exposures with the NAACP, 2) congenital heart defects, and 3) the intersection of crime and health.

**Other:**  
I love mountain biking, waterskiing, working on cars, and board games. However, I spend most of my time raising my 7 children.
Shea Owens

Fine Arts & Communications
Music
2-5973
shea.owens@byu.edu

**Background:**
Baritone Shea Owens, in his final season with the Theater Ensemble and Symphony Orchestra in St. Gallen, Switzerland, was a featured soloist.

**Professional:**
In addition to operatic and concert work, Mr. Owens has sung in community outreach performances, including hundreds of shows for school children as a young artist with Utah Opera, and an especially memorable collaboration with Wolf Trap Opera and Taffety Punk Theater Company to raise awareness about violence against women.

**Other:**
Mr. Owens is thrilled to be returning to BYU as an Assistant Professor of Voice and the Director of Opera, and very much looks forward to working with the wonderful faculty and students.

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Rich Patterson

Family, Home & Social Sciences
Economics
2-8796
rich_patterson@byu.edu

**Background:**
I'm from California and Utah. I served a mission in Boston. I got my BA in economics from BYU, MA and PhD in Policy Analysis and Management from Cornell, and taught at West Point for 6 years prior to coming to BYU to join the economics department.

**Professional:**
My research interests are public economics, economics of education, and behavioral economics. I teach behavioral economics and applied econometrics. I am also a IZA Research Affiliate, CESifo Research Network Affiliate, and research advisory council member for Western Governors University.

**Other:**
My wife and I have three kids (7, 5, and 2). We live in Provo. I love mountain biking, skiing, rock climbing, and reading.
Brice Peterson

HUMANITIES
English
2-8756
brice_peterson@byu.edu

**Background:**
I am from the distant locale of Orem, UT. I earned my MA ('15) and PhD ('19) from Penn State University. I served a Latter-day Saint mission in Yekaterinburg, Russia.

**Professional:**
I specialize in early modern British literature, with a specific interest in the literary intersections between religion, medicine, gender, and genre. I teach courses on Shakespeare, pre-1800s British literature, and writing. In my teaching, I ask students to consider questions relating to issues of identity, gender, race, faith, embodiment, and soteriology.

**Other:**
My wife and I met in a Victorian Literature class here at BYU; consequently, we have a daughter, Darcy, and a son, Bingley. I am an avid news reader, cookie eater, and movie watcher.

Brad Rebeiro

LAW SCHOOL
Law
2-9051
rebeirob@law.byu.edu

**Background:**
I am from Los Angeles, California. I received a BA and JD from BYU, and will receive my PhD from Notre Dame in May 2022. I served a mission in Jamaica, and have spent some time abroad in both Mexico and Japan.

**Professional:**
My research currently involves a deep investigation into Frederick Douglass's constitutional thought and political theory, as well as his actions during the late antebellum period and Reconstruction. More generally, my research interests range from US constitutional history to comparative constitutional inquiries. While my research currently focuses on 19th century US constitutional thought, in the future I intend to engage in comparative analyses between US and Japanese constitutionalism.

**Other:**
I have a wife and two children, ages 3 and 4 months. I love playing soccer and I love playing the drums.
Background:
McKenzie Rees joined BYU Marriott in 2021. Her research focuses on the situational factors that encourage employees to engage in behavior that is inconsistent with their own, and the organization's, values, as well as strategies that organizations and leaders can implement to mitigate such behavior. In recent years, she has focused specifically on the situational factors that women uniquely face in the workplace and looked at solutions that can be implemented with ethical leadership.

McKenzie received her Ph.D. from the University of Utah in 2015. Prior to joining the faculty at BYU, she was at the University of Notre Dame and Southern Methodist University.

Professional:
I am interested in why people who are trying to be consistent with their values engage in unethical behavior at work, ethical behavior in strategic situations such as negotiations, and women's unique experience in the workplace.

Other:
My husband and I enjoy cooking and being outdoors. So we are excited to be in beautiful Utah!

Background:
Othello Richards earned a bachelor’s degree in communications with an emphasis in broadcast journalism at Brigham Young University. From there, Othello worked in the broadcast and digital news industry in the states of Utah and Washington for more than a decade, primarily as an on-air reporter and several years as an associate producer. Othello left the news industry in 2014 to pursue a master’s degree in mass communications back at BYU. Concurrently, he worked as a full-time visiting instructor in the School of Communications, teaching news media classes. Upon graduating in 2017, he left to pursue a Ph.D. at Texas Tech University. The highlight of his broadcast career was flying with the U.S. Air Force Thunderbirds and pulling 9G’s in an F-16 fighter jet.

Professional:
His research interests include how individuals process TV news, new media interactivity, immersive journalism, and visual and cognitive control of attention.

Other:
Outside of work, Othello enjoys mountain biking, road cycling, creating professional home videos of his wife and four children.
Steve Richardson

PHYSICAL & MATHEMATICAL SCIENCES
Computer Science
2-7656
srichardson@cs.byu.edu

**Background:**
I am an Associate Professor of Computer Science and currently serve as the president of AMTA (Association for Machine Translation in the Americas). Before joining the BYU faculty last fall, I worked for 10 years as the Manager of Machine Translation and Translation Systems at the Church of Jesus Christ of Latter-day Saints. Prior experiences include presiding over the Brazil Sao Paulo South mission, 17 years at Microsoft Research as a Principal Researcher and manager of the Machine Translation Group, and 11 years at IBM working in NLP, including at the TJ Watson Research Center. My BS and MA degrees are in Computer Science and Linguistics from BYU and my PhD is in Computer Science from the City University of New York.

**Professional:**
My professional focus for the past 45+ years has been Machine Translation and Natural Language Processing, principally in corporate research organizations.

**Other:**
My wife Marianna and I live in Alpine, Utah and have 12 children and 30 grandchildren. Our family is everything to us.

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Michael Robinson

NURSING COLLEGE
Nursing
2-6891
michael_robinson@byu.edu

**Background:**
Studied at BYU for MS, FNP ('13). Doctorate at OHSU ('16). Nurse Practitioner work: Family/General Practice. Moved back to Utah - started as adjunct faculty for BYU. Continued General Medicine Practice. July 21 - Accepted full time faculty position and changed to Dermatology clinical focus.

**Professional:**
Immunizations and preventative health, Motivation for change, Nursing Education (Emphasis on Nurse Practitioner education), Patient education (handout development, increasing health literacy, Dermatology, Family / General Medicine, Urgent / Immediate Care; Technology integration into practice, Organization / Optimization of processes

**Other:**
Travel, hiking, reading, lawn/garden care. Shanelle (wife) and I have 3 children; 1 girl and 2 boys (9, 6, 2 yrs of age)
David Romney

**Family, Home & Social Sciences**
Political Science
2-3423
david.romney@byu.edu

**Background:**
Born and raised in North Carolina; earned my undergrad at BYU, then a Harvard PhD and postdoc. Served in Singapore mission (primarily in East Malaysia). Research and language study has taken me to Jordan, Israel, and India.

**Professional:**
Research focuses on conflict and misinformation in the Arab Middle East. Teach courses supporting the Middle East studies program as well as the political science department.

**Other:**
Three wonderful daughters and an amazing wife, who does sales and voice over work. We enjoy cooking and nature in our spare time.

Nate Sandholtz

**Physical & Mathematical Sciences**
Statistics
2-9251
nsandholtz@stat.byu.edu

**Background:**
I was a postdoctoral fellow in the Department of Mechanical and Industrial Engineering at the University of Toronto, working with Timothy Chan on problems at the intersection of inverse optimization and strategy decisions in sports. In 2020, I completed my PhD in statistics under the supervision of Luke Bornn at Simon Fraser University. I did my undergraduate and masters degrees in statistics at BYU.

**Professional:**
I'm interested in applying inverse optimization to problems where observed human decisions diverge from "optimal" prescriptions estimated by statistical models. Inverse optimization provides a methodology to reconcile optimization models with observed decisions, which can help bridge gaps and create understanding between analysts and decision makers. Most of my experience with these problems have been in sports contexts. Other research interests include Bayesian methods and Markov decision processes.

**Other:**
We have a two year-old daughter with another child on the way. I like to run and hike.
**Nate Seamons**

**FINE ARTS & COMMUNICATIONS**

**Music**

2-4254

nate.seamons@byu.edu

**Background:**

I am from Hyrum, Utah. I served a mission in Pittsburgh, PA. I attended BYU, UNLV, and the University of Utah for my education. I earned a Doctor of Musical Arts and serve as the Associate Director of Bands at BYU. Previously, I was the Director of Bands at Snow College, and taught public school band for 15 years.

**Professional:**

Conducting and performing is my favorite form of scholarship. I also conduct research on music education, and teach music teachers.

**Other:**

My wife, Mary Jane and I have 4 children. The first two were girls, Caroline and Anna. The last two were boys, Charlie and Sam. Mary and I met and were married when we were students at Snow College. We both transferred to BYU, where we completed our degrees together. Mary is a Math Teacher at American Fork High School. Our family loves to ski in the winter and water ski in the summer. We love to camp and be outside. All of my children love music and performing. We also attempt sports.

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**Sandie Sephton**

**FAMILY, HOME & SOCIAL SCIENCES**

**Psychology**

2-5355

sephton@byu.edu

**Background:**

Home: Provo UT

Missionary: Cape Town South Africa Mission

Institutions/degrees: BS-University of California, Davis; MS, PhD-Brigham Young University; Postdoc-Stanford University

Previous Faculty Positions: Professor, University of Louisville; Senior Scientist, James Graham Brown Cancer Center

**Professional:**

- mechanisms of mindfulness’ effects on medical and mental health outcomes
- circadian disruption as a tumor promoter
- human-animal interaction as an ameliorative psychological factor

**Other:**

Happy owner of three horses
Kendrick Shepherd

**Engineering**
Civil & Construction Engineering
2-6311
kendrick_shepherd@byu.edu

**Background:**
I was born and raised in Salt Lake City, Utah. After attending BYU for a year, I served a mission for the Church of Jesus Christ of Latter-day Saints in New Delhi, India. I then returned to BYU to complete my bachelor's and master's degrees in civil engineering. Subsequently, my wife and I moved to Texas to attend the University of Texas at Austin, where I received my PhD in computational science, engineering, and mathematics.

**Professional:**
My research focuses on streamlining and improving the engineering design-through-analysis pipeline. This research currently focuses on computational mechanics and computational geometry/topology. I teach courses in structural mechanics.

**Other:**
My family and I like to go camping and hiking. We enjoy trying and making new foods to accommodate some of our children's food intolerances. We also like going on walks and bike rides.

Shawn Smith

**Fine Arts & Communications**
Music
2-5624
shawn.smith@byu.edu

**Background:**
I served a mission in Portugal and the Cape Verde islands, speaking Portuguese and Kriolu. I attended Boise State University (BM), Louisiana State University (MM) and Arizona State University (DMA). Before landing my dream job at BYU, I taught at Texas A&M-Corpus Christi for seven years, then at the University of North Carolina at Charlotte for eight years. I have conducted concerts and taught conducting workshops throughout the United States and Brazil and in Argentina, Panama and Portugal.

**Professional:**
Conducting pedagogy, Brazilian music, Guest Conducting

**Other:**
My wife, Kathryn, and I have been married for 27 years and have three miracle children--20, 14, and 11 (there is a beautiful story there-too long for this). I love to paint and cook.
**Robbie Snellman**  
*Physical & Mathematical Sciences*  
Mathematics  
2-1629  
snellman@mathematics.byu.edu

**Background:**
I'm originally from Salt Lake City and attended the University of Utah for both my bachelors and masters degrees in mathematics. I then went on to obtain my PhD in mathematics from UC San Diego. After graduating with my PhD in 2017, I stayed at UCSD for the next academic year to teach. Also following my graduation, and during the summers, I worked as an adjunct researcher for a local defense contractor.

**Professional:**
In research, I am classically trained as an algebraic number theorist. I worked in arithmetic representation theory extending the work on an outstanding conjecture. Since arriving at BYU, I have been more engaged in curriculum development and mentoring undergraduate and graduate students in data science research, specifically work related to the family search dataset and seeing if we can gain a better understanding of family networks.

**Other:**
My beautiful wife Amy and I have been married for 11 years. We were high school sweethearts and have a wonderful four year old son, Rocco. I'm an avid cyclist and love everything cycling.

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**Taylor Sorensen**  
*Civil & Construction Engineering*  
2-7764  
tsorensen@byu.edu

**Background:**
Hometown: Kaysville, UT  
2008 – Graduated High School  
2009-11 – Missionary service in Brazil Campinas Mission  
2019 – Doctorate Degree at Utah State University  
2019-21 – Lecturer at Clemson University in General Engineering Department  
2021 – Started as an assistant professor at BYU

**Professional:**

**Other:**
I am the oldest of 11 kids. My wife and I have two beautiful little girls ages 4 and 6 and we enjoy spending time together. I love board games, good books and movies (Lord of the Rings, Star Wars, Marvel, Harry Potter, the Stormlight Archive, etc.), college football (USU, Clemson, BYU), the US Women's National Soccer Team, eating Brazilian food, and keeping up on my Portuguese (my current Duolingo streak is 467 days, though my previous streak was 1215 days).
Robert Sowby

**Engineering**
Civil & Construction Engineering
2-5679
rsowby@byu.edu

**Background:**
Native of American Fork, Utah. Traveled to all 50 states! One-time junior high ping pong champion. Mission to Berlin. BYU, MIT, Harvard, Utah grad. Joined faculty after 8 years in private practice as a water resources engineer.

**Professional:**
Water infrastructure, engineering, efficiency, policy

**Other:**
Classical music, German literature, hiking, dark chocolate, Lord of the Rings.

Makayla Steiner

**Humanities**
English
2-8103
makayla_steiner@byu.edu

**Background:**
I live in Springville; I served a Spanish-speaking mission in Dallas, TX; I got my PhD from the University of Iowa, and my MA and BA from BYU; I have studied abroad in London and in Guadalajara, Mexico; and in between graduate studies worked in the undergraduate admissions office at BYU.

**Professional:**
My area of focus is 20th/21st century American literature, and Postsecular studies. I often teach African American, Native American, and Jewish American texts, and during winter 2022 taught a major authors course on Marilynne Robinson.

**Other:**
I have 7 siblings, 7 nieces and 2 nephews. I love travel (but not beach vacations), trying new restaurants, cheering for the Utah Jazz, reading, going to movies, and spending time with family and friends.
Albert Tay

School of Technology
2-6305
albert_tay@byu.edu

**Background:**
Dr. Tay received his Ph.D. in Communication and Information Sciences at the University of Hawaii, Manoa. He received his Master of Science Degree (Decision and Information Systems) from Arizona State University and his Bachelor of Science Degree (Information Systems) from Brigham Young University-Hawaii. Dr. Tay has taught IT courses at various universities and managed IT departments and projects in various industries.

**Professional:**
Prior to joining BYU, Dr. Tay managed Utah’s Statewide Longitudinal Data Systems program and served as the project director. Dr. Tay is the Director for the Cybersecurity Research Lab (CSRL) working with research assistants and interns on a variety of topics including Capture-the-Flag and Artificial Intelligence and Cybersecurity. Dr. Tay served as manuscript reviewer for ICIS, HICSS, AMCIS, Informing Science Institute, Information System Management, Mountain Plain Management Conference, NACRA, and CAIS.

**Other:**
Dr. Tay is married with three children, an amateur photographer and has a curious personality.

Lauren Truman

Humanities
Spanish & Portuguese
2-3124
lauren_truman@byu.edu

**Background:**
I grew up in Colorado and came to BYU as an undergraduate in 2005. I graduated from BYU with a degree in English and a minor in editing in 2012. I later came back to BYU to get an MA in Hispanic Linguistics and graduated from the University of Minnesota in 2021 with a PhD in Hispanic Linguistics. I learned Spanish through high school and university classes, a mission to California, and study abroad trips to Mexico and Spain.

**Professional:**
I am the course coordinator for Spanish 321 and Spanish 322, as well as the supervisor of the Spanish Writing and Grammar Lab. Most of my time is spent teaching and developing curriculum and trainings.

**Other:**
I live in Springville with my dog. We like to explore the mountains and go paddle boarding with friends. I also love reading, cooking, and salsa dancing.
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<th><strong>Chris Verhaaren</strong></th>
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**Background:**
Born and raised in the Chicago area; Mission to Louisiana; BYU for BS and MS, University of Maryland for PhD.

**Professional:**
My research is in theoretical particle physics. I build models within the framework of quantum field theory of how our current understanding might be extended and study how those models can be tested experimentally. Some questions I've been working on recently are the characteristics of the Higgs boson and the nature of the cosmological dark matter. I care about teaching concepts clearly and with physical insight to guide through mathematical formalism. This applies both to introductory and advanced classes.

**Other:**
Married with 4 children.

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<th><strong>Matthew Wilcox</strong></th>
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**Background:**
I have a varied educational background; I received my BA in English with emphases in Linguistics, and Composition and Rhetoric from Boise State University. My MA is in Theology, and my Ph.D. is in Educational Measurement, Inquiry, and Evaluation, both from Brigham Young University.

**Professional:**
I am interested in the development and validation of assessments and related statistical methods and processes, and visualization.

**Other:**
I have a beautiful wife and six tolerably good-looking children. We have lived in Provo for 15 years.
**Rebecca Winters**

**Education**
Counseling Psychology & Special Education
2-1235
rebecca_winters@byu.edu

**Background:**
Dr. Winters received her bachelor’s degree from BYU and her PhD in School Psychology from Texas A&M University. While at Texas A&M, she specialized in providing services to English Language Learners and their families. Dr. Winters completed her internship and post-doctoral training at a residential school for at-risk youth, where she provided counseling, assessment, consultation, and crisis intervention services.

**Professional:**
Consultation and collaboration in the schools, crisis intervention, social-emotional assessment, and self-care practices for educators.

Childhood trauma, resilience, social and emotional learning, emotional and behavioral disorders, and school-based supports for diverse children.

**Other:**
no response

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**Hilary Wolfley**

**Fine Arts & Communications**
Dance
2-9367
hilary_wolfley@byu.edu

**Background:**
From Orem, BYU for undergrad (BA Dance), Hollins University for MFA in Dance, studied in Germany. Danced and choreographed professionally. Was adjunct, then Visiting Instructor, then Assistant Teaching Professor here at BYU.

**Professional:**
Creative scholarship (creating choreography and mentoring student choreographers), and exploring the Creative Mother paradox within a dance setting (how can dance be more inclusive of mothering dance artists' voices/bodies/leadership). Also ballet pedagogical practices, and artistic directions.

**Other:**
Two children, 6 and 1.
**Background:**
Previously, he was a quantitative macro investor at BlackRock in London, where he invested across asset classes and regions. Prior to that he was an Executive Director in the asset allocation research group in the macro department at Goldman Sachs in London, where he had primary responsibility for Scandinavia, Benelux, Ireland and Korea.

**Professional:**
Ian graduated with his Ph.D. from the Department of Economics at Stanford University, focusing on macro-finance and econometrics. His dissertation focused on both theoretical and empirical work pertaining to financial markets. Specifically, he wrote on the dynamics of corporate lending markets, how social interactions influence speculative behavior, and how different horizons of uncertainty differentially affect firm investment behavior.

**Other:**
Speaks Spanish.
Trust in that Spirit which leadeth to do good.
Contributors to the BYU New Faculty Series
2022 Spring Seminar

NFS Administrators

Craig Hart  Director, Faculty Center
Jenith Larsen  Assistant Director, Faculty Center

Presenters & Facilitators

Monday, May 2

Elder Clark Gilbert  Church Commissioner of Education
Craig Hart  Director, Faculty Center
Jenith Larsen  Assistant Director, Faculty Center
Kevin Worthen  President, Brigham Young University

Tuesday, May 3

John Bingham  Professor / Associate Dean, Marriott School of Business
Ofa Hafoka  Assistant Clinical Professor, Student Development Services
George Handley  Professor / Associate Director, Faculty Center
Len Novilla  Associate Professor, Public Health
Jon Ostenson  Associate Professor, English
Chris Silvia  Associate Professor, Public Service and Ethics
Dave Waddell  Director / Experiential Learning
Lori Wadsworth  Associate Professor / Chair, Public Service and Ethics

Wednesday, May 4

Bonnie Anderson  Professor / Associate Dean, Marriott School of Business
Lisa Bohman  Chief Integrity & Compliance Officer
Laura Bridgewater  Professor / AAVP Faculty Development
Sarah Coyne  Professor, School of Family Life
Greg Danklef  Human Resource Development Director
George Handley  Professor / Associate Director, Faculty Center
Craig Hart  Professor / Director, Faculty Center
Nieves Knapp  Teaching Professor, Spanish & Portuguese
Shawn Nevers  Senior Law Librarian
Brian Willoughby  Associate Professor, School of Family Life

Thursday, May 5

Bonnie Anderson  Professor / Associate Dean, Marriott School of Business
Peggy Anderson  Associate Teaching Professor, Nursing
Leanna Balcı  Associate Librarian, HBLL
Mark Beecher  Clinical Professor, Student Development Services
Laura Bridgewater  Professor / AAVP Faculty Development
Katy Cabbage  Assistant Professor, Communication Disorders
Paul Caldarella  Professor, CITES
Kara Cattani  Clinical Professor / Chair, Student Development Services
Kjerste Christensen  Associate Librarian, HBLL
Corry Cropper  Professor / Associate Dean, Humanities
Mikaela Dufur  Professor / Associate Dean, Family Home & Social Sciences
Scott Esplin  Professor / Dean, Religious Education
Kendra Hall-Kenyon  Professor / Chair, Teacher Education
George Handley    Professor / Associate Director, Faculty Center
J.B. Haws    Associate Professor / Associate Dean, Religious Education
Andy Hedges    Professor, Church History & Doctrine
Shon Hopkin    Associate Professor / Chair, Ancient Scripture
Kerry Hull    Professor, Ancient Scripture
Amy Jensen    Professor / Associate Dean, Fine Arts & Communications
Grant Jensen    Professor / Dean, Physical & Mathematical Sciences
Sara Johnson    Business Manager, Student Development Services
Royce Kimmons    Associate Professor, Instructional Psychology & Technology
Jane Lasseter    Professor / Dean, Nursing
Bret Lyman    Associate Professor, Nursing
Tim McLain    Professor / Associate Dean, Engineering and Technology
Mike Miles    Professor, Manufacturing Engineering
Scott Miller    Professor / Dean, Humanities
Bryan Morse    Professor / Associate Dean, Physical & Mathematical Sciences
Shawn Nissen    Associate Professor, Communication Disorders
Jim Porter    Professor / Dean, Life Sciences
Julie Schow    Assistant Clinical Professor, Communication Disorders
Gaye Strathearn    Professor / Associate Dean, Religious Education
Tina Taylor    Professor / Associate Dean, Education

Friday, May 6

Claudine Bigelow    Professor, Music
William Christensen    Professor, Statistics
Mary Eyring    Associate Professor, English
Richard Gill    Professor / Chair, Biology
George Handley    Professor / Assistant Director, Faculty Center
Craig Hart    Professor / Director, Faculty Center
Gus Hart    Professor, Physics & Astronomy
Larry Howell    Professor / AAVP Research & Graduate Studies
Janet Losser    Professor / Director, Center for Teaching and Learning
Craig Merrill    Professor / Chair, Finance
Rex Neilson    Associate Professor, Spanish & Portuguese
Ben Ogles    Professor, Psychology
Jeff Parkin    Teaching Professor, Theatre & Media Arts
Jenny Pulsipher    Professor, History
Shane Reese    Academic Vice President, Brigham Young University

Faculty Center NFS Support Staff

Kera Kilpatrick    Head Event Coordinator
Hope Bates    Student Event Support
Abby Kimball    Student Event Support
Alexa Reeve    Student Event Support
Andrew Manger    Student Assistant to FC Assistant Director
JaNae Weaver    Student Assistant to FC Assistant Director
Trust in that Spirit which leadeth to do good.

NFS Checklists
About the NFS Checklists

The two checklists on the following pages provide a short summary of the activities that are a part of the BYU New Faculty Series. Detailed descriptions of these activities can be found in the NFS Development Project Guidelines [Tab 10]. Contact Assistant Director Jenith Larsen, jenith_larsen@byu.edu (2-4842), if you have any questions.

NFS Spring Checklist (due August 15, 2022)

To complete the first part of the BYU New Faculty Series (and receive the first $1,250 stipend), finish the following activities by August 15, 2022. Payroll cut-off is about this time; if you want your stipend to appear on your August paycheck, you will need to send in your checklist and documents by the 15th. If you miss the August deadline, you can request a 30-day extension, but your stipend will appear on a later paycheck.

A. Complete all items on the NFS Spring Checklist (next page).
B. By August 15, 2022, submit electronic copies of the following to nfseries@byu.edu:
   1. The NFS Spring Checklist— with all items checked to indicate you completed them
   2. First draft of your Faculty Development Plan
   3. Teaching Development Goals
   4. Scholarship Development Goals (or Professional Development Project if you are professional faculty)
   5. Citizenship Development Goals

NFS Final Checklist (due February 13, 2023)

To complete the second part of the BYU New Faculty Series (and receive the second $1,250 stipend), finish the following activities by February 13, 2023. (If you miss this deadline or have an unusual hire time, you can request a 30-day extension, and your stipend will appear on a later paycheck.) The final report is a summary of the outcomes of your initial goals, i.e., what happened as you worked on the goals you set in your areas of responsibility.

A. Complete all items on the NFS Final Checklist.
B. By February 13, 2023, submit electronic copies of the following to nfseries@byu.edu:
   1. The NFS Final Checklist— with all items checked to indicate you completed them
   2. Final version of your faculty development plan
   3. Your goals for the second semester of teaching your selected course
   4. Your request for the $300 teaching grant. This request can be a couple of paragraphs explaining how you will use the funds.
   5. Scholarship Development Goals report (or Professional Development Project final report if you are professional faculty)
   6. Citizenship Development Goals final report

What counts as an appropriate NFS project development goal?

You are asked to choose your own goals and activities for each NFS project. In general, as long as your ideas fit within the broad purpose of the goals, you are the best judge as to what is most appropriate. In other words, do what is most helpful to you. If you are doing anything that becomes busy work—stop! Complete the development goals in a way that is useful to you and helps you accomplish your professional objectives. Feel free to discuss any ideas you have with Assistant Director Jenith Larsen.

Sample NFS Faculty Development Projects

The Faculty Center has examples of NFS Development Projects you can access at https://facultycenter.byu.edu/new-faculty-series. You should consult with your mentor and chair on your goals.
NFS Spring Checklist

For March 2021 - January 2022 new CFS-track faculty hires

Due August 15, 2022 to the Faculty Center (nfseries@byu.edu)

<table>
<thead>
<tr>
<th>√ when done</th>
<th>Complete during the Spring Seminar (May 2-May 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Full attendance at the NFS Spring Seminar (May 2-May 6).</td>
</tr>
<tr>
<td>2.</td>
<td>Draft a Faculty Development Plan (Tab 10).</td>
</tr>
<tr>
<td>3.</td>
<td>Create your Scholarship Development Goals (or a Professional Development Project if you are professional faculty) (Tab 10).</td>
</tr>
<tr>
<td>4.</td>
<td>Create your Citizenship Development Goals (Tab 10).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>√ when done</th>
<th>Implement &amp; Complete by August 15, 2022</th>
</tr>
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</table>
| 5.          | Register now for one of the three Effective Teaching workshop sessions with CTL: [https://ctl.byu.edu/effective-teaching-seminar](https://ctl.byu.edu/effective-teaching-seminar)  
Workshop Session 1. June 13-16. 8:30am – 12 noon. (Tuesday dismissal at 10:45am.)  
Workshop Session 2. July 18-21. 8:30am – 12 noon. (Tuesday dismissal at 10:45am.)  
Workshop Session 3. August 8-11. 8:30am – 12 noon. (Tuesday dismissal at 10:45am.) |
| 6.          | Discuss your Faculty Development Plan and NFS development projects with your mentor and chair. Make adjustments where appropriate. Submit your Faculty Development Plan to your department chair. |
| 7.          | By August 15, 2022 (to receive your first $1,250 stipend), send electronic copies of the following to the Faculty Center (nfseries@byu.edu). Keep a copy of these documents for your records.  
1. The Spring Checklist—with all items checked to indicate you completed them.  
2. A copy of your first draft of your faculty development plan.  
3. Attendance (and the date of attendance) at an Effective Teaching Workshop with CTL, and your goals for your first time teaching your selected course in Fall 2022.  
4. Scholarship Development Goals (or Professional Faculty Development Project for professional faculty) that you will complete by the end of fall semester.  
5. Citizenship Development Goals for citizenship efforts you will complete by the end of fall semester. |

Check here to give your permission for these materials to be reviewed by interested new faculty (to get ideas on structure for their own NFS Development Projects). Your name will be redacted from your documents.
### NFS Final Checklist

Due February 13, 2023 to the Faculty Center (nfseries@byu.edu)

<table>
<thead>
<tr>
<th>√ when done</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Continue to meet with your mentor regularly from June 2022 to April 2023.</td>
</tr>
<tr>
<td>2.</td>
<td>Teach your first semester with your new course design/syllabus, implement your Scholarship Development goals (or Professional Development Project if professional faculty), and your Citizenship Development goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>√ when done</th>
<th>Complete by February 13, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Before the Annual Stewardship Interview with your chair (early in 2023), <strong>discuss with your mentor the progress you have made toward goals you specified in your Faculty Development Plan and your NFS development goals.</strong> Update your Faculty Development Plan as needed.</td>
</tr>
<tr>
<td>4.</td>
<td>During the Annual Stewardship Interview with your department chair, <strong>discuss the progress made toward goals you specified in your Faculty Development Plan and the NFS Development Projects.</strong> Consider involving your mentor in part of this discussion with your chair. If you have not yet met with your chair before mid-February, schedule your interview and put that date in this box.</td>
</tr>
<tr>
<td>5.</td>
<td>After discussing your Faculty Development Plan with your chair, make appropriate revisions. Submit the revised copy to your chair.</td>
</tr>
<tr>
<td>6.</td>
<td>Place copies of the final reports, along with any supporting documentation, in a personal file for your use in preparing your dossier for third-year review.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>By February 13, 2022 (to receive your second $1,250 stipend),</strong> send electronic copies of the following to the Faculty Center (<a href="mailto:nfseries@byu.edu">nfseries@byu.edu</a>):</td>
</tr>
<tr>
<td></td>
<td>1. <a href="#">The Final Checklist</a>—with all items checked to indicate you completed them</td>
</tr>
<tr>
<td></td>
<td>2. <a href="#">The final version of your faculty development plan</a> (if it has been updated)</td>
</tr>
<tr>
<td></td>
<td>3. Your goals for your second semester of teaching your selected course</td>
</tr>
<tr>
<td></td>
<td>4. Your request for the $300 teaching grant and how you will use it. (This need only be a couple of paragraphs). <strong>Please keep the grant request separate from your other documents.</strong></td>
</tr>
<tr>
<td></td>
<td>5. <a href="#">Scholarship Development Goals final report</a></td>
</tr>
<tr>
<td></td>
<td>6. <a href="#">Citizenship Development Goals final report</a></td>
</tr>
</tbody>
</table>

Check here to give your permission for these materials to be reviewed by interested new faculty (to get ideas on structure for their own reports). Your name will be redacted from these documents.

Note: After completing the final reports, consider putting some concrete goals for the next year in writing (if you haven't done so already). Share these goals with your chair, mentor, or a colleague, and plan to periodically report back to that person and use this content in preparing your dossier.
NFS Project Guidelines
# BYU New Faculty Series (NFS) Development Project Guidelines

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BYU Support for New Faculty

The BYU New Faculty Series (NFS) is designed to assist faculty in building a strong foundation for quality teaching, scholarship, and citizenship. Participation in the Series helps faculty members: (1) increase their understanding of the university's mission and its role in The Church of Jesus Christ of Latter-day Saints; (2) explore faculty opportunities and responsibilities; (3) strengthen the ability of faculty to make significant contributions through university service; and (4) help faculty find greater joy and satisfaction in their professional activities.

In the early 1990s, BYU was striving to increase excellence in both teaching and scholarship. At the same time, it was clear that several factors would result in the hiring of many new faculty members over the next decades: increased rate of retirement among senior faculty, increased student enrollment, and a desire for smaller class sizes (especially in lower-division courses). The Faculty Center was founded in 1992 to help the university better support a larger number of faculty members. In 1995, the BYU administration allocated increased support for new faculty. The Faculty Center was asked to develop and implement a broader faculty development program to provide this additional support. The inaugural year of the 18-month series was 1997. Since then, the Faculty Center has continued to administer the BYU New Faculty Series and ensure that it effectively serves the needs of new faculty and the university. All Faculty Center administrators hold PhD degrees. The Faculty Center's role is one of support and encouragement; it neither supervises nor evaluates faculty.

The Center for Teaching & Learning (CTL) collaborates with the Faculty Center to support new faculty. CTL was founded in 2007 to serve all faculty in matters related to teaching and learning—designing effective courses, assessing (and grading) student progress, etc. Each BYU college is assigned a professional teaching-and-learning consultant with advanced degrees and years of experience in higher education. Furthermore, CTL provides support for instructional technology and media. The CTL consultants are available to specifically support you in completing the Teaching Development Project.

BYU New Faculty Series Activities

The NFS activities are designed with input from former participants, experienced faculty, department chairs, university deans, and other administrators. The purpose of these activities is to support your primary university responsibilities by providing resources, structure, and encouragement. The activities and related NFS development projects have been discussed and approved by the Associate Academic Vice President for faculty development, the University Faculty Development Council (composed of the Faculty Center and associate deans from each college), and the Department Chair Coordinating Committee (department chairs and university administrators).

Since each faculty member is unique, the NFS activities are designed to assist you in setting and accomplishing the goals you select. Many faculty responsibilities are not well-defined, and yet you are asked to accomplish them with a high degree of excellence. Autonomy has many advantages and is one attractive feature of faculty life, but this same lack of structure can become a stumbling block to accomplishing goals. The BYU New Faculty Series provides additional structure through reminders, financial incentives, and even deadlines to accomplish tasks that will help you fulfill your goals.

If the proposed structure does not meet your needs, and you wish to make an alternative proposal to the Faculty Center, please contact Assistant Director Jenith Larsen by the end of the Spring Seminar. We will work with you to make any needed adjustments.

The following guidelines will assist you in creating a faculty development plan and in completing the NFS projects: the Teaching Development Project, Scholarship Development Project, and the Citizenship Development Project. The projects will require a varying amount of time, energy, and resources. In keeping with university suggestions for new faculty, you may find you spend less time on the citizenship project than on the other two. As you consider how to spend your time on the Teaching Development and Scholarship Development projects, we suggest you allot more time and effort to the area you feel needs the most structure and focus.

Materials you will send to the Faculty Center

Refer to the two checklists in Tab 9 for a summary of activities that constitute full participation in the BYU New Faculty Series. The guidelines in this document provide detailed descriptions of a subset of those activities. Participants are asked to submit materials and reports to their department chairs/directors, mentors, and the Faculty Center. The materials the Faculty Center receives are kept confidential unless you grant permission on your checklist to share your materials with other faculty; the Faculty Center uses them to monitor and evaluate the NFS program and assess its impact on new faculty; they are not used for the purpose of either formative or summative evaluation of faculty. However, be aware that faculty development plans are sent to department chairs in preparation for your annual stewardship interviews.
The Faculty Development Plan

What is it?

The faculty development plan is a "blueprint" describing a faculty member's proposed professional activities. Each faculty member should formulate a professional development plan. The department chair should review the professional development plan as part of the faculty member's annual stewardship interview. Your plan might include the following:

A. Your self-assessment of your strengths, skills, competencies, interests, opportunities, and areas in which you plan to develop.
B. Your professional goals in citizenship, teaching, and scholarship (or citizenship and professional service, for professional faculty) and your plan to accomplish these goals.
C. The relationship between individual goals and department and university expectations and needs.
D. Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.
E. Your activities and accomplishments so far in achieving the goals.
F. Your comments, if desired, on measures used to assess success in your professorial or professional responsibilities and in accomplishing the goals set forth in the plan. (University Policy on Faculty Rank and Status, 3-5).
G. How you will mentor students in their learning and research experiences within the context of your discipline or assignment.
H. How you will address equity in the classroom in both content, language and behavior relevant to the University Statement on Fostering an Enriched Environment.

An important feature of the plan is to help you identify your top priorities and goals. The more specific and measurable your goals are, the more the plan can help you focus on your priorities and track your progress. Mentors can serve as consultants in the process of creating a faculty development plan. Chairs review these plans with the new faculty and provide feedback. The document should reflect an appropriate mix reflecting department, college, and university needs and expectations and the new faculty member's aspirations. A signed copy should be included in the new faculty member's department file. It is assumed that faculty members will continue to use and modify this plan through discussions with their department chairs and throughout their careers.

The Purpose of the Faculty Development Plan

The faculty development plan serves several purposes:

• It encourages the faculty member to think reflectively and then make explicit her/his vision and goals for an effective contribution to the university.
• It facilitates reciprocal communication among faculty, mentors, and chairs
  • Expectations can be clarified, including any conflicting views between what the chair and new faculty expect—thus limiting future "surprises."
  • Resources can be negotiated to successfully achieve goals.
  • A written document is produced for future reference, decreasing dependence on inaccurate memories.
• It contains long-and short-term goals that can be revisited during stewardship interviews and used as benchmarks for progress.

Guidelines (Tab 10)

Your department or college may also have written guidelines. As much as possible, make your goals both specific and measurable. Suggest specific milestones to be accomplished by specific dates.

Example plans can be found on the Faculty Center web site: https://facultycenter.byu.edu/new-faculty-series

How will the Spring Seminar help?

You were invited to create a draft of your faculty development plan before the Spring Seminar. During the Spring Seminar, presentations, readings, and discussions will help you define and clarify the contributions you plan to make at BYU. With the assistance of your mentor, you will refine this plan and then discuss it with your department chair.

"... the University seeks qualified students of various talents and backgrounds, including geographic, educational, cultural, ethnic, and racial, who relate together in such a manner that they are no more strangers and foreigners, but fellow citizens with the saints, and of the household of God."
Some Helpful Questions to Consider when Working on
Your Faculty Development Plan

Sample Questions for Teaching

• How can I use my first year to become more aware of the kind of teacher I am? How can I get feedback on my teaching? From students (mid-course evaluations, etc.)? From colleagues? From programs (Center for Teaching & Learning (CTL): SCOT, individual consultation)?
• Can I find time to read one book this year on improving college teaching? What will that book be?
• Do I follow sound principles for designing a good course (see “Course Design” at http://ctl.byu.edu/course-design). Have I followed these principles in writing my syllabi? Have I sought feedback on my course design and syllabi?
• How do I reasonably evaluate the effectiveness of my teaching and the achievement of student learning? How do I continue to refine my teaching to help students learn?

Essential Questions for Scholarship

• What are the major projects upon which I will build my case at the next review?
• What is the audience for those projects (journals, juries, etc.)?
• What resources are necessary to complete the project (external funding, university resources)?
• Who are the two or three colleagues who can act as “critical friends” as the project develops?
• What is the target completion date for each project?
• Where does each project need to be by the end of each semester preceding the next review?
• Which days and which hours will I reserve to work on the project, permitting no intrusion from other obligations?

Considerations for Citizenship

• What goals will I set for establishing equity among students in the classroom?
• What are my expectations for how students of color or female students are treated in the classroom?
• How will I model the behavior I want to see in others?
• How will I ensure that students of color and female students are encouraged in their studies?
• How can I strengthen my relationships with my colleagues?
• Have I spoken with my chair if I feel I need some flexibility these first years on serving on department committees?

1Items on Teaching and Scholarship were contributed by Dean John Rosenberg, College of Humanities, Fall Seminar 2016
Note to Professional Faculty

Every participant of the BYU New Faculty Series completes three projects. Typically, the three projects are the (1) Teaching Development Project, (2) Scholarship Development Project, and (3) Citizenship Development Project. Every participant completes the Citizenship Development Project. However, if your professional responsibilities do not include teaching or do not include research/scholarship, rather than do the Teaching and/or Scholarship Development Projects, you should complete a “Professional Project” that is more aligned with your professional responsibilities.

During the BYU New Faculty Series, you will frequently see and hear references to the “Teaching Development Project” and the “Scholarship Development Project.” When these terms are mentioned, please substitute your alternative “Professional Project” and mentally tailor the information to your situation. Below you will find ideas for these alternative projects. You may also want to solicit advice from your chair/director.

If your responsibilities do not include teaching ...

The purpose of the Teaching Development Project is to bless the lives of students by improving the quality of instruction they receive in their courses. Even if you do not teach classes, you undoubtedly have responsibilities that impact students. You are invited to design a Professional Project that blesses the lives of students.

Consider your professional responsibilities and opportunities to interact with or influence students. Choose a project that allows you to magnify your stewardship. “The Aims of a BYU Education” may help you identify areas where you can make a particular contribution.

Rather than completing the “Course Development” guide (which is part of the Teaching Development Project), create a list of the goals or objectives for your project and ways to accomplish and evaluate them.

If your responsibilities do not include research ...

The purpose of the Scholarship Development Project is to help faculty increase their scholarly productivity. If research is not part of your responsibilities, consider these alternatives:

1) Professional Project – Data gathering and analysis

Select a project that motivates you to engage in systematic data-gathering and analysis for improvement, but not necessarily publication. As a professional faculty member, there are undoubtedly many areas of your responsibilities about which you could gather data to improve your performance. You may even consider sharing this information with other colleagues, whether verbally, through writing, at a conference, or in other venues.

2) Professional Project – Increasing your productivity

A second alternative is a project that allows you to focus on increasing your productivity in some area of your professional responsibilities. Here you may want to choose the area of your responsibility that is most important to you, or that which you most want to improve. Consider ways you might increase your productivity, manage your time, and accomplish important goals. In your proposal, list your goals, how you will document your efforts, and the ways you will evaluate your performance.

3) Professional Project – One of your choice

Most faculty have several projects currently on the “back burner.” You may have even started work on some of these projects, and it would be helpful for you to set some specific goals about what you’d like to accomplish in the next ten months. This may be a good opportunity to select one of these projects as your NFS “Professional Project.” Commit to your goals in writing and decide how you will document and evaluate your performance.

Follow the suggested timeline in the NFS Spring Seminar Checklist and the NFS Final Checklist [Tab 9] to create your proposal, implement your project, and write the final report.
Teaching Development Project Overview

A Systematic Approach to Developing an Effective Course

What is it?

Doctoral programs often emphasize mastering the subject matter of the discipline and conducting research. Consequently, many new faculty have had limited experience and even less training in the discipline of teaching. The Teaching Development Project provides an opportunity to cultivate the knowledge and skills of good teaching practice through the design, implementation, and evaluation of one of your courses. Course Development is part of the Teaching Development project. Course Development design guidelines can be found on the following page.

How will the Spring Seminar help?

Spring Seminar

One day of the Spring Seminar is devoted specifically to teaching and learning and will feature sessions on various topics related to teaching and learning.

What is expected?

A. Register for one of the three Effective Teaching workshops this summer.
B. Identify a course to focus on for your course development. The course should preferably be one that you will teach the upcoming fall semester.
C. Work with your mentor and your college’s Teaching and Learning Consultant from the Center for Teaching & Learning (CTL), to design your selected course. Please refer to the NFS Projects Timeline (page 17) for when these projects are due.
D. Create an initial teaching agenda (a short list of teaching goals) and include how you will collect evidence to evaluate/improve your teaching effectiveness.
E. Submit your course design in the form of a learning-centered syllabus with your initial teaching agenda (guidelines on page 6).
F. Teach the course as designed and collect teaching evidence.
G. Work with your Teaching & Learning Consultant to complete the Teaching Development Final Report (guidelines on page 8). Submit with your final report your teaching goal(s) for your second semester of teaching your selected course.
H. Submit your $300 course development grant proposal to have these funds available to you for the second time you teach the course.
I. Teach the course for the second time, making revisions where appropriate.
J. Gather evidence to evaluate the effect of your revisions on student learning.
K. At the end of your second semester of teaching, contact your Teaching & Learning Consultant to create a report with results and implications for future development (page 17.)
L. Submit a copy of this report to your Teaching & Learning Consultant (page 17).
Course Development Design Guidelines

Course development is intended to help you develop course design and teaching skills that you can use in every course you teach by applying these skills to a single course. Following is an outline of the design phase of your course development project.

1. Choose a course to work on—one you will be teaching preferably this upcoming fall semester at the university and one that you will teach again in the future. Many of you who came to the university in fall will have already done this; please refer to the NFS Projects Timeline table on page 17 for reference.

2. Meet with your CTL Teaching & Learning Consultant to discuss both short and long-term teaching goals and the course you have selected. (You are encouraged to meet with your consultant at each stage of your course design project. Your consultant can provide additional clarification, resources, assistance, and valuable feedback. Meeting with your consultant will save you time and help you become a more effective teacher.)

3. In summary, use the following process to design your course—
   a. In a single sentence, define a purpose for the course that situates the course within program and university outcomes and objectives, and the current and expected level of student development.
   b. Define a manageable set of learning outcomes that clearly articulate what the student needs to accomplish to achieve the course purpose.
   c. Determine what evidence you will use to show that students have achieved the course purpose (a culminating assessment).
   d. Determine how you will measure student progress through assessments and provide feedback throughout the semester.
   e. Determine the types and sequence of learning activities and practice students will need to achieve course learning outcomes and integrate them to achieve the course purpose.
   f. Fit learning activities and assessments into the semester schedule. Scale elements of the course design as necessary.
   g. Compile your syllabus (you may use the syllabus feature of Learning Suite). If your syllabus conforms to the guidelines found at https://teachanywhere.byu.edu/syllabus-design, the syllabus is considered a sufficient representation of your course design. In addition, with a well-crafted, complete syllabus, you are better prepared for the upcoming semester.

4. Determine how you will collect information and evaluate the effectiveness of teaching methods, learning activities, assessments, etc., both during and at the end of the semester.

5. Submit your completed syllabus to the Faculty Center by August 15, 2022 as well as your proposal for your goals for the first or second time you teach the class, whichever is appropriate in your case. (Refer to table on page 17.)
Course Development Grant Proposal Guidelines

What is it?

$300 in grant money is available to support your teaching. This money is to be used for your second teaching semester, or the second time you are teaching your selected course to help enhance learning in your course(s), support your teaching development, and/or provide enriched learning activities for your students. The grant proposal can be submitted after the first time you have finished teaching your chosen course (page 17).

Ideas for ways to use the grant money

1. Resources purchased for use by students in the course
   - Reference materials
   - Films or recordings for classroom use
   - Sets of periodicals (journals, magazines, newspapers) for use in class
   - Video clips/DVDs/CD ROMs
   - Video/audio tapes to record student performances in clinics, practicums, or other settings
   - Slides
   - “Objects” to enhance part of the course: e.g., skull; molecular model; rare plant; chart or map; a device that helps students perform and measure a particular skill (metronome, altimeter, stopwatch, etc.); an historic reproduction (of a Roman coin, a Nazi tract, a Nauvoo sunstone, an art form, etc.)
   - Test banks
   - Lab equipment for student use

2. Resources that support your development as a teacher
   - Subscription(s) to college teaching publications
   - Registration (or travel) fees for a teaching conference
   - Books on teaching, learning, assessment, etc.
   - Materials used as part of a teaching collaboration with a teacher of a similar course who lives elsewhere
   - Software or hardware that helps you create media for class presentations

3. Hiring the services of others to support course teaching/learning goals
   - Hiring a student to help design multi-media for class presentations, create a website, monitor e-mail responses, handle class clerical work (attendance, entering scores, etc.), investigate service opportunities for your class, etc.
   - Guest speaker/performer fee
   - Using on- or off-campus facilities to create media for enhanced learning

Note: Many departments and colleges support the kinds of items listed above. Plumb those resources first to expand your funding opportunities.

How do I apply?

If you wish to receive this Course Development Project grant, you are invited to create a brief (less than one-page) proposal for how you plan to use this money and how this is connected to improving student learning. You should submit the proposal to the Faculty Center (nfseries@byu.edu) after you have completed teaching one semester of your selected course (see page 17). Please submit this page separate from your other documents.
Teaching Development Project—Final Report Guidelines

The following are taken from guidelines submitted to the university by the Peer Review of Teaching Task Force. Selecting important areas from the guidelines below for your Final Report will help prepare you for your rank and status portfolio. Write in a style and format that works best for you. You can find this information at https://ctl.byu.edu/teaching-portfolio-peer-review

1. Student Learning
   a. Learning Outcomes. Are the course learning outcomes clear, appropriate to the course, and consistent with program outcomes? Do the learning outcomes reflect the Aims of a BYU Education? Are the learning outcomes effectively communicated to students?

   b. Learning Activities. Is the course well-organized? Are learning activities (e.g., lectures, discussions, reading, homework, papers, projects, labs, performances, student presentations) well-designed and appropriate to the course? Do learning activities promote student engagement?

   c. Learning Assessment. Are assessment instruments aligned with learning outcomes? Are assessments effective measures of student learning? How well are students achieving the learning outcomes?

2. Learning Environment
   a. Relationships. Does the instructor integrate faith into the course and inspire students in their learning? Are instructor-student interactions appropriate, respectful, inclusive, and motivating to students? Does the instructor foster positive and supportive student-student interactions and ensure respectful discussions of challenging issues?

   b. Settings. Does the instructor use the classroom, lab, studio, etc., to create an effective setting for inspiring learning? Does the instructor create an atmosphere that motivates students to be active and engaged learners? Does the instructor create an atmosphere of civility and respect that welcomes diversity, promotes equity, and invites belonging for all students, “regardless of their race, gender, sexual orientation, or other distinguishing feature” (Worthen, 2020)? Does the instructor make reasonable efforts to make learning opportunities accessible to students with differing needs (e.g., physical, psychological, situational, technological)?

   c. Materials and Other Resources. Are course materials (e.g., text, notes, instructional technologies, teaching assistants) current and appropriate for the course? Are course materials used effectively to facilitate learning? Where appropriate, do course materials reflect a diversity of sources and perspectives (e.g., gender, race, ethnicity, culture)?

3. Processes of Improvement
   a. Course Improvement. Are assessment data and other sources of evidence effectively and consistently used to improve the learning outcomes, learning environment, activities, and assessments? Do these improvements lead to increased achievement of learning outcomes?

   b. Professional Development. Does the instructor engage in regular self-evaluation of their own teaching? Does the instructor participate in activities (e.g., consultations, seminars, courses, study of pedagogy literature) that help them learn and develop as an instructor? Does the instructor implement best practices, and have they assessed the impacts of those practices?
Scholarship Development Project
Developing the Habits of Scholarly Productivity

What is it?

Scholarship and creative activities are sometimes difficult to manage because the process is unstructured. Typically, there are no imposed deadlines to meet, so there are few external forces driving you to adhere to a schedule. Because you progress from one step in the process to the next only when you decide to move forward, it is easy to let more pressing responsibilities dominate your time. It is rare that anyone (except the occasional co-author) follows up on your progress or gives you feedback along the way. You typically may not receive feedback unless you ask for it.

Another important challenge in scholarship is to produce a body of work that has impact. This generally involves concentrating your efforts in a particular area or focusing on a specific theme, method, approach, or area of application in a programmatic manner. It is easy to get sidetracked by pursuing too many unrelated projects. Variety can make work interesting but losing focus can lead to losing impact in the overall body of your work.

The purpose of the Scholarship Development Project is to encourage more structure, discipline, and focus in your scholarly work. Even if you do not have a lengthy publication record, you have already mastered most of what it takes to be a productive, focused scholar (or you would not be here). Whatever your past and present level of productivity is, the challenge is to go from where you are now to the next level, in terms of managing your scholarly productivity and enjoying the process more. Everyone has room to grow!

Use this project to identify the specific strategies of scholarly productivity you want to use to become a more prolific scholar so that your ideas and papers are part of the current scholarly conversation. The strategies you choose should help you develop life-long habits that will make scholarly work both more productive and also more enjoyable. You’ll be provided with some example strategies, or you may come up with your own ideas.

How will the Spring Seminar help?

One day of the Spring Seminar will be devoted to exploring various issues related to scholarship and creative works. Through workshops, discussion groups, and presentations, you will be exposed to a variety of strategies for developing scholarly productivity and focus. You will also be encouraged to refine your own scholarship goals and plan ways to bring your goals to fruition.

By the end of the Spring Seminar, you should have a clearer sense of where you are heading and how to get there. The focus of the Scholarship Development Project is on developing a concrete plan for “how to get there.” As you go through the Spring Seminar, note specific strategies of scholarly productivity that can enable you to achieve the goals you have set for yourself.

What is expected?

• As part of the Scholarship Development Project, you could identify in your faculty development plan the themes, topics, methods, or applications that will serve as the organizing structure of your program of scholarship.

• You might also identify specific strategies you wish to incorporate into your regular work habits to increase your scholarly productivity.

• Complete the steps indicated on the Scholarship Development Project Proposal Guidelines.
1. In the Scholarship section of your faculty development plan, identify the themes, topics, methods, or applications that will serve as the organizing framework of your program of scholarship. Here are two strategies to consider as you attempt to develop a defined area of scholarship:

(a) Create a strategy for building a program of research around an early success (something you have already accomplished). For empirically oriented work, you might validate your results using a different method or sample, or you might add a longitudinal component. For more conceptual work, you might look at your core arguments from a different theoretical or epistemological perspective. If you are doing applied scholarship, you might strive to build a more robust case by varying your intervention or your target population or problem. For artistic scholarship, you might consider varying your subject matter, or medium, or the size or scope of your work.

(b) One way of framing the programmatic aspect of scholarship is to begin thinking of the half-dozen outside scholars whose opinions of your work you would like included in your rank and advancement dossier. These should be the recognized experts in the subject at the heart of your scholarly work. Over the next few years, begin a conversation with these individuals, including seeking their counsel on areas of mutual interest, asking them to review sections of your pre-publication materials, sending them reprints or other representations of your scholarship, etc.

2. Identify the scholarly goals (i.e., activities or products) you wish to complete by December 2022.

3. During the Spring Seminar, consider various strategies of scholarly productivity you would like to incorporate in your work to reach your desired goals (you may find the “Inventory of Ideas for Increasing Scholarship Productivity” on page 11 useful). Choose strategies of scholarly productivity that will lead to habits and skills that will serve you throughout your career as a scholar. The primary purpose of this project is to encourage you to make these productive strategies life-long habits.

4. Solicit feedback/assistance on your Scholarship Development Project from your mentor (and your chair, if desired).

5. Create a brief Scholarship Development Project proposal. The proposal should include:

   (1) The paragraph(s) from your faculty development plan where you identify the themes, topics, methods, or applications that will serve as the organizing framework of your program of scholarship.

   (2) A list of the specific scholarly goals (activities or products) you wish to complete by December 2022.

   (3) The specific strategies of scholarly productivity you would like to use more effectively to become more productive in your work (page 11 for ideas).

   (4) The method you will use to evaluate your success in using these strategies to enhance your regular work habits by the conclusion of the NFS program (December 2022).
Inventory of Ideas for Increasing Scholarly Productivity

(For a more complete list, see https://facultycenter.byu.edu/scholarship-research)

<table>
<thead>
<tr>
<th></th>
<th>This would not be helpful</th>
<th>I'm already doing this</th>
<th>This might be useful</th>
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<tbody>
<tr>
<td><strong>Getting Ideas</strong></td>
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<tr>
<td>Discuss ideas for research and creative works with colleagues.</td>
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<td>Read in a new area or on a new subject.</td>
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<tr>
<td>Set aside a regular time (each week/month) to stay current on the literature or the latest creative activities in your discipline.</td>
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<td>Share key parts of your research in your classroom teaching.</td>
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<td>Join a new professional association, attend different professional meetings, subscribe to new journals.</td>
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<tr>
<td><strong>Research &amp; Data Analysis</strong></td>
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<tr>
<td>Develop your ability to use more complex data analysis techniques or institute tighter systems for data collection and analysis.</td>
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<tr>
<td>Regularly involve students in research and/or creative works.</td>
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<tr>
<td>Review helps to you from the Research Administration Office (<a href="https://rao.byu.edu">https://rao.byu.edu</a>) and encourage students to apply for scholarship grants.</td>
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<tr>
<td>Learn to use the Center for Statistical Consultation &amp; Collaborative Research <a href="http://statistics.byu.edu/content/consulting-center">http://statistics.byu.edu/content/consulting-center</a></td>
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<tr>
<td>Learn to access databases relevant to your discipline. The Harold B. Library offers access to hundreds of databases.</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>Set aside daily blocks of time to write or work on creative activities—at least 15-30 minutes each day. Don’t wait for large blocks of time!</td>
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<td>Write/create in a setting away from your office and phone (at home, in the lab or studio, in the library, etc.)</td>
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<tr>
<td>Have “writing office hours.” Don’t answer the phone, email, or the door during your writing hours. Post a sign on your door so visitors will know when you will be available.</td>
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<tr>
<td>Begin writing as soon as you begin a project. Don’t finish the literature review or research first: write as you read and research.</td>
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<td><strong>Feedback</strong></td>
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<td>Note names of established scholars in your research area and develop strategies for initiating conversations with them regarding areas of common interest.</td>
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<td>Share early drafts of your work (even at the outline stage). Commit to having a number of colleagues review your work as it progresses.</td>
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<td>Hold yourself accountable to a supportive partner. Report regularly.</td>
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<td>Meet regularly with peers (and/or research assistants) to share drafts and get feedback.</td>
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<tr>
<td>Send drafts to the Faculty Publishing Service for review and feedback: <a href="https://ling.byu.edu/faculty-publishing-service">https://ling.byu.edu/faculty-publishing-service</a></td>
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<tr>
<td><strong>Publishing</strong></td>
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<tr>
<td>Talk to a potential editor/publisher/producer about work you are proposing. Find out if it will be suitable for that venue and explore ways to make it more appropriate for that audience.</td>
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<tr>
<td>Submit cover letters, abstracts, sample chapters, or plans about your research to several publishers/producers.</td>
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<tr>
<td>Don’t wait until you have “perfected” your piece. Get it into an editor's (or producer's) hands as soon as you can. Set deadlines.</td>
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<tr>
<td>Have a back-up plan in case a piece is rejected. Have envelopes prepared and ready to send to the next potential venue.</td>
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<tr>
<td><strong>Other</strong></td>
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<tr>
<td>Take a fresh look at familiar scholarship topics or questions (e.g., from an LDS or faith-based perspective)</td>
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<tr>
<td>Develop organizational skills: prioritize, simplify, delegate tasks to others.</td>
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</table>
Scholarship Development Project—Final Report Guidelines

Final Report due February 13, 2023

In preparing the contents of this report, consider the following:

- What summary will adequately document your work and accomplishments?
- What information will help your chair clearly understand your work and provide feedback?
- What kind of report will make a valuable addition to your dossier for continuing status?

Use the following procedure to report on your Scholarship Development Project:

1. **Locate your original Scholarship Development Project proposal—the one submitted in August 2022 (the Faculty Center has a copy if you can’t find it). Review the following four elements:**
   (1) The paragraph(s) from your faculty development plan where you identify the themes, topics, methods, or applications that will serve as the organizing structure of your program of scholarship.
   (2) A list of the specific scholarly goals (activities or products) you planned to complete by December 2022.
   (3) The specific strategies of scholarly productivity you planned to incorporate in your work.
   (4) The method you planned to use to evaluate your success in using these strategies.

2. **Include the following in your Scholarship Development Project Final Report (approximately 1-2 pages)**
   (1) Evaluate your success in accomplishing your scholarly goals (activities or products).
   (2) Describe your experience in applying the strategies you targeted to enhance your scholarly productivity. Have any of these strategies become a useful part of your regular work habits?
   (3) If appropriate, revise the paragraph(s) from your faculty development plan where you identify the themes, topics, methods, or applications that will serve as the organizing structure of your program of scholarship.
   (4) Describe what you learned from this process and your plans for enhancing your future scholarly productivity.
Citizenship Development Project
Building Community through Collaboration

What is it?
One of the attractions of academe is the opportunity for citizenship in a “community of scholars.” Your citizenship in this community can provide valuable support, as well as meaningful opportunities to serve other members of the community. Among the members of this community, faculty colleagues (both at BYU and elsewhere) play a particularly important role. Collaboration with faculty colleagues can significantly enhance both your and your colleagues’ contributions in teaching and scholarship, and thus strengthen the entire academic community.

Research studies on higher education stress the value of collaboration, both in teaching and research. This literature suggests that forming collaborations and spending time with faculty colleagues is a predictor of academic success. In particular, it underscores the value of getting together with colleagues to share ideas, discuss your work, and develop new areas of exploration. These discussions are renewing, help you acquire useful ideas and skills, and provide an opportunity to serve others. Unfortunately, because of busy schedules, it can be difficult to make time for these valuable experiences.

In addition to opportunities on campus, it is important for BYU scholars to build community and engage in collaboration with colleagues in their disciplines and professions elsewhere. Without this active engagement, university work can become debilitatively isolated and stale. Active participation in your professional organizations, serving on conference committees or review boards, or working on collaborative projects with outside scholars can richly broaden collaborative networks and provide invaluable opportunities to serve and to grow.

The purpose of the Citizenship Project is to foster the habit of regularly reaching out to develop and nurture collegial associations and collaborations. This project does not encompass everything traditionally associated with “citizenship” for the purpose of rank and advancement. The specific focus of this project is on collaboration with academic colleagues, both at BYU and beyond. You are invited to strengthen these collaborations in ways that cause you to stretch beyond your present levels of interaction.

Additional Reading
Review the citizenship section of the University Policy on Faculty Rank and Status, (sections 3.4 and 4.1).
https://policy.byu.edu/view/rank-and-status-policy?s=s616

How will the Spring Seminar help?
By participating in the Spring Seminar, you have the opportunity to develop a greater awareness of your membership in the university community through learning and sharing with colleagues from across campus. This gives you an opportunity to learn from a variety of perspectives and share your insights with colleagues in different departments and colleges. You can also develop relationships that may lead to future collaborative work.

Also, during the Spring Seminar, you will be encouraged to explore collaborative and service opportunities with colleagues outside of BYU and consider ways to develop your ability to contribute to the wider academic community.

What is expected?
See the Citizenship Project Proposal Guidelines.
Citizenship Development Project—Proposal Guidelines

Proposal due August 15, 2022

1. Consider the role of collaboration in your professional work. In the Citizenship section of your faculty development plan, identify specific long-term goals for enhancing your collaborative relations at BYU and the broader academic community.

2. Identify the specific project goals and/or activities you would like to accomplish by the end of the NFS program (December 2022). One way to think of the work you will do is that it is your gift or contribution to the community. At the end of this project, we hope that you will look back over the year and discover that several things have happened to bless the community that would not have happened without your taking the initiative. There are many activities or goals you could choose (see suggestions on page 15), but as a minimum, these activities should:
   1. Involve faculty colleagues.
   2. Foster the habit of regularly reaching out to form valuable collaborations and associations.
   3. Cause you to stretch. (The activities you choose should be things you would not ordinarily do, either because they are out of your comfort zone or because you usually feel too busy. What would stretch one person may not stretch another. You know your circumstances best, so you are the judge. For example, regular Devotional attendance with colleagues might be stretching for some faculty but would not be for others.)

Note: Not all of the activities you may choose will fit neatly into the Citizenship category for rank and status purposes. If you want to choose goals/activities that meet both the above criteria and department expectations of citizenship, consult with your mentor and your chair.

3. Solicit feedback/assistance on your Citizenship Project from your mentor and discuss your plans with your chair, if desired.

4. Create a brief Citizenship Project proposal. The proposal should include a list of the specific collaborative goals and/or activities you wish to complete by December 2022. It is easy to be too ambitious. Rather than creating a laundry list of all the things you would ideally like to achieve, prioritize your list so that you are clear which things you will give priority to over the next year.
Citizenship Development Project—Possible Activities

Collaborative Teaching Activities

1. Observe colleagues' teaching and invite colleagues to observe yours. Discuss with each other what you are learning.
2. Establish a regular time to discuss specific readings on various teaching issues with colleagues.
3. Team-teach with a colleague. Regularly discuss what you are learning with each other. Gather feedback and together plan ways to improve the course.
4. Work with a colleague in your department to explore ways student learning can be enhanced in the department. Stimulate discussions with other colleagues in the department.
5. Organize a monthly departmental “brown bag” to share teaching ideas.

Collaborative Scholarship Activities

6. Collaborate on a research project or creative activity with a colleague.
7. Invite colleagues (on- and off-campus) to review your written work and give suggestions for improvement. Offer to review your colleagues' work and provide helpful feedback.
8. Establish a regular time to discuss specific disciplinary readings with colleagues.
9. Regularly discuss your current research interests with colleagues in your department or college.
10. Sponsor a lecture or workshop to bring experts in your field to campus.
11. Organize a monthly departmental “brown bag” to share current works-in-progress.

Service Activities

12. If you have a committee assignment, seek ways to make a greater contribution to the committee work: actively participate in the meetings, follow-up on assignments, provide feedback on written materials the committee produces.
13. Serve your colleagues in a professional association. Assist with conference planning, review proposals, review articles for a journal, serve as a referee of creative work in your area of expertise. Seek advice from others to improve your ability to give professional service.

Activities to Build Collegiality

14. Find ways to get to know more members of your department. Read their vitae, observe their classes, visit with them in their offices.
15. Have lunch regularly with faculty colleagues.
16. Actively participate in department and/or college seminars.
17. Participate regularly in physical fitness or cultural activities with colleagues.
18. Invite colleagues to attend University Forums and Devotionals with you.

Collaborating with Colleagues Outside of BYU

19. Be an active participant in your professional association(s) by regularly attending the conferences, volunteering to review papers for conferences or special issues of journals, etc. Volunteer to help coordinate a BYU reception at a professional meeting.
20. Arrange to meet colleagues working on similar scholarly activities at conferences to compare notes and discuss possible opportunities for collaboration.
21. Bring prominent scholars to campus by volunteering to help coordinate your department’s seminar series. Suggest speakers who are working in areas that mesh with your interests.
Citizenship Project—Final Report Guidelines

Final Report due February 13, 2023

By February 13, 2023, submit a final report that reflects on your experience with this project and describes what you learned in the process. As you decide what to include, consider what kind of report will make a valuable addition to your dossier for continuing status.

Use the following procedure to report on your Citizenship Project:

1. Locate and review your Citizenship Project proposal—the one submitted in August 2022 (the Faculty Center has a copy if you can’t locate it).

2. Include the following in your Citizenship Project Final Report (approx. 1-2 pages)
   1. Describe your experience in implementing your Citizenship Project proposal. What worked and didn’t work? What has resulted from these activities?
   2. What have you learned from this process, and what plans do you have to enhance future collaborations?
## NFS PROJECTS TIMELINE

<table>
<thead>
<tr>
<th>Mar 2021 – Jan 2022 Faculty Hires</th>
<th>August 15, 2022</th>
<th>February 13, 2023</th>
<th>June 2023</th>
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<tbody>
<tr>
<td><strong>March 2021 thru January 2022 HIRES</strong></td>
<td>Submit final report on Teaching, Scholarship &amp; Citizenship or your Professional Development project²</td>
<td>Submit final draft of faculty development plan²</td>
<td>Submit $300 course development grant proposal for 2nd time teaching²</td>
</tr>
<tr>
<td>If you did not attend an <em>Effective Teaching</em> workshop in summer 2021, you will need to do so this summer.</td>
<td>Attend an Effective Teaching Workshop summer 2022¹</td>
<td>Submit syllabus and your goals for 1st time teaching your selected course for Fall 2022²</td>
<td>Submit your report to your CTL consultant on your 2nd time teaching</td>
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<td>Submit first draft of faculty development plan²</td>
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<td>Submit Fall 2022 Scholarship &amp; Citizenship Development goals or your Professional Development goals²</td>
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¹The Center for Teaching & Learning (CTL) 2022 Effective Teaching workshops:

Workshop Session 1. June 13-16. 8:30am – 12 noon. (Tuesday dismissal at 10:45am.)

Workshop Session 2. July 18-21. 8:30am – 12 noon. (Tuesday dismissal at 10:45am.)

Workshop Session 3. August 8-11. 8:30am – 12 noon. (Tuesday dismissal at 10:45am.)

You can register here:

https://teachanywhere.byu.edu/_preview?_cms.db.previewId=0000017e-7da7-de4c-a7fe-fff7d6820000&_date=

²Submit these reports to the Faculty Center: nfseries@byu.edu
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Tuesday (May 3)</th>
<th>Wednesday (May 4)</th>
<th>Lunch 12pm - 1pm</th>
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<tbody>
<tr>
<td>Alcaraz</td>
<td>Melissa</td>
<td>Sociology</td>
<td>9:25-10:05am</td>
<td>HIRING &amp; UTILIZING RAs</td>
<td>Lunch in 3224 WSC</td>
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<tr>
<td>Allen</td>
<td>Quentin</td>
<td>Manufacturing Engineering</td>
<td>10:15-10:55am</td>
<td>GETTING THINGS DONE</td>
<td>Lunch in 3224 WSC</td>
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<tr>
<td>Bailey</td>
<td>Erin</td>
<td>Music Education</td>
<td>10:30-11:10am</td>
<td>HIRING &amp; UTILIZING RAs</td>
<td>Lunch in 3224 WSC</td>
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<tr>
<td>Bailey</td>
<td>Matt</td>
<td>Biology</td>
<td>Valuing Diversity &amp; Belonging</td>
<td>THE STUDENT MENTORING EXPERIENCE</td>
<td>Faculty Development Planning</td>
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<td>Bean</td>
<td>Gordon</td>
<td>Computer Science</td>
<td>Valuing Diversity &amp; Belonging</td>
<td>SUPPORTING FEMALE STUDENTS &amp; FACULTY</td>
<td>Faculty Development Planning</td>
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<td>Bennion</td>
<td>Adam</td>
<td>Physics &amp; Astronomy</td>
<td>Valuing Diversity &amp; Belonging</td>
<td>THE STUDENT MENTORING EXPERIENCE</td>
<td>Getting Things Done</td>
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<td>Blanchard</td>
<td>Brian</td>
<td>Music</td>
<td>Valuing Diversity &amp; Belonging</td>
<td>SUPPORTING FEMALE STUDENTS &amp; FACULTY</td>
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<td>Blythe</td>
<td>Christopher</td>
<td>English</td>
<td>Valuing Diversity &amp; Belonging</td>
<td>THE STUDENT MENTORING EXPERIENCE</td>
<td>THE QUEST FOR CHRISTIAN SCHOLARSHIP</td>
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<tr>
<td>Boizelle</td>
<td>Benjamin</td>
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