

NFS

Spring Seminar

Trust in that spirit which leadeth to do good.

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Welcome

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 Shane Reese 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. We are confident that you also will bring excellent insights and questions that will make this an uplifting and stimulating learning experience.

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

Chris Garrett, Assistant Director

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2023 SPRING SEMINAR OVERVIEW

Monday, May 8	Tuesday, May 9	Wednesday, May 10	Thursday, May 11	Friday, May 12
<i>BYU Legacy Day</i>	<i>Teaching Day</i>	<i>Scholarship/Research Day</i>	<i>Stewardship Day</i>	<i>Scholar-Disciple Day</i>
<p>9:15am – 10:00am Pre-Seminar Session: NFS Projects & Stipends with Chris Garrett (Terrace Room HC)</p> <p>10:15am – 11:50am Opening Exercises with Craig Hart and Justin Collings, “What it Means to be Mission Centered” (HC 3rd Floor)</p> <p>12 noon Lunch (HC Assembly Hall)</p> <p>1pm – 2:30pm Q&A with President Reese & Church Commissioner of Education Clark Gilbert (HC 3rd Floor)</p>	<p>8am – 9:15am Opening Exercises & Plenary with John Bingham, “Unique Challenges and Opportunities: Crafting Inspiring Learning at BYU” (3228 WSC)</p> <p>9:25am – 10:05am Concurrent Teaching Session 1</p> <p>“Writing as a Teaching Tool” with Jon Ostenson (3211 WSC)</p> <p>“The Student Consultant on Teaching Program” with Ursula Sorensen (3250-3252 WSC)</p> <p>“Valuing Belonging: Creating Community at BYU” with Julianne Grose (3220 WSC)</p> <p>10:15am – 10:55am Concurrent Teaching Session 2</p> <p>“The Struggling Student: Dealing with Unique Mental and Spiritual Challenges” with Natalie Kirtley (3211 WSC)</p> <p>“Course Design: A Fresh Start” with Julie Swallow and Ken Plummer (3250-3252 WSC)</p> <p>“What Does Belonging Mean to Us?” a panel discussion with Carl Hernandez, Julianne Grose, Blake Fisher (3220 WSC)</p> <p>11:05am University Devotional (3228 WSC)</p> <p>12 noon General Lunch (3224 WSC)</p>	<p>9am – 10:20am Opening Exercises & Plenary with Melissa Lewis Western, “Scholarship at BYU: Are You Surviving or Thriving?” (3228 WSC)</p> <p>10:30am - 11:10am Concurrent Scholarship Session 1</p> <p>“Preparing for Your Third-Year Review” with Scott D. Braithwaite (3211 WSC)</p> <p>“Hiring and Utilizing RA’s” with Brian Willoughby (3250-3252 WSC)</p> <p>“Getting Things Done/Time Management” with Collette Blackwelder (3220 WSC)</p> <p>11:20am – 12pm Concurrent Scholarship Session 2</p> <p>“Faculty Development Planning” with Tina Taylor (3211 WSC)</p> <p>“Integrity and Compliance” with Sarah Brinton (3250-3252 WSC)</p> <p>“Getting Things Done/Time Management” with Collette Blackwelder (3220 WSC)</p> <p>12 noon General Lunch (3224 WSC)</p> <p>12 noon Professional Faculty Lunch (3223 WSC)</p>	<p>9am – 10:20am Opening Exercises & Plenary with Justin Collings, “The University Rank & Status Process” (3228 WSC)</p> <p>10:30am Pick up a Boxed Lunch (3224 WSC)</p> <p>10:30am – 12pm College & Department Sessions (See Thursday Morning Notes for rooms)</p> <p>12pm – 1pm Lunch with Mentors & Ice cream Bar (3224 WSC)</p> <p>1-1:15pm Closing Remarks with AAVP Brad Neiger</p>	<p>9am – 10:15am Opening Exercises & Plenary with Craig Hart and Jenny Pulsipher, “Your Journey to BYU: What’s Next?” (3228 WSC)</p> <p>10:20am – 11:50am Group Discussions: Combining Religious Faith & Academic Excellence (See Friday Morning Notes for rooms)</p> <p>12pm – 1pm Lunch with Mentors & Ice cream Bar (3224 WSC)</p> <p>1-1:15pm Closing Remarks with AAVP Brad Neiger</p>

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



BYU | FACULTY CENTER

3770 HBLL • 801-422-7419 • facultycenter.byu.edu

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
Jenny H. Pulsipher, Associate Director

A. Jane Birch, Assistant Director
Chris Garrett, Assistant Director

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MONDAY, MAY 8

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

9:15 am	Chris Garrett, Assistant Director, NFS Projects (HC Terrace Room)
10:15 am	Craig Hart — Welcome / Scriptural Thought / Thought on Legacy (Hinckley Center 3 rd floor)
10:25 am	Justin Collings: What It Means to be Mission Centered
10:55 am	Questions on Justin’s presentation
11:05 am	Video: <i>House of Dreams</i>
11:25 am	Group Discussion
11:40 am	Overview of Week / Dismiss for lunch
11:50 am	BREAK
12 noon	Lunch (Hinckley Center Main Assembly Hall)
1:00 pm	Q&A with President Shane Reese and Church Commissioner of Education Clark Gilbert (HC 3 rd floor)

Preparation for Tuesday

Read	the university conference address, <i>A Unique Kind of Education</i> , 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.



Monday, May 8

Legacy at BYU

Supplementary Resources

Bateman, Merrill J. "A Zion University." *Educating Zion*. Eds. John W. Welch and Don Norton. Provo: BYU Studies, 1996. 247-260.

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

Brigham Young University. "Academic Freedom Policy." April 1, 1993. [Full text: <http://policy.byu.edu/view/index.php?p=9>]

Eyring, Henry B., Ed. *On Becoming a Disciple Scholar*. Lectures Presented at the BYU Honors Program Discipline and Discipleship Lecture Series. Salt Lake City, UT: Bookcraft, 1995. **[Available for checkout from the Faculty Center Library.]**

Holland, Jeffrey R. "A School in Zion." (1988). *Educating Zion*. 143-164.

Maeser, Karl G. "History of the Academy." (1891). *Educating Zion*. 1-4.

Marsden, George M. *The Soul of the American University*. New York: Oxford, 1994. **[Available for checkout from the Faculty Center Library.]**

Maxwell, Neal A. "Discipleship and Scholarship." (1991). *Educating Zion*. 198-203.



Morning Notes

Monday, May 8

Welcome

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

Monday's NFS Projects & Stipends - Today at 9:15am in the Terrace Room (B20) in the Hinkley Center

Your Complimentary Books

You will receive your complimentary books today. Any eBooks should also now be accessible. Please notify Rachel Clark if there is a problem at 801-422-4734 or rachel_clark@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>

Chris Garrett – Assistant Director, Faculty Center

Biographical Sketch

Chris Garrett comes to BYU from Nevada State College, where he was a tenured Professor of Education and the Director of the Center for Teaching & Learning Excellence. Chris has over fifteen years of experience leading faculty development programs and teaching college students.

He has a Ph.D. from Texas A&M University in English Language and Literature, an M.A. in Interdisciplinary Studies from Oregon State University, and a B.A. in American Studies from BYU. He was previously an Associate Professor of English and the Director of Faculty Development at the University of Southern Indiana. Prior to that he was the Director of the Center for Excellence in Teaching & Learning at Oklahoma City University while serving in Assistant and Associate Professor of English roles. Chris has taught a variety of university courses, is a national leader with influence in faculty development, and publishes academic peer-reviewed research in this field.

He has considerable experience in designing, planning, and leading professional development activities, providing training to academic leaders (e.g., department chairs, deans, associate deans) on best practices in leadership and how to evaluate teaching and faculty work. In addition to skills in networking across academic units, Chris has led and organized regional conferences on faculty development, has extensive event planning experience, and is leading a national institute for new faculty developers.

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).

Justin M. Collings – AAVP, Faculty Development

Biographical Sketch

Dr. Collings and his wife, Lia, are the parents of seven remarkable children who are the seven wonders of their world. As a family, the Collingses enjoy music, literature, languages, travel, and time together.

Dr. Justin Collings joined the BYU faculty in 2013, when he began teaching at the J. Reuben Clark Law School. He received continuing faculty status at the Law School and was promoted to the rank of professor of law in 2019. Prior to his service as AAVP for Faculty Development, he served from 2020 to 2022 as an Associate Dean at the Law School. From January to June 2019, he was a Fulbright Fellow at the European University Institute in Florence, Italy.

Dr. Collings teaches a variety of courses, most of them focused on constitutional law and constitutional history. He is the author of two books, *Democracy's Guardians: A History of the German Federal Constitutional Court, 1951-2001* (Oxford University Press, 2015) and *Scales of Memory: Constitutional Justice and Historical Evil* (Oxford University Press, 2021).

Dr. Collings is a graduate of Brigham Young University, where he double-majored in English and Italian, and of Yale University, where he earned a JD and a PhD in history. Before beginning his teaching career, he worked as a law clerk to the Honorable Guido Calabresi on the United States Court of Appeals for the Second Circuit.

Clark G. Gilbert – Church Commissioner of Education

Biographical Sketch

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.

Shane Reese – BYU President

Biographical Sketch

C. Shane Reese became President of Brigham Young University on May 1, 2023. At the time of his appointment, he was serving as the Academic Vice President. He also 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.

BYU: A Unique Kind of Education

KEVIN J WORTHEN

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."³ 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.⁴

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!"⁵

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"⁷—"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.*¹¹

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 René Brown observed in a different context, “The middle is messy, but it’s also where the magic happens.”¹²

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"¹⁷—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.”¹⁹

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.”²⁰

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.”²¹ 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.”²²

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 fellowmen.”²³ 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.*²⁴

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.”²⁵ 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.*²⁶

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 in my prayer, in the name of Jesus Christ, amen.

Notes

1. Alan Burdick, *Why Time Flies: A Mostly Scientific Investigation* (New York: Simon and Schuster, 2017), 192.

2. Burdick, *Why Time Flies*, 197.

3. D&C 105:10.

4. Dallin H. Oaks, “Challenges to the Mission of Brigham Young University,” BYU leadership conference, 21 April 2017; quoting his own words from “It Hasn’t Been Easy and It Won’t Get Easier,” BYU leadership conference, 25 August 2014.

5. Spencer W. Kimball, “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 and Don E. Norton, eds., *Educating Zion* (Provo: BYU Studies, 1996), 75.

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.”

8. Oaks, “Challenges to the Mission.”

9. See, e.g., James Tunstead Burtchaell, *The Dying of the Light: The Disengagement of Colleges and Universities from Their Christian Churches* (Grand Rapids, Michigan: Eerdmans, 1998).

10. Robert John Araujo, “‘The Harvest Is Plentiful, but the Laborers Are Few’: Hiring Practices and Religiously Affiliated Universities,” *University of Richmond Law Review* 30, no. 3 (May 1996): 718; referencing Mark Tushnet, “Catholic Legal Education at a National Law School: Reflections on the Georgetown Experience,” in William C. McFadden, ed., *Georgetown at Two Hundred: Faculty Reflections on the University’s Future* (Washington, DC: Georgetown University Press, 1990), 322.

11. *Deseret News* editorial board, “In Our Opinion: More Colleges Should Consider the BYU–I Model and Put Education First,” Opinion, *Deseret News*, 3 August 2017, [deseretnews.com/article/865685973/In-our-opinion-Colleges-should-ask-if-greater-scholarly-production-is-really-worth-the.html](https://www.deseretnews.com/article/865685973/In-our-opinion-Colleges-should-ask-if-greater-scholarly-production-is-really-worth-the.html).

12. Brené Brown, *Rising Strong: How the Ability to Reset Transforms the Way We Live, Love, Parent, and Lead* (New York: Random House, 2017), 28.

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.

14. Kimball, "Second Century"; also excerpted text in Welch and Norton, *Educating Zion*, 67. Quoted in Oaks, "Challenges to the Mission." Spencer W. Kimball similarly used this in both "Education for Eternity," 12, and "Installation of and Charge to the President," 9; see also corresponding excerpted text in *Educating Zion*, 55, 77.

15. John S. Tanner, "A House of Dreams," BYU annual university conference faculty session address, 28 August 2007; quoted in Oaks, "Challenges to the Mission."

16. *The Mission of Brigham Young University and The Aims of a BYU Education* (Provo: BYU, 2014), 2.

17. *Mission and Aims*, 1.

18. *Mission and Aims*, 1.

19. Kimball, "Education for Eternity," 11; see also excerpted text in Welch and Norton, *Educating Zion*, 54.

20. Kimball, "Second Century"; see also excerpted text in Welch and Norton, *Educating Zion*, 72.

21. Ezra Taft Benson, "Beware of Pride," *Ensign*, May 1989.

22. Benson, "Beware of Pride."

23. Benson, "Beware of Pride."

24. Thomas L. Shaffer, *On Being a Christian and a Lawyer: Law for the Innocent* (Provo: Brigham Young University Press, 1981), 175; emphasis in original.

25. Oaks, "Challenges to the Mission."

26. *Mission and Aims*, 2.

27. *Mission and Aims*, 1.

3



TUESDAY, MAY 9

Teaching at BYU

Developing the skills of effective teaching

TEACH YE DILIGENTLY AND MY GRACE SHALL ATTEND YOU... (D&C 88:78)

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	Jenny Pulsipher — Welcome / Scripture / Ask for comments on reading for today: Worthen: <i>A Unique Kind of Education</i> (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 (Varsity Theater WSC)
12 noon	Lunch (3228 WSC)

Preparation for Wednesday

Read	the university conference address by former AVP James Rasband: <i>Mastered by Our Discipleship</i> (in this binder). You can also read or listen to this address here: https://speeches.byu.edu/talks/james-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 9

Teaching at BYU

Supplementary Resources

Understanding Students

Astin, Alexander W. *What Matters in College?* San Francisco: Jossey-Bass, 1997.

Erickson, Bette LaSere and Diane Weltner Strommer. *Teaching College Freshmen*. San Francisco: Jossey-Bass, 1991.

Teaching for Learning

Davis, Barbara Gross. *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass, 2009.

Hatfield, Susan Rickey (Ed.). *The Seven Principles in Action: Improving Undergraduate Education*. Bolton, MA: Anker, 1995.

McKeachie, Wilbert. *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 13th ed. Lexington: Heath, 2010.

Weimer, Maryellen. *Learner-Centered Teaching: Five Key Changes to Practice*. Jossey-Bass, 2002.

The Educator and the Educational Process

Bain, Ken. *What the Best College Teachers Do*. Bolton: Harvard University Press, 2004.

Boice, Robert. *First Order Principles for College Teachers: Ten Basic Ways to Improve the Teaching Process*. Boston, MA: Anker, 1996.

Palmer, Parker J. *The Courage to Teach*. San Francisco: Jossey-Bass, 1998.

Assessing Student Learning

How to Prepare Better Tests, How to Prepare Better Multiple-choice Test Items, Preparing Effective Essay Questions, Increasing Learning When Returning Exams. Provo: BYU Testing Services & the Dept of Instructional Psychology and Technology. [Available at <http://testing.byu.edu/resources>]

Ory, John C. and Katherine E. Ryan. *Tips for Improving Testing and Grading*. Vol. 4. Newbury Park: Sage, 1993.

Walvoord, Barbara E. and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment*. 2nd ed. San Francisco: Jossey-Bass, 2009.

Evaluating Teaching/Learning

Angelo, Thomas A. and Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass, 1993.

Seldin, Peter. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*, 4th ed. Anker, 2010.

Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995.

Schön, Donald A. *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass, 1990.

Unless otherwise noted, most supplementary resources are available at the Faculty Center or CTL.



Morning Notes

Tuesday, May 9

Today's Teaching Workshops

9:25-10:05 am	10:15-10:55 am
<p>“Writing as a Teaching Tool” with Jon Ostenson (3211 WSC)</p> <p>“The Student Consultant on Teaching Program” with Ursula Sorensen (3250-3252 WSC)</p> <p>“Valuing Belonging: Creating Community at BYU” with Julianne Grose (3220 WSC)</p>	<p>“Course Design: A Fresh Start” with Julie Swallow and Ken Plummer (3250-3252 WSC)</p> <p>“The Struggling Student: Dealing with Unique Mental and Spiritual Challenges” with Natalie Kirtley (3211 WSC)</p> <p>“What Does Belonging Mean to Us?” a panel discussion with Carl Hernandez, Julianne Grose, Blake Fisher (3220 WSC)</p>
<p>University Devotional at 11:05am (3228 WSC)</p>	

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.

Lunch

Lunch will be served immediately after the devotional in **3224 WSC**.

Jenny H. Pulsipher – Associate Director

Biographical Sketch

Jenny Hale Pulsipher is a professor of history at Brigham Young University, specializing in early American and Native American history. Her first book, “*Subjects unto the Same King*”: *Indians, English, and the Contest for Authority in Colonial New England* (University of Pennsylvania Press, 2005), was selected as a Choice Magazine Outstanding Academic Title in 2006. Her second book, *Swindler Sachem: The American Indian who Sold His Birthright, Dropped Out of Harvard, and Conned the King of England* (Yale University Press, 2018), received the 2019 Norris and Carole Hundley award from the American Historical Association-Pacific Coast Branch for the best book on any historical subject. Pulsipher has also published articles in the *William and Mary Quarterly*, *Early American Literature*, *The New England Quarterly*, and *The Massachusetts Historical Review*. Her current project is a biography of her Shoshone ancestors, Sally Exervier and Adelaide Exervier Brown.

John B. Bingham – Associate Dean, Marriott School of Business

Biographical Sketch

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.



Tuesday, May 9

Teaching Day Sessions

9:25–10:05am / 10:15–10:55pm / Devotional at 11:05am

Writing as a Teaching Tool

Jon Ostenson, Associate Professor, *English*

(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.

The Student Consultant on Teaching Program (SCOT): What It Is and How It Can Benefit Me?

Ursula Sorensen, *Center for Teaching and Learning*

(9:25am SESSION ONLY)

In this session, you will learn about the Student Consultant on Teaching (SCOT) program, which is part of the Center for Teaching and Learning. The SCOT program was developed in the mid-90s at BYU, and now several institutions nationwide and internationally run similar programs. This type of program has started being referred to as student partnerships in faculty development and has become quite popular. You will learn about how we train

the students, what services we offer, and what innovative ideas we are considering piloting in the Fall to measure belonging in the classroom. We would love your feedback about these ideas as well. I hope you can join us for this engaging session.

Valuing Belonging: Creating Community at BYU

Julianne Grose, *AVP, Office of Belonging*

(9:25am SESSION ONLY)

Our ultimate goal is to create a Zion community on campus. A community where "our hearts are knit together in love" and we "become of one heart and mind where there are no poor among them." We know this is possible as we follow our Savior's teachings, having both the City of Enoch and the Nephite Civilization following the coming of Christ as examples. Come discuss the Office of Belonging, our initial steps and future visions, and our need for your talents and contributions.

"What Does Belonging Mean to Us?"

Carl Hernandez, *VP, Office of Belonging*;
Julianne Grose, *AVP, Office of Belonging*;
Blake Fisher, *Belonging Advisor, Office of Belonging*

(10:15am SESSION ONLY)

With the Office of Belonging formation in 2022 there have been many questions about what the term Belonging means. Come discuss the core gospel concepts and principles that Belonging envelopes,

including the foundational scriptures and talks that steer the goals of our office.

Course Design: A Fresh Start

Julie Swallow and Ken Plummer, *Center for Teaching and Learning*

(10:15am SESSION ONLY)

This class will teach elements of backwards design and help faculty develop meaningful learning outcomes and assessment strategies.

The Struggling Student: Dealing with Unique Mental and Spiritual Challenges

Natalie Kirtley, *Assistant Clinical Professor, Student Development*

(10:15am SESSION ONLY)

This session will address concerns with students with emotional and mental issues, LGBTQ students, and students struggling spiritually. It will also inform faculty about available campus resources for students who may need support.

Tuesday, May 9th

Teaching Session Presenters – Biographical Sketches

Writing as a Teaching Tool

Jon Ostenson – Associate Professor, English

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.

Student Consultant on Teaching Program

Ursula Sorensen, Consultant for the Center for Teaching and Learning

Ursula Sorensen is a Teaching and Learning Consultant who works with faculty from the Law School, the Marriott School, the College of Nursing, and the Library. She also oversees the Student Consultant on Teaching (SCOT) program. With over 16 years of experience in faculty development and 25 years of teaching in higher education, Ursula brings a wealth of knowledge and expertise to her role. Ursula has presented on mindfulness in the classroom at numerous local, national, and international conferences, demonstrating her commitment to enhancing the learning experience for students. She has also presented on the Students Consulting on Teaching program with other universities, showcasing her collaborative approach to improving teaching practices. Ursula's research interests include mindfulness, self-efficacy, active teaching, and student engagement. She holds a Ph.D. in Health Promotion and Education from the University of Utah and an M.S. and B.S. in Health Sciences from Brigham Young University. Overall, Ursula is a passionate and accomplished professional who is dedicated to improving teaching practices and enhancing the student learning experience.

Valuing Belonging: Creating Community at BYU

Julianne Grose, Associate Vice President of Belonging

Julianne Grose is dedicated to teaching through experiential learning and enjoys learning with students. As a Professor of Microbiology and Molecular Biology, Julianne Grose has taught for 15 years at Brigham Young University where she has helped with the creation of several new courses including The Lifesciences and the Restored Gospel of Jesus Christ, the BYU Phage Hunters program, and two international study abroad programs. In addition, she mentors the Be the Match on campus, Cougars vs Cancer club, and runs a student-centered independent research lab that focuses on metabolism and the microbiome where she mentors both graduate and undergraduate students in scientific thinking. Dr. Grose obtained a PhD in Biology as well as B.S. in Chemistry from the University of Utah. She joined the Office of Belonging in 2023 as an

Associate Vice President for Belonging. Dr. Grose enjoys travel and learning from diverse cultures and has taught all over the world including Indonesia, India, and Korea. Dr. Grose loves spending time hiking, biking, swimming, and skiing with her husband and children.

Course Design: A Fresh Start

Julie Swallow, Consultant for the Center for Teaching and Learning

Julie Swallow has over 20 years of teaching experience. In addition to teaching at BYU, she has also taught at the University of Minnesota and a high school in France as a Fulbright Teaching Assistant. Julie worked at BYU's Salt Lake Center for several years, mentoring over 90 adjunct faculty. She is now a Teaching and Learning Consultant at the Center for Teaching and Learning where she works with the College of Humanities, Religious Education, and General Education. When she isn't working, she is fussing over her tomatoes that are flourishing under a grow light in her basement.

Ken Plummer, Consultant for the Center for Teaching and Learning

Ken Plummer, PhD, is a Teaching & Learning Consultant at Brigham Young University. He has published numerous articles on assessment, course design, and Decision-Based Learning (DBL). He has been invited by universities in Peru, Japan, and China to conduct DBL and course design workshops for instructors and administrators. He has taught courses in statistics, assessment, student development, and religion.

The Struggling Student: Dealing with Unique Mental and Spiritual Challenges

Natalie Kirtley, Assistant Clinical Professor, Student Development

Dr. Kirtley is a graduate of BYU. She received her bachelors degree in Clinical Psychology and her doctoral degree in Counseling Psychology in 2016. She completed her doctoral residency at the University of Rochester and Eastman School of Music in New York. Natalie joined BYU Counseling and Psychological Services in 2016 at which time she began working an appointment in Athletics. She is currently the interim Clinical Director of BYU CAPS where she provides psychotherapy, teaches student development courses, and conducts research.

What Does Belonging Mean to Us?

Carl Hernandez, Vice President, Office of Belonging

Carl Hernandez III became BYU's first vice president for belonging in June 2022. Hernandez served on BYU's Committee on Race, Equity and Belonging (CoREB) and was also a law professor at BYU's J. Reuben Clark Law School. Hernandez credits a visit to his family by two missionaries

of the Church of Jesus Christ of Latter-day Saints with changing his life at 14. He went on to receive bachelor's and master's degrees and then a Juris Doctor from BYU. He served as an assistant dean at the BYU law school for more than 10 years. He has taught civil rights, community lawyering, fundamental lawyering skills and clinical practice courses for legislation, criminal prosecution and defense, immigration, government practice and nonprofit practice. He was the 2019 recipient of the BYU Karl G. Maeser Professional Faculty Excellence Award and the J. Reuben Clark Professor of the Year Award in 2018. Partnering with the Church of Jesus Christ, Hernandez founded the BYU Community Legal Clinic, which provides pro bono legal services to immigrants, refugees and other marginalized communities, and he has served as its director since 2017.

Julianne Grose, Associate Vice President, Office of Belonging

See Bio Above

Blake Fisher, Belonging Advisor, Office of Belonging

Blake Fisher works for the BYU Office of Belonging and is currently focused on developing training curriculum, focus group processes, and LGBTQ outreach. Blake also serves as a member of the LGBT Working Group of Priesthood and Family Department of the Church of Jesus Christ of Latter-day Saints. He has been employed at BYU for 8 years, working for the Office of Student Success and Inclusion, University Relations, and Residence Life. Blake is originally from Seattle, Washington, served a mission in Calgary, Alberta, and currently lives in Provo, Utah with two roommates and one golden-doodle. Outside of work, Blake stays busy playing tennis, reading, traveling, and serving as a coordinator in the Provo City Center Temple.

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Mastered by Our Discipleship

JAMES R. RASBAND

Two years ago this week President Worthen shared with the university community his vision for inspiring learning.¹ 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”²—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.”³

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.⁴

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.”⁵

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.”⁶ 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,”⁷ another crucial lesson of the restored gospel is that “experience is a key part of our mortal learning process.”⁸

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.”⁹

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 BYU¹⁰ 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."¹¹ 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.¹²

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.¹³ 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.¹⁴ 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.¹⁵ 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."¹⁶ 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 Saïd 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."¹⁷

*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.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.¹⁹*

Felin's argument is more detailed²⁰ 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."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."²² This formulation drew from President (then Elder) Dallin H. Oaks's challenge issued to university leadership in the spring of 2017.²³ 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.*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.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.*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."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.*²⁸

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.”²⁹ And “Thy word is a lamp unto my feet, and a light unto my path.”³⁰

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.*³¹

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.”³²

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.³³ 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.”³⁴ 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.³⁵ This is the lens that allows our hearts to be “knit together in unity and in love.”

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, citizenship,

scholarship, and creative works.³⁶ 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.”³⁷ 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.”³⁸

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

1. See Kevin J Worthen, “Inspiring Learning,” BYU university conference address, 22 August 2016.

2. Mosiah 18:21.

3. Worthen, “Inspiring Learning”; quoting The Mission of Brigham Young University (4 November 1981) and The Aims of a BYU Education (1 March 1995).

4. Worthen, “Inspiring Learning.”

5. Worthen, “Inspiring Learning”; emphasis added.

6. Worthen, “Inspiring Learning.”

7. D&C 88:118.

8. Worthen, “Inspiring Learning”; see also Alma 12:22–26; D&C 29:39.

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).

11. Mosiah 18:8–10.

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/gallup_purdue_index_report-2014.pdf]*

13. See James R. Rasband, “Paired Aspirations,” BYU university conference address, 28 August 2017.

14. See Daniel J. Simons, “Selective Attention Test,” YouTube, 10 March 2010, [youtube.com/watch?v=vJG698U2Mvo](https://www.youtube.com/watch?v=vJG698U2Mvo).

15. See Daniel J. Simons and Christopher F. Chabris, “Gorillas in Our Midst: Sustained Inattentive Blindness for Dynamic Events,” *Perception* 28, no. 9 (1 September 1999): 1059–74.

16. Daniel Kahneman, *Thinking, Fast and Slow* (New York: Farrar, Straus, and Giroux, 2011), 24.

17. Teppo Felin, “The Fallacy of Obviousness,” *Aeon*, 5 July 2018, [aeon.co/essays/are-humans-really-blind-to-the-gorilla-on-the-basketball-court](https://www.aeon.co/essays/are-humans-really-blind-to-the-gorilla-on-the-basketball-court).

18. Felin, “The Fallacy of Obviousness”; emphasis in original.

19. Felin, “The Fallacy of Obviousness”; emphasis in original.

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.

21. Albert Einstein, in 1926, quoted by Werner Heisenberg, “Theory, Criticism, and a Philosophy,” lecture given at the International Centre for Theoretical Physics in Trieste, Italy, June 1968, in Abdus Salam, *Unification of Fundamental Forces: The First of the 1988 Dirac Memorial Lectures*, comp. Jonathan Evans and Gerard Watts (Cambridge, England: Cambridge University Press, 1990), 99. Also quoted in Felin, “The Fallacy of Obviousness.”

22. Kevin J Worthen, “BYU: A Unique Kind of Education,” BYU university conference address, 28 August 2017.

23. See Dallin H. Oaks, “Challenges to the Mission of Brigham Young University,” BYU leadership conference address, 21 April 2017.

24. Worthen, “A Unique Kind of Education.”

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.

28. Spencer W. Kimball, “Education for Eternity,” pre-school address to BYU faculty and staff, 12 September 1967, 11.

29. Psalm 36:9.

30. Psalm 119:105.

31. The Aims.

32. Arnold Kling, *The Three Languages of Politics: Talking Across the Political Divides* (Washington, DC: Cato Institute, 2017), 3–5.

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

34. 1 Corinthians 13:12–13.

35. See Luke 10:25–37. In response to the lawyer’s question “Who is my neighbour?” (Luke 10:29), the Savior offered the parable of the good Samaritan. As Elder M. Russell Ballard once observed:

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]

36. Worthen, “A Unique Kind of Education.”

37. Oaks, “Challenges to the Mission”; referencing Dallin H. Oaks, “It Hasn’t Been Easy and It Won’t Get Easier,” BYU leadership conference address, 25 August 2014.

38. Oaks, “It Hasn’t Been Easy”; quoted in Oaks, “Challenges to the Mission.”

ADDITIONAL RESOURCES from BYU DEVOTIONALS /FORUMS on DIVERSITY

- 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
(Associate Dean, Nursing)
<https://speeches.byu.edu/talks/julie-l-valentine/a-noble-responsibility-for-good/>
- Andrew Teal 2022 *Building a Beloved Community* DIVERSITY
(Chaplain, Fellow & Lecturer in Theology, Pembroke College at Oxford University)
<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
(Professor & Associate Dean, Family Home & Social Sciences)
<https://speeches.byu.edu/talks/niwako-yamawaki/an-immigrants-journey-toward-god/>
- Ryan Gabriel 2021 *Healing Racism Through Jesus Christ* DIVERSITY
(Assistant Professor, Sociology)
<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/>

“Everyone is Talking About ‘Belonging’: What Does It Really Mean?”

Source: *Chronicle of Higher Education*

February 13, 2023

By Adrienne Lu

It’s everywhere. College T-shirts, notepads, and posters proclaim “You Belong!” Higher-ed associations offer training on how to increase students’ sense of belonging, and philanthropies are encouraging colleges’ efforts with grants. Belmont University, in Nashville, is hiring a vice president for hope, unity, and belonging, and soon you won’t be able to look through a college directory without finding a high-level position devoted to the mission: Last year, 60 jobs posted in *The Chronicle* had “belonging” in their title, up from 23 the year before. Sometimes, it seems redundant: Fairfield and Syracuse Universities are just two institutions that have recently created high-level positions in charge of inclusion *and* belonging.

So is “belonging” just the latest buzzword in higher ed?

Yes, and no.

In many ways, the growing infrastructure to support belonging is just an extension of efforts to be more welcoming of students — and faculty and staff members — whom the founders of most colleges did not have in mind. At a time when diversity and equity are under fire in many quarters, belonging — a universal human need — may be less controversial, less political.

But the focus on belonging also represents an important shift: In the past, higher education has often blamed retention problems on students’ deficits. Now, as pressure grows to keep enrollments up, more administrators are asking what colleges are doing wrong when large numbers of students don’t make it to graduation. Some are latching onto a “sense of belonging” as a potential lever of change, both for student success and to improve retention of faculty and staff members. Creating that sense is not just nice to do, says Marjorie Hass, president of the Council of Independent Colleges. It’s “a strategic question” central to institutional survival.

The literature on belonging has also evolved. When Terrell L. Strayhorn published the first edition of his book, *College Students’ Sense of Belonging*, in 2012, there was relatively little research on the topic. “We have missed for decades the important role that relationships

and feeling supported and valued, safe, and secure to be oneself at school and college played in the formula for success,” Strayhorn says. “That’s what belonging is.”

The stakes are high: Research shows that college students who feel that they belong at their institutions get better grades and fare better on persistence, engagement, and mental health. Conversely, Strayhorn writes in his book, “Students who do not feel like they belong rarely stay in college.”

For all the progress in research and all the resources being invested across higher education, though, no one has perfected a blueprint for belonging. Ultimately, some say, the goal may be elusive.

It’s one thing to admit more diverse students and another to make sure they feel welcome and valued, especially as events of the past several years have increased racial tensions.

While the need to belong transcends categories such as race, sexual orientation, social class, and ability status, students in underrepresented or marginalized identity groups are more likely to arrive on campus already wondering if they belong there. Gregory M. Walton, a professor of psychology at Stanford University who co-wrote an influential study on a belonging intervention, says that for those students, negative experiences that others might easily brush off, such as receiving criticism or feeling lonely, can have a more lasting impact on motivation. Those kinds of experiences can even make it more difficult “to do the hard work of learning new material,” he says.

Jillian Kinzie, interim co-director of the National Survey of Student Engagement, which added questions about belonging to its annual survey in 2020, says the key is to help students connect with a group that supports what they feel is a salient part of their identity. Those could be groups based on race, religion, or sexual orientation, but also an academic interest or a sports team, for example.

To Monica Nixon, vice president for justice, equity, diversity, and inclusion at Nasp: Student Affairs Administrators in Higher Education, the emphasis on belonging represents a continuation of efforts that have been underway for years, rather than a hard pivot. But sometimes, she says, adding a fresh label can help more people to connect with an idea. “Maybe if we frame it as belonging, it will engage more people, and people will be able to grasp it a little bit differently,” Nixon says. “And if belonging is it, then let’s do that.”

The Covid-19 pandemic also elevated the urgency of tackling belonging by reinforcing the idea that students don’t go to college simply to gain knowledge but also to connect with others. Strayhorn believes some colleges are turning to the message of belonging as we come out of the pandemic — and the enrollment declines that came with it — to appeal to

the growing number of students and families who are questioning whether to attend college at all. “This push for belonging is part of the persuasive apparatus of higher education to convince its customer that higher education is still a good choice,” Strayhorn says.

Everyone feels the pain, at times, of not belonging. “It is inherently human,” says DeLeon Gray, an associate professor of educational psychology and equity at North Carolina State University.

Traditional-age college students — who may be leaving behind friends and family members to build lifelong relationships, intellectual interests, and perhaps even a new sense of themselves — often wonder about their place in a particular community, or in the world.

A person’s sense of belonging can also change in different contexts, or over time. One student might feel at home in a psychology lab but out of place at a sorority party, for example, or may feel alone at the start of the first year in college but later come to feel at home there. Surveys typically capture only a snapshot in time. Colleges pouring resources into student belonging are aiming at a moving target.

If the feeling of not belonging is an inescapable part of life, and a context-specific and ephemeral one at that, what should colleges be aiming for?

They are still figuring it out. When Gray, who teaches a graduate course on school belonging, had his students look for the term “belonging” on university websites, they found it in many strategic plans. But they had a harder time finding measurable goals or achievements. “It’s not clear or apparent how a definition of belonging gets aligned with their indicators of success,” Gray says.

According to one critic, that lack of clarity is par for the course. Musa al-Gharbi, a Ph.D. candidate in sociology at Columbia University and a research fellow at the Heterodox Academy, says the diversity, equity, and inclusion administrators in higher education already do “too many things and none of them well enough.” He worries that expanding the mission of an already “ill-defined administrative apparatus” to include belonging will waste more money.

Still, some colleges are forging ahead by building on what they do know. Syracuse University decided to hire a director of inclusion and belonging after the theme of belonging appeared repeatedly in conversations with students, faculty, and staff, says Mary Grace Almandrez, vice president for diversity and inclusion. Students, for example, asked administrators for more resources to help create a sense of community on campus, while faculty members talked about the need to change the organizational culture to be more inclusive and welcoming in order to complement efforts to not just recruit but retain diverse workers.

“Oftentimes when we recruit diverse employees or diverse students, we rely on the richness of their diverse perspectives to educate us,” Almandrez says. “But we, as an institution, have to also transform and change and think about our structures and our policies and procedures.”

The first step is trying to ensure that no one feels actively excluded. That can mean, for example, encouraging instructors to learn how to pronounce students’ names correctly. Ensuring that transgender or nonbinary students’ chosen names are the ones used in the college’s systems and by professors. Making sure students’ basic needs are met so they can focus on learning. Accommodating disabilities and uncovering the hidden curriculum — those unspoken expectations that students whose parents have degrees don’t need to learn — for those who don’t know to ask.

“When a student who’s living with a disability can’t access a room or a building or attend an event with the guest speaker because the room’s not fitted for those who live with a wheelchair or there’s no sound system in mind for those with auditory disabilities [or] there’s no interpreter — that’s how you say to people, ‘You don’t belong here because we’re not even thinking of you,’” Strayhorn says.

Improving belonging might also look like strengthening discrimination and harassment policies, investigating tenure and promotion policies for faculty members, or examining merit raises for women or people of color.

Experts suggest mining data to determine potential areas for improvement and talking to students to learn more about their experiences. One place to start, says Kinzie, from the National Survey of Student Engagement, is to drill down into the social-identity groups on campus to see which have a low sense of belonging and talk to students — whether they are students of particular races, students in certain majors, part-time students, or students caring for dependents, for example — to understand the stories behind the numbers.

Another strategy is to look at engagement activities that are associated with a high sense of belonging — such as helping students develop relationships with people whom they can go to when they feel disconnected, activities that encourage interactions among students from different backgrounds, and events about important social, economic, or political issues — and strive to ensure that more students can have those kinds of experiences.

While student activities are important for belonging, so, too, are classroom experiences and relationships, which means that colleges can’t simply look to their offices of student affairs. Students need to feel as if they can talk to their professors if they are struggling.

Kinzie says improving students' sense of belonging is "totally within the power of institutions to influence." Higher-quality relationships with faculty members, administrators, and their peers are positively associated with a sense of belonging, which means colleges should focus on helping students find people they can relate to.

Joanna Perez, an associate professor of sociology at California State University-Dominguez Hills, strives to create a sense of belonging in the seminar she teaches for first-year students, titled "Undocumented and Unafraid." Professors at the university apply to teach first-year seminars on topics they're passionate about, which have included science fiction, the music industry, and social justice by the numbers.

The seminars, which meet twice a week, are intended to help students find their footing at the university. Together, students explore the resources available to them, start building relationships, and generally learn how to be college students together.

Perez's class tends to draw students who are undocumented or have family members who are. Many grew up feeling ashamed of their status and feeling afraid to talk about information that might be used against them or their family members.

Perez tries to create a safe environment for students to explore and embrace their identities, and to empower them to fight for their rights. Teaching the class, Perez says, has made her realize that, much of the time, higher education can be very transactional. It's not enough, she says, for professors to care about students' academic success; they need to be more in tune with and sensitive to students' needs and their lives outside of class. "It's so important to humanize the student experience in order for that sense of belonging to be cultivated," Perez says.

Estefania Campos, who took Perez's class in 2018, says it helped give her the space to think about her identity as a beneficiary of the Deferred Action for Childhood Arrivals program, an Obama-era initiative that has helped prevent thousands of undocumented students and other young people from being deported. She knew many students who went to class and then went home, eventually receiving their degrees but never really finding their place or a direction. Campos says her class with Perez — and their continuing relationship — changed the course of her career and the way she thinks about the world.

"It starts with having those tough conversations, sharing what your purpose is and who your identity is," Campos says. "I think that's the best way to find your community."

When administrators at Southern Illinois University at Edwardsville learned that Black students, who make up about 14 percent of its undergraduates, graduated at lower rates

than did other demographic groups, they resolved to tackle the problem. Last year a longitudinal study uncovered a bright spot and possible strategy: About 42 percent of Black students who took a course in African American literature aimed at first-year students later graduated, compared with about 29 percent of Black students who didn't take the class. (While any first-year student can enroll in the class, most students who take the class are Black.)

So the university expanded the course, now known as "The Black Scholar Experience," from 50 students in 2021 to about 310 students last fall. The class covers Black writers and artists but also topics such as why Black students struggle to graduate, how to manage stress and time in college, and barriers faced by Black women at the university. "We're really trying to support not just their transition to the institution, but very clearly from the very beginning, say you belong here, you have a community here," says Jessica C. Harris, vice chancellor for antiracism, diversity, equity, and inclusion.

Howard Ramsby, a professor of literature, has taught the class since 2004. He says students often tell him that they feel a sense of connectedness there, that they feel seen. "They felt like they were in a space in this class where they ... didn't have to overexplain certain kinds of things," Ramsby says.

Strayhorn is excited about the investment higher education is making in belonging. But he's also wary of the sector's tendency to marginalize values such as diversity, equity, and justice, and turn them into meaningless buzzwords, or, in his words, "nothing more than a cultural celebration or a bake sale."

And opportunities for students to interact with one another as peers *across* cultures are important, says Paulette Granberry Russell, president of the National Association of Diversity Officers in Higher Education. Research shows that those types of opportunities can buffer against discrimination and bias. "There's a greater sense of well-being that can be created as a result of those students' understanding those differences, engaging across differences," Russell says.

Many experts say it's important to both build bridges and provide affirmation of students' identities. But al-Gharbi, of Columbia, says college administrators often make incorrect assumptions about why underrepresented students don't feel a sense of belonging. He says colleges often focus on "niche, idiosyncratic values," identity, and pursuing social justice in ways that are "actually alien and alienating to a number of people from less-traditional backgrounds."

While there's no such thing as a magic bullet for belonging, Walton's 2011 study may come close. It found that Black students who reflected on the idea that students of all backgrounds

can struggle initially with the transition to college improved their academic performance over the next three years, cutting the achievement gap in half. An intervention based on the research is available to colleges through the [College Transition Collaborative](#) and the [Project for Education Research That Scales](#).

Based on his research, Walton says that, rather than telling students that they belong, colleges should send the message that it's normal for all students to struggle with the transition to college, and that things can get better with time. That message can be conveyed by top-level administrators, by professors in classes, and even in residential activities.

But while that initial message can help, it can go only so far, Walton says. If specific groups of students who receive that message later feel alienated on campus, colleges need to do the hard work necessary to resolve the underlying issues, by listening to students to learn where the trouble is. "If you're in a space where, for whatever reason, people in your group don't come to belong," Walton says, no amount of messaging is going to make a difference: You need to create spaces of belonging.

Walton cites the living-learning communities at [Michigan State University](#), which allow students who share interests in academic areas or multicultural living experiences to live together and attend some of the same classes, as an example of the structural changes some institutions are making.

Maybe there's no guarantee. "We can't make you feel a sense of belonging," Strayhorn says. "But we can create the conditions where the likelihood that you will feel a sense of belonging are greatest."

4



WEDNESDAY, MAY 10

Scholarship at BYU

Establishing a viable and meaningful research program

THY TIME SHALL BE GIVEN TO WRITING, AND TO LEARNING MUCH. (D&C 25:8)

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: Melissa Lewis Western, “Scholarship at BYU: 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
- 11:20 am Concurrent scholarship sessions II
- 11:55 am BREAK
- 12:00 pm Lunch (3224 WSC)
Professional Faculty lunch (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/cecil-samuelson/byu-way/>
- Review** the questions you want to ask about rank advancement in your college session tomorrow or in the plenary with AAVP Justin Collings. 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>



WEDNESDAY, MAY 10

Scholarship at BYU

Supplementary Resources

Scholarship at BYU

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Nibley, Hugh. "Writing and Publication in Graduate School." [Full text: <http://goo.gl/jEOg1>]

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Unless otherwise noted, most supplementary resources are available at the Faculty Center.



Morning Notes

Wednesday, May 10

Scholarship Workshop Sessions

10:30-11:10 am	11:20am-12 noon
“Preparing for Your Third-Year Review” with Scott D. Braithwaite (3211 WSC)	“Faculty Development Planning” with Tina Taylor (3211 WSC)
“Hiring and Utilizing RA’s” with Brian Willoughby (3250-3252 WSC)	“Integrity and Compliance” with Sarah Brinton (3250-3252 WSC)
“Getting Things Done/Time Management” with Collette Blackwelder (3220 WSC)	“Getting Things Done/Time Management” with Collette Blackwelder (3220 WSC)

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

Melissa F. Lewis-Western – Associate Professor, Accountancy

Biographical Sketch

Dr. Melissa F. Lewis-Western is the Rachel Martin Faculty Fellow in the Marriott School of Business at Brigham Young University. She earned her master's degree and Ph.D. from Indiana University (2007). She teaches financial accounting and her primary research interest is earnings quality, with a particular interest in earnings management. Her research studies how institutional factors (e.g., regulation) and incentives impact executives' decisions, and the consequences of such decisions. Her research has been published in top journals including the *Journal of Financial Economics*, the *Journal of Accounting Research*, the *Accounting Review*, the *Journal of Accounting and Economics*, *Review of Accounting Studies* and *Contemporary Accounting Research*.

Dr. Lewis-Western also utilizes her expertise in the classroom. Her overarching goal is long-term student success. She prepares students for success by offering challenging courses that require critical-thinking skills, and aid students in developing learning strategies (rather than memorization strategies) that are useful throughout their careers. She also hopes to instill upon them the importance of integrity in business *and* in life. Finally, it is her great hope that through teaching she might encourage her students to be their very best and help them progress towards that goal.

On a personal note, Melissa loves to run and attended university on a full athletic scholarship. She ran track, and her best event was the pole vault. She held the USA and NCAA record for many years. She is married to the "best man" she knows and has two wonderful children. She views her role as mother as her most important and rewarding role. Melissa and her family live in Salt Lake City and can often be found hiking the Wasatch front enjoying the beauty that characterizes Utah or gardening!



Wednesday, May 10
Scholarship Day Sessions

10:30–11:10am / 11:20–12 noon

Preparing for Your Third-Year Review

Scott D. Braithwaite, Psychology

(10:30am SESSION ONLY)

The third-year (really, two-and-a-half-year) review sneaks up on you fast—don't let it catch you off guard! In this session, we will discuss strategies you can implement immediately that will help you be well-prepared for the third-year review. Also, we will discuss how to put together an effective Third-Year Review portfolio.

Hiring & Utilizing RAs

Brian Willoughby, *School of Family Life*

(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

Tina Taylor, *Associate Dean, College of Education*

(11:20am SESSION ONLY)

In this session, new faculty will learn (a) why they will create a faculty development plan, (b) what elements are

required in this plan, (c) how to access resources to create the plan and achieve their goals, and (d) how to assess their progress as they continue their development throughout their careers.

Integrity and Compliance

Sarah Brinton, *Chief Officer, Integrity and Compliance*

(11:20am SESSION ONLY)

The Integrity and Compliance Office will share tips for using two powerful tools in your faculty utility belt: BYU's policy website and BYU's only anonymous-complaint hotline!

Getting Things Done/Time Management

Collette Blackwelder, *Employee Relations Manager*

(BOTH Sessions)

Have you ever said to yourself, "I'll get to writing that proposal tomorrow" but a week or a month go by, and you find that the proposal hasn't written itself? How do you fit research, scholarship and citizenship into your busy schedules and still serve the students effectively? It is not just about time management anymore. In this workshop, we are going to talk about decision management, energy management, and attention management so that you can get to what matters most.

Wednesday May 10

Scholarship Session Presenters – Biographical Sketches

Preparing for Your Third-Year Review

Scott D. Braithwaite – Professor, Clinical Psychology

Scott D. Braithwaite is a Professor in the Department of Psychology and the Director of the Relationship Health Lab at Brigham Young University. His research centers on enhancing relationship health by delivering relationship interventions flexibly and at low cost, especially to those who have historically been less likely to receive them. He developed a premarital intervention (ePREP, available at lovetakeslearning.com) that has been adopted by the State of Utah, where evaluation studies are underway to examine whether incentives for premarital education can reduce the state-wide divorce rate. He also studies basic processes that help us understand why some marriages thrive while others fail. Dr. Braithwaite is clinically active – he is a licensed clinical psychologist in Utah with a busy private practice that focuses on premarital counseling, couple therapy, and faith transitions. He lives in Springville, where he is happily married with five children and a dog named Lulu.

Hiring and Utilizing RAs

Brian J. Willoughby – Professor, School of Family Life

Brian J. Willoughby, Ph.D. is a 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.

Getting Things Done/Time Management

Collette Blackwelder, Employee Relations Manager

Collette Blackwelder is an Employee Relations manager at BYU. She has been employed at BYU for the last eighteen years with prior experience in business management, real estate, and education. She says that teaching 8th grade US History set her up to believe that if she could do that, she could do anything. Although teaching junior high students was fun (?), teaching adults has been her true passion. Collette has taught popular workshops like 7 Habits of Highly Effective People, Influencer, and 5 Choices to Extraordinary Productivity to students, faculty, and staff. Day-to-day, Collette helps managers and employees improve performance and increase accountability. Collette received her undergraduate and master's degrees from BYU. Collette is married to Travis and their greatest joy is being parents to Gracie after twenty-three years of marriage.

Faculty Development Planning

Tina Taylor, Associate Dean in the College of Education

Professor Tina M. Taylor is an associate dean in the McKay School of Education at Brigham Young University. The focus of her teaching, research, and service is to facilitate increased quality of life for individuals with disabilities and their families. Dr. Taylor has been working with children and families for over 35 years.

Integrity and Compliance

Sarah Brinton – Chief Officer, Integrity and Compliance

Sarah Brinton is an attorney in BYU's Office of the General Counsel, and she currently serves as the interim chief of the Integrity and Compliance Office. She is formerly an adjunct professor at BYU Law. Sarah has a BA in English Teaching from BYU, an MA in curriculum and instruction from UT-Austin, and a JD from Stanford. She has five children whom she is raising to be stand-up comedians (fingers crossed).



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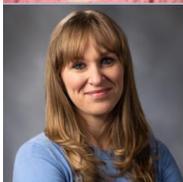
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The BYU Way

CECIL O. SAMUELSON

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” in their skills and attributes. Let me share what he said:

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]*

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.

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

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 preamble 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. You will hear and see more in the months and years ahead.

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.

5



THURSDAY, MAY 11

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 Jenny Pulsipher — Welcome / Scripture / Ask for comments on reading for today: Cecil Samuelson, *The BYU Way* (3228 WSC)
- 9:15 am Plenary — Justin Collings, AAVP Faculty Development: “The University 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
- 11:00 am Boxed lunches in 3224 WSC

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-webb/consecrated-faculty/>
- Review** the Aims of a BYU Education. <https://aims.byu.edu/aims-of-a-byu-education>
- Plan** to refine your Faculty Development Plan based on today’s discussions.



THURSDAY, MAY 11

Stewardship at BYU

Supplementary Resources

- Centra, John A. *Reflective Faculty Evaluation: Enhancing Teaching and Determining Faculty Effectiveness*. San Francisco: Jossey-Bass, 1993.
- Covey, Stephen R. *First Things First: To Live, to Love, to Learn, to Leave a Legacy*. New York: Simon & Schuster, 1994. **[HBLL]**
- 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.]**
- Diamond, Robert M. *Preparing for Promotion and Tenure Review: A Faculty Guide*. 2nd ed. Bolton, MA: Anker, 2004.
- Expectations of a Faculty Appointment: Policy Statement*. Brigham Young University. December 1995. **[Available through the ORCA office (2-3841)]**
- Massy, William F. & Andrea K. Wilger. "Improving Productivity: What Faculty Think About It —And Its Effect on Quality." *Change*. July/August, 1995. 11-20.
- Sample BYU faculty development plans. [<https://facultycenter.byu.edu/new-faculty-series>]
- Seldin, P. "Research Findings in Causes of Academic Stress." *Coping with Faculty Stress. New Directions in Teaching and Learning*. Vol. 29. San Francisco: Jossey-Bass, 1987. **[HBLL]**
- Seldin, Peter. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*, 4th edition. Anker, 2010.

Unless otherwise noted, most supplementary resources are available at the Faculty Center.



Morning Notes

Thursday, May 11

Pick up your boxed lunch at 10:30am in 3224 WSC.

Today's sessions are organized by college (10:30am – 12 noon). You can find your room assignment below. You may leave when you are done with your session.

College	Facilitators	Room
Education	Tina Taylor, Todd Pennington	3238 WSC
Engineering & Technology	Tim McLain	3215 WSC
Family Home & Social Sciences	Mikaela Dufur	3252 WSC
Fine Arts & Communications	N/A	N/A
Humanities	Corry Cropper, Scott Miller	3223 WSC
Library	Jeff Belliston, Robert Maxwell, Erminia Chao	3233 WSC
Life Sciences	Loreen Allphin	3250 WSC
Marriott School of Business	Mike Drake	3211 WSC
Physical & Mathematical Sciences	Bryan Morse	3235 WSC
Rel Educ	Gaye Strathearn, Scott Esplin, Kerry Hull	3237 WSC
Student Life	Klint Hobbs	3239 WSC

A Consecrated Faculty

BRENT W. WEBB

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 interac-

tions 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.

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

and Don E. Norton, eds., *Educating Zion* [Provo: BYU Studies, 1996], 73).

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 not just about sacrifice, though sacrifice is indeed a part. 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; scholarly 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—independent 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.

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FRIDAY, MAY 12

The Scholar-Disciple at BYU

Allowing the Spirit to guide and inform serious intellectual effort

THE GLORY OF GOD IS INTELLIGENCE, OR, IN OTHER WORDS, LIGHT AND TRUTH. (D&C 93:36)

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 <i>Consecrated Faculty</i> (3228 WSC)
9:15 am	Plenary: Craig Hart & Jenny Pulsipher, “Your Journey to BYU: What’s Next?”
10:10 am	BREAK
10:20 am	Discussions: <i>Combining Religious Faith and Academic Excellence</i> (Breakout room assignments can be found in <i>Morning Notes</i> .)
11:50 am	BREAK
12 noon	Lunch & Ice Cream Bar with mentors (3224 WSC)
1:00 pm	Closing remarks: AAVP Brad Neiger
1:15 pm	Closing Prayer

Preparation for Project Proposal Submissions

- Plan** to complete the checklist items from the Spring Checklist [**Tab 9**] by **August 14, 2023**, 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 14, 2023**.



FRIDAY, MAY 12

The Scholar-Disciple at BYU

Supplementary Resources

- Black, Susan Easton, Ed. *Expressions of Faith: Testimonies of Latter-day Saint Scholars*. Salt Lake City, UT: Deseret Book, 1996.
- 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.
- Hafen, Bruce C. "The Spirit of the Army." Address given at the Annual University Conference, Brigham Young University, August 1994, pp. 1-9.
- Hinckley, Gordon B. "Our Sacred Trust: Two Addresses." (1992, 1995). *Educating Zion*. 204-216.
- Hinckley, Gordon B. "Shadow and Substance." Address given at the Annual University Conference, Brigham Young University, August 1981, pp. 27-30.
- Kimball, Spencer W. "Education for Eternity." (1967). *Educating Zion*. 43-63.
- King, Arthur Henry. "Disciplines." *Abundance of the Heart*. Salt Lake City, UT: Bookcraft, 1986.
- 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.
- Oaks, Dallin H. "A House of Faith." (1977). *Educating Zion*. 113-132.
- Oaks, Dallin H. "Reason and Revelation." *The Lord's Way*. Salt Lake City, UT: Deseret Book, 1991.
- Osguthorpe, Russell T. *The Education of the Heart*. American Fork, UT: Covenant, 1996.
- Packer, Boyd K. "'I Say Unto You, Be One.'" BYU 1990-91 Devotional and Fireside Speeches. BYU University Publications, 1991, pp. 81-91.
- Palmer, Parker J. "Good Talk About Good Teaching." *Change*. Nov/Dec 1993, pp. 8-13.
- Palmer, Parker J. "The Recovery of Community in Education." Preface to paperback edition of *To Know As We Are Known*. 1993. Also: "A Place Called Community." Pendel Hill, 1977.
- Palmer, Parker J. "The Renewal of Community in Higher Education," in *New Paradigms for College Education*. Edina, MN: Interaction Book Company, 1997. 1-17.
- Plantinga, Alvin. BYU Commencement Speech. August 15, 1996.
- Steven P. Sondrup, Ed. *Arts and Inspiration*. Provo: Brigham Young University, 1980.
- Warner, C. Terry. "Honest, Simple, Solid, True." Brigham Young University Devotional Address given January 16, 1996.
- Warner, C. Terry. "Introduction to Arthur Henry King." *The Abundance of the Heart*. Salt Lake City, UT: Bookcraft, 1986. 1-5.
- Webb, Brent. (2014). "A Consecrated Faculty." Address given at the Annual University Conference Faculty Session. Brigham Young University, August 26, 2014.
- Wilkins, A. & Whetten, D. (2012). BYU and religious universities in a secular academic world. *BYU Studies Quarterly* 51 (3).



Morning Notes

Friday, May 12

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

College	Discussion Group Leaders	Room
Engineering / Physical & Math Sci	Larry Howell & Jenn Nielson	3211 WSC
Life Sciences	Jeff Barrow & Sandra Hope	3252 WSC
Fine Arts & Comm/Humanities	Megan Sanborn Jones & Mary Eyring	3220 WSC
FHSS/ Student Life	Ben Ogles & Jenny Pulsipher	3223 WSC
Educ / Religious Education/Maxwell	Sarah Clark & Justin Dyer	3238 WSC
MSB	Melissa Larson & Jeff Thompson	3290 WSC
HBL - Join a session of your choice!		

Brad Neiger – AAVP, Undergraduate Studies

Biographical Sketch

Dr. Brad Neiger has been at BYU since 1997. He served as the inaugural director of the Master of Public Health Program, as chair of the Department of Health Science (now the Department of Public Health), and as an associate dean in the College of Life Sciences. Prior to his appointment as AAVP for Faculty Relations, he served as AAVP for Undergraduate Studies. He received continuing faculty status and was promoted to the rank of professor in 2003.

Prior to his arrival at BYU, Dr. Neiger worked for 13 years in various public health settings, including director of health promotion at both the Davis County Health Department and the Utah Department of Health. He is a past president of the Health Education Association of Utah and the Utah Public Health Association. In 2003, he was awarded the Catherine Summerhays Distinguished Service Award by the Health Education Association of Utah, its highest award. In 2014, he was awarded the Theodore B. Beatty Award by the Utah Public Health Association, its highest award for achievement in public health. In 2007, Governor Jon M. Huntsman, Jr. appointed him to serve a four-year term on the Utah Health Advisory Council.

Dr. Neiger received BS and MS degrees in health science from Brigham Young University and a PhD in health education from the University of Utah. His research interests include use of social media and social marketing to improve public health practice. His primary teaching assignments have related to program planning and evaluation in public health settings.

Dr. Neiger and his wife Sherry (B.S. in early childhood and elementary education, BYU), are the parents of three children. In their spare time, the Neigers enjoy taking long walks, spending time at the beach, and investing in the lives of their three grandchildren. They are avid New York Yankees fans.



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.

Presenter	Lecture Title	Video Link
Laura Bridgewater	Open Doors, Open Windows	Laura Bridgewater Video
Sarah Coyne	Why I Stay: My Experiences with Questions, Doubts, and a Significant Faith Crisis	Sarah Coyne Video
Steve Smith	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	Steve Smith Video
Jenn Nielson	Awake and Naked: Vulnerability in the Garden of Eden	Jenn Nielson Video
Chris Crowe	Not Knowing Beforehand: My Journey as a Teacher, Writer, and Scholar of Faith	Chris Crowe Video
Scott Sommerfeldt	Finding (and Losing?) Myself as a Scholar of Faith	Scott Sommerfeldt Video
Jini Roby	The Uncharted Course: Living and Learning by the Spirit	Jini Roby Video
George Handley	On Criticism, Compassion, and Charity	George Handley Video
Marilyn Berrett	No title	Marilyn Berrett
Jim Faulconer	My Journey as an LDS Scholar	Jim Faulconer Video

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Alejandra Aldridge

**FAMILY, HOME & SOCIAL
SCIENCES**

Political Science

801-422-4375

alejandra.aldridge@byu.edu

Background:

I was born and raised in Connecticut and still consider it home even though my parents have now flocked to the warmer south for their retirement. I received a BA in political science from BYU, then went to Stanford University in California for my MA and PhD in political science. After graduating with my PhD last June, I started here at BYU that summer.

Professional:

I examine how the public thinks about the presidency. I teach about the US presidency and survey methods.

Other:

I am married with one daughter and a son on the way (due this July). I enjoy playing and watching tennis, doing crossfit, and watching gymnastics (NCAA and elite).



Johnny Allred

HUMANITIES

English

2-1233

johnny_allred@byu.edu

Background:

I grew up in Layton, Utah; served a mission in Roseville, California; got a bachelor's in English teaching at BYU; a master's in education at Weber State; a PhD in curriculum & instruction at the University of Arkansas; and started as a professor in western Kansas.

Professional:

My research and teaching focus on English teaching methodologies, specifically regarding the use of technology in the secondary English classroom.

Other:

My wife, Sarah, and I have three kids: Max (9), Hazel (7), and Grant (4). We live in Springville but are looking to buy a home anywhere in Utah County. I love sports and camping.



Stefania Ashby

**FAMILY, HOME & SOCIAL
SCIENCES
Psychology**

2-4888

stefania_ashby@byu.edu

Background:

Ogden Utah is home! I graduated from BYU in 2011 with a Bachelors of Science in Psychology. After attending BYU I worked in a translational neuroscience research lab at UC Davis studying the neural mechanisms of cognitive control in individuals with psychosis. I received my Masters (2016) and Doctoral (2021) degrees at the University of Oregon studying learning and memory. I came back to BYU as an adjunct lecturer and am now excited to be full-time faculty in the Psychology Department.

Professional:

My research is focused on understanding learning and memory with specific interests in understanding how the brain processes memories for misinformation and retractions. I'm interested in better understanding how misinformation continues to influence our decision-making even after we've learned it to be false and hope to learn more that can help us combat the continued influence of misinformation.

Other:

I play the violin in the Pleasant Grove Community Orchestra and enjoy hiking, landscape photography, paddle boarding, camping, reading, and spending quality time with friends.



Dallin Bailey

**EDUCATION
Communication Disorders**

2-3876

dallinbailey@byu.edu

Background:

I was raised in Snowflake, AZ. I served a mission in Toronto, Canada. I attended BYU for my undergrad and masters, and University of Utah for my PhD. I taught and researched at Auburn University in Alabama for six years before coming here last year.

Professional:

I am a speech-language pathologist. I specialize in developing and testing treatment approaches and techniques for people with aphasia or apraxia of speech. Aphasia is a disorder of talking and communicating that results from a brain injury, stroke, or neurodegenerative disease. I teach courses in phonetics, cognitive communication disorders, and augmentative and alternative communication.

Other:

My wife and I have six children. We love exploring nature and taking pictures of every new plant or animal or mushroom we see.



Lorilynn Brandt

EDUCATION
Teacher Education

2-8452

lorilynn_brandt@byu.edu

Background:

Lorilynn Brandt, Ph.D. is an associate professor in Teacher Education at Brigham Young University teaching literacy classes in both graduate and undergraduate literacy courses.

Professional:

Her research focuses include teacher preparation, literacy skills and reading instruction, and reading motivation

Other:

Dr. Brandt spends time regularly in local classrooms and with districts mentoring teachers and early/struggling students.



Barry Brewer

MARRIOTT SCHOOL
Marketing & Global Supply Chain

2-6457

barry.brewer@byu.edu

Background:

Childhood home Pinedale AZ

I studied 1 year before and after my mission to Los Angeles--Spanish speaking at BYU

Degree in Latin American History from the U.S. Air Force Academy (1991).

I retired an Air Force Lt Col, logistics officer (2011).

Masters of Science in Logistics Management Air Force Institute of Technology (1995)

Ph.D. in Supply Chain Management Arizona State University (2006)

Tenured associate professor University of Wyoming (2011-2020)

Associate Professor New Mexico State University (2020-2022)

Professional:

Supply chain management, procurement, humanitarian disaster response, supply chain strategy

Other:

Married to Christine. We have 5 children. I love the outdoors and BYU sports.



Rachel Wood (Buck)

LIFE SCIENCES Biology

28694

rachelbuck@byu.edu

Background:

Rachel grew up in Houston, Texas, and graduated from BYU with a B. S. and M.S. in Environmental Science (2012/2013). She was the manager of the Environmental Analytical Laboratory at BYU from 2012 to 2021 and received a Ph.D. in Ecology from Utah State University in 2021.

Professional:

Rachel's research centers on linkages between human disturbance, ecosystem function, and microbial community response in aquatic and terrestrial ecosystems. She is currently investigating the effect of environmental perturbations associated with Phragmites invasion and control measures on microbial gene expression and community functions.

Other:

Rachel has two children (8 & 5) and loves running, hiking, skiing, and playing the piano.



Landon Burgener

**PHYSICAL & MATHEMATICAL
SCIENCES
Geological Sciences**

2-7113

landon.burgener@byu.edu

Background:

I grew up in Rexburg, Idaho and served a mission in the Peru Lima Central Mission. I attended BYU and earned a bachelors and masters degree in Geology, and then completed my PhD at the University of Washington in the Department of Earth and Space Sciences. I taught at BYU-Idaho for 1 year before accepting a position in the Department of Geological Sciences here at BYU. I have done field work and research throughout the western United States, Switzerland, Chile and Antarctica

Professional:

My research focuses on reconstructing and understanding the behavior of Earth's climate system during greenhouse (hot) and icehouse (cold) periods using a variety of geochemical and spatial statistical methods. In the department of Geological Sciences, I teach both introductory geology courses and more advanced courses focused on geochemistry and the use of geographic information system (GIS) tools to solve problems in the earth sciences.

Other:

My wife Kylie and I have three wonderful children: Walter (11), Zuzu (8) and Linus (9). We enjoy serving in the Church, traveling, and camping together whenever possible.



Sarah Caswell

NURSING COLLEGE

Nursing

2-6924

sarah.caswell@byu.edu

Background:

I grew up in Santa Paula, CA. I served a mission in Chile, Vina del Mar. I graduated from BYU CON, , worked as an RN in ICU, then attended UCLA for graduate school and earned my master's of science degree as an Advanced Practice Nurse. I have worked as an Acute Care NP for 8 years in Neuro ICUs. I felt inspired to apply to work at BYU so I did. This is my first professional faculty position here at BYU.

Professional:

I am interested in becoming a great teacher and influence on my students. I would also like to continue to work part time as an NP. I also plan to collaborate with others on research, nursing or medical conference presentations, and write journal articles.

Other:

I am married to a wonderful man Tom and have 3 stepchildren. I came from a family of 7 kids, and 2 of my brothers also teach at BYU. I love to travel internationally, scuba dive..



Brant Christensen

MARRIOTT SCHOOL

Accountancy

2-2455

bchristensen@byu.edu

Background:

I earned my Ph.D. in Accounting from Texas A&M University and was on the faculty at the University of Missouri and the University of Oklahoma before joining BYU. I teach courses related to financial statement auditing.

Professional:

My teaching and research are heavily influenced by time spent in PwC's audit practice in Columbus, Ohio, and I maintain an active CPA license (Ohio).

Other:

My wife and I have four children, ranging in age from 7 to 15. We enjoy hiking, sports, and time together.



Laura Cutler

MARRIOTT SCHOOL
Information Systems

2-5705

laura.cutler@byu.edu

Background:

I worked in industry for 8 years as a product manager in Dallas and Seattle before moving to Utah to teach at BYU.

Professional:

Teaching practical skills for students to lead IT projects in industry. I'm teaching the masters capstone course for information systems, plus a project/product management course.

Other:

I love a good view in nature, so having the mountains so close is fantastic.



Brady Davies

ENGINEERING
Mechanical Engineering

2-3341

brady.davies@byu.edu

Background:

Brady Davies is an Associate Teaching Professor in the Department of Mechanical Engineering at Brigham Young University. Prior to returning to BYU, Brady worked at various engineering companies, from startups to Fortune 400 companies, including positions at various mechatronic and electronic design and manufacturing companies. He received the BS, MEM, and PhD degrees in Mechanical Engineering, all from BYU. Brady calls Las Vegas Nevada home where his parents still live. He served a mission in Bangkok Thailand.

Professional:

Professional interests include robotics, MEMS (micro-electro-mechanical systems), design, manufacturing, sensors and instrumentation.

Other:

With 5 active children and 7 even more active grandchildren, Brady's free time revolves around sports, outdoor activities, and travel.



Liz Dixon

MARRIOTT SCHOOL
Public Service & Ethics

2-1889

liz_dixon@byu.edu

Background:

Even though I have lived in Lehi, UT, for almost three decades, I still call North Carolina home. After graduating from the BYU Marriott graduate school, I embarked on a lucrative career in healthcare consulting. I also loved simultaneously teaching adjunct at BYU Marriott School where I taught MCom 320, Business Ethics, MBA Business Presentations, and MPA Communications, and Global Management Case Competition classes.

Professional:

Business communication, ethics, leadership, current issues surrounding AI and its potential for Emotional Intelligence Impact, Artificial Intelligence Addiction, Artificial Intelligence Data Problems, Communication Barriers, and Critical Thinking Reduction.

Other:

My husband, Eric Dixon, and I have 3 children, two in-law children, and two grandchildren who are perfect. In my spare time, I teach spin and step aerobics classes.



Luke Drake

HUMANITIES
Comparative Arts & Letters

2-2149

luke_drake@byu.edu

Background:

Poway, CA --> Highlands Ranch, CO --> HDS --> UNC Chapel Hill

Professional:

Early Christian literature and history; early Judaism; Greek and Roman religions

Other:

All sports, long-form television, ancient languages.



David Eddington

LIFE SCIENCES

Microbiology & Molecular Biology

2-7192

david.eddington@byu.edu

Background:

David Eddington graduated from BYU with a BS in Medical Technology (Medical Laboratory Science) in 1993. Prior to graduating he completed a clinical laboratory internship at Mountain View Hospital in Payson, Utah and continued there after graduation as a generalist performing testing in all departments of the laboratory including medical microbiology and blood bank.

Professional:

He was commissioned as a biomedical laboratory officer for the Air Force in 1994. During his years of service, he completed Master's degrees in Business and in Molecular and Cell Biology and worked in various positions in clinical, reference, and research laboratories. In addition to a variety of other assignments, in 2004 he was deployed to Iraq as part of the Leishmania Surveillance and Investigation Team and in 2007 he deployed to Qatar as Chief of the United States Central Command blood transshipment team.

Other:

After retiring from the Air Force in 2014 he has continued to work in clinical laboratory management, most recently serving as a Quality Supervisor for the Revere Health system clinical laboratories.



Ann Ellis

HUMANITIES

English

2-9784

anndeeellis@gmail.com

Background:

I live in the tree streets in Provo. I served a mission in Hong Kong and earned a masters degree in creative writing at BYU. I have nationally published five young adult and middle grade novels.

Professional:

Creative writing, writing for children and adolescents, literary fiction, short story, writing programs, multi-modal writing and writing across genre and discipline.

Other:

I have five children, ages 8-16; I like hiking, yoga, travel, water; I'm also interested in podcasting, teaching memoir writing in the community and family stories.



Kristen Erekson

NURSING COLLEGE
Nursing

2-7210

kristen.erekson@byu.edu

Background:

Born in Logan, UT and raised in Louisville, KY/Sandy, UT/ St Louis, MO. My undergraduate degree is in Art History from Truman State University in Kirksville, MO. I served a mission in the Venezuela Maracaibo Mission. I received a BSN and MSN in Nursing from Johns Hopkins University. I worked for 11 years in Primary Care Pediatrics.

Professional:

Pediatrics, Public and Global Health, Underserved Populations

Other:

I love hiking, photography, cooking, birding, and piano.



Cortney Evans Stout

FAMILY, HOME & SOCIAL
SCIENCES
School of Family Life

2-7614

cortney_stout@byu.edu

Background:

Education: PhD from BYU

Postdoctoral Fellowship: University of Pennsylvania

Expertise: Socio-emotional development in infancy and early-childhood

Travel: I have traveled to all six inhabited continents.

Professional:

My research examines aspects of biologically rooted temperament in infancy and early childhood.

My teaching areas are Child Development, Infant Development, Social Development, and Social Science Writing

Other:

My husband and I have three children and we enjoy traveling, biking, and hiking.



Zack Fox

MARRIOTT SCHOOL
Accountancy

801-297-4678

zack.fox@byu.edu

Background:

I'm from Spanish Fork, Utah. I served a mission in Buenos Aires, Argentina. I attended Utah Tech University for my undergrad, where I also played football for four years. I then completed a MAcc at BYU before completing my doctoral studies at the University of Oregon. Prior to joining BYU, I was a faculty member at Texas A&M University.

Professional:

The real consequences of tax policy and corporate investment in tax planning such as income shifting and other tax planning strategies.

Other:

I'm married and have three beautiful children. I love to play sports and watch my kids in their various sporting activities.



Daniel George

FINE ARTS & COMMUNICATIONS
Design

2-0054

daniel_george@byu.edu

Background:

Daniel is originally from Omaha, NE and currently lives and works in Utah. He received an MFA from Savannah College of Art and Design in 2011, and is a photography professor at Brigham Young University.

Professional:

Daniel George is a photographic artist whose work is rooted in the medium's documentary tradition and explores the interconnection of place and culture as it relates to communal and personal identity. Having lived as a transplant in various locations throughout his adult life, he uses the camera to study defining characteristics of the communities within which he resides. The resulting photographs are his attempt to visualize and understand the idiosyncrasies of human activity in these local cultures. Daniel's work has been exhibited in solo and group exhibitions across the United States, and has been published internationally in both print and online publications.

Other:



Amber Gonda

LIFE SCIENCES

Cell Biology and Physiology

2-0237

amber_gonda@byu.edu

Background:

I am from Reno, Nevada and have loved being in the outdoors since I was young. I got my BA from BYU before I served in the Baltic Mission. I received an master's degree and Ph.D. in Anatomy from Loma Linda University in southern California. I did a post-doc in biomedical engineering at Rutgers University in New Jersey and really enjoyed exploring the East Coast until the pandemic shut everything down. I then returned back west to set up a translational cancer research lab at the University of California, Irvine.

Professional:

My research is centered on improving our ability to detect and monitor cancer activity. My work is focused on translating cancer research into the clinic in order to improve the lives of patients as soon as possible. I also have a strong background in anatomy and will be teaching the basic undergraduate course.

Other:

I enjoy outdoor activities such as skiing, rock climbing, tennis, and hiking. However, I am equally content on the couch with a good book or show and some peanut M&Ms.



Clint Guymon

ENGINEERING

Chemical Engineering

2-8547

clintguymon@byu.edu

Background:

I grew up in central Utah, served a mission in Lima Peru, and am married with 4 kids two of which are serving missions, one is in Peru. I received a PhD in Chemical Engineering from BYU and then went and worked as a consultant in the defense industry with safety analysis, testing, and modeling of explosive materials and devices.

Professional:

I'm the first teaching professor in the Chemical Engineering Department and am trying to figure that out.

Other:

My two daughters are home and in highschool. I live in South Jordan and hope to move to Provo in the next 3 years. I love outdoor activities including mountain biking.



Chris Hair

MARRIOTT SCHOOL
Finance

2-9157
chris_hair@byu.edu

Background:

Grew up in the San Francisco Bay Area (Dublin, CA). B.S. in Applied Mathematics and Economics from BYU. Missionary in Kyiv, Ukraine. PhD in Finance at Northwestern University Kellogg School of Management.

Professional:

I research real estate markets with an emphasis on the effects of government policy on housing markets, the decision to rent or own, and housing supply.

Other:

Married to Lauren Barden, a current PhD candidate in International Relations at UC Berkeley.



Jared Halverson

RELIGIOUS EDUCATION
Ancient Scripture

615-335-5233
jared_halverson@byu.edu

Background:

Raised in Texas and Southern California; mission in Puerto Rico; BA in History and MA in Religious Education from BYU; MA and PhD in American Religious History from Vanderbilt; 24 years in Church Educational System prior to coming to BYU

Professional:

Focuses on the history of secularization, faith loss, and anti-religious rhetoric; also studies scriptural reception and rejection history

Other:

My wife is a writer, editor, and addiction recovery counselor; 5 children, age 22-14; I enjoy sports, the outdoors, architecture, travel



Kenneth Hartvigsen

HUMANITIES

Comparative Arts & Letters

2-5176

kenneth_hartvigsen@byu.edu

Background:

I grew up in Salt Lake City and served in the Poland Warsaw Mission. I attended the University of Utah as an undergraduate, and earned an MA and PhD in art history from Boston University. Before accepting a faculty position to teach art history, I was the Curator of American Art at the BYU Museum of Art for six years.

Professional:

My research interests include American art, modern and contemporary art, the visual culture of popular music and popular culture. I teach modern art, American art, and art theory and methodology.

Other:

In spare time I paint and play the guitar.



Laura Hatch

HUMANITIES

Comparative Arts & Letters

55588899

hatch.laura@byu.edu

Background:

I was at BYU for my undergrad, studying literature and languages. I attended UC, Irvine for my PhD in Comparative Literature studying medieval and Renaissance literature. My husband and I met in a German class as undergrads, which proves German is the language of love.

Professional:

I love the premodern world. My PhD is in Comparative Literature from UC, Irvine. I work particularly on medieval and Renaissance literature, especially on the intersections of epic, tragedy, and romance. I also work with cognition studies, especially looking at the concept of trust.

Other:

My husband and I enjoy walking, hiking, and eating good food



Brett Hathaway

MARRIOTT SCHOOL
Marketing & Global Supply Chain

brett_hathaway@byu.edu

Background:

Home Town: Rio Linda, CA (Suburb of Sacramento)

Mission Service: Duesseldorf, Germany (2000 - 2002)

Degrees Earned:

Associate in Liberal Arts, American River College (2002)

Bachelor in International Business, BYU Hawaii (2003)

MBA, BYU (2008)

PhD in Operations Management, UNC Chapel Hill (2019)

Previous Faculty Position: Assistant Professor of Operations Management, Carey Business School at Johns Hopkins University (2019 - 2022)

Professional:

I spent nine years managing the operations of customer service call centers and IT support centers. My experience in industry inspired me to enter academia to rigorously research operational issues in service systems. I work with industry partners to obtain unique datasets and use a variety of methods to study customer and server behavior.

Other:

I am an avid "peak bagger", having summited hundreds of mountains throughout the US.



Cameron Hee

STUDENT LIFE
Student Development Services

haakua@gmail.com

Background:

Cameron Hee is a faculty member and marriage and family therapist in Brigham Young University's Counseling and Psychological Services program. He was born in Honolulu, Hawai'i, and grew up in Kalaoa on Hawai'i Island. He completed his BS in psychology at Brigham Young University-Hawaii and his MS and PhD in marriage and family therapy at Brigham Young University. Prior to graduate school, he was employed through the University of Hawaii at Palamanui as a disability services counselor.

Professional:

My professional clinical experience has focused largely on working with families, couples, and individuals, and I'm passionate about multicultural issues in counseling and improving access to treatment for underserved populations. My research interests include culturally sensitive therapy interventions and protective factors specifically for Native Hawaiian families, historical trauma, cultural identity, and couple attachment behaviors. I also have enjoyed teaching courses about multicultural families and positive psychology.

Other:

In my spare time I enjoys playing volleyball, fishing, camping, cooking, and spending time with my wife and son.



Tomas Hidalgo Nava

HUMANITIES
Spanish & Portuguese

2-7221

tomas_hidalgo@byu.edu

Background:

I am originally from Mexico City, but lived for 11 years in Pennsylvania. I hold a PhD in Hispanic Literature from The Pennsylvania State University (2015), an MA in Comparative Literature from BYU (2004), and a bachelor's degree in Journalism and Mass Communication from the Universidad Nacional Autónoma de México (2001). I worked for 7 years for Villanova University in the Greater Philadelphia Area. Also, I worked in the fields of journalism and public relations in Mexico. I served in the Mexico Hermosillo Mission.

Professional:

My research has to do with the uses of literature, art, and film as vehicles to promote and defend Human Rights in Latin America.

Other:

My wife Gina is also from Mexico City. We have four children (one girl and three boys). I love doing karate and hiking, reading, playing chess, and writing.



Derek Holyoak

STUDENT LIFE
Student Development Services

derek_holyoak@byu.edu

Background:

I was born and raised in a small farming community in south central Idaho (Jerome). I am the youngest of three (all boys). I served a mission in the Mexico, Mexico City North mission. I earned my bachelor's degree from Utah State University in communication studies, a master's degree from the University of Nevada, Las Vegas in Marriage and Family Therapy, and my PhD from Texas Tech University in Couple, Marriage, and Family Therapy. Prior to coming to BYU, I worked for Weber County doing substance use treatment.

Professional:

My areas of interest are: Relational and individual help-seeking and decision-making processes as it relates to mental health treatment.

Other:

When I am not at work, I enjoy spending time with my family (wife and three kids). I enjoy most outdoor activities, but really love snow skiing and playing golf.



Dana Hunter

**FAMILY, HOME & SOCIAL
SCIENCES
School of Family Life**

2-8613

dana_hunter@byu.edu

Background:

I grew up in the San Francisco Bay Area, but raised my kids in American Fork, Utah. Both are home to me. After earning my BS in Home Economics Education, I served a mission in the Bolivia Cochabamba Mission from 1988-1990. I also earned my MS from BYU. I was hired as adjunct faculty in 2000 and have been teaching foods here ever since. I applied for and got my CFS position in 2022, after 2 years as visiting faculty. I've also worked in recipe testing and development. I've co-directed Fashion and Design in Europe Study Abroad.

Professional:

I am professional faculty with training in secondary education, so curriculum development and teacher evaluation/mentoring are important to me. I'm also passionate about family mealtime.

Other:

I have 3 children and 1 daughter-in-law. We've traveled to Sweden, the Netherlands, NYC, US and church history sights, Hawaii, and Disney parks together. I love to sew.



Karen Jensen

**FINE ARTS & COMMUNICATIONS
Dance**

2-3104

karendjensen@gmail.com

Background:

I grew up in Orem, served a mission to Chile, Santiago West. An MA in Dance, an MED in Education, and a PhD in Curriculum Studies and Teacher Education from Texas Tech University. My dissertation was on cross cultural adaptation for university students who do international internships as part of their studies.

Professional:

Research interests include international education - specifically dance education and cross cultural understanding. Narrative inquiry, digital storytelling, and creating screendance.

Other:

Love being with my family - hiking, biking, four-wheeling, traveling. I enjoy cooking, baking and watching K-dramas.



Lee Jensen

**PHYSICAL & MATHEMATICAL
SCIENCES
Computer Science**

lee@cs.byu.edu

Background:

After working for 30 years as a professional software developer, I turned my focus to helping the next generation get a head start on future.

Professional:

Internet related technologies, data management and manipulation, and security.

Other:

I love the outdoors, travel, and learning news things.



Cynthia Johnson

**NURSING COLLEGE
Nursing**

2-3227

cynthia.johnson@byu.edu

Background:

I have over 20 years experience as a pediatric nurse. I have worked in the pediatric intensive care units at Primary Children's Hospital in Salt Lake City, Children's Hospital of Philadelphia in Philadelphia, and the University of Maryland Hospital for Children in Baltimore. I currently live in Salt Lake City with my family. I am an Acute Care Pediatric Nurse Practitioner and nurse educator. After 13 years as clinical adjunct faculty, I became an Assistant Professor at BYU for the College of Nursing in 2022.

Professional:

Pediatric nursing, Childhood growth and development, Health and safety of children and families.

Other:

I am married and have five children at home. We love getting together with extended family, traveling new places, hiking, swimming, and playing games together.



Mark Johnson

MARRIOTT SCHOOL
Finance

markjohnson@byu.edu

Background:

Born in Sandy, UT. Served a mission in Barcelona, Spain. Received my PhD from The Ohio State University.

Professional:

My research focuses on FinTech lending and household finance. I currently teach Corporate Finance.

Other:

My wife and I have three young children. We love to hike and bike together. I enjoy almost anything with a net and a ball.



Jon Kerr

MARRIOTT SCHOOL
Accountancy

2-7592

jon.kerr@byu.edu

Background:

I grew up in a suburb of Seattle, WA and served my mission in Kobe, Japan. I attend BYU and graduated with a Bachelors and Masters degree in accounting. After working in public accounting for a few years, I went back to school and graduated with a PhD in business from Columbia University. Prior to joining BYU, I was faculty at both The Ohio State University and Baruch College - City University of New York (CUNY).

Professional:

I have taught courses in taxation at both the graduate and undergraduate level. My research spans taxation, the information environment, equity and debt markets, and asset liquidity, often with a focus on the international setting. My research has been published in leading accounting, business, and tax journals, including the Journal of Accounting & Economics, The Accounting Review, Management Science, Contemporary Accounting Research, and the Journal of the American Taxation Association.

Other:

I enjoy hiking with my wife, watching movies with my four daughters, beekeeping, and woodworking.



Nathan Leonhardt

**FAMILY, HOME & SOCIAL
SCIENCES
School of Family Life**

2-0145

nathan.leonhardt@byu.edu

Background:

I was born in Logan, Utah. When I was 10 I moved to Michigan, where I graduated from high school. I served my mission in Bulgaria. After my mission I received my BS and MS from BYU. I got my PhD at the University of Toronto. During my time as a PhD student, I spent time at UC Berkeley as a visiting scholar.

Professional:

Research: Long-term flourishing relationships. I specialize in religion, sexuality, and virtues. Teaching: Family adaptation and resiliency.

Other:

I'm the oldest of six kids. I enjoy football, piano, reading, and watching movies. I'm also passionate about traveling.



Nicole Lewis

**HAROLD B. LEE LIBRARY
HLL-Cataloging & Metadata**

2-6766

nicole_lewis@byu.edu

Background:

I grew up in Bountiful, Utah. I graduated from BYU in 2005 with a BA in Near Eastern Studies, from the U of U in 2010 with a BS in Human Development & Family Studies, then with a master in Library and Information Studies from the U of Alabama. I served a mission in Leeds, England and spent a semester teaching English in Voronezh, Russia.

Professional:

I work in cataloging and metadata and am interested in how materials are described. I've done some research on applications of Wikidata and how structured information provides opportunities for interesting and enlightening data queries. I'm also interested in linked open data and how information can be shared easily among different data sources.

Other:

I have a wonderful husband and two stepchildren (17 and 14). I enjoy gardening and tending to my flock of backyard chickens.



Jonathan Liljgren

MARRIOTT SCHOOL

Accountancy

2-8196

inthered@byu.edu

Background:

Originally from Orem, UT and never thought I'd be back here. I spent 11 years in the D.C. area working for PwC and Freddie Mac and almost 3 years in Seattle working for Amazon before coming to BYU. While in D.C. I started teaching at George Mason University and ended up adjuncting for 13 semesters. I missed teaching during COVID (luckily I guess) and was excited to come back to it full time at BYU.

Professional:

My career was largely in the technology area of accounting and the development and implementation of systems. My interests are primarily in the development of course materials for Accounting Information Systems topics and cases for the Junior Core in Accounting.

Other:

I met my wife Julie while living in Washington DC. We have two beautiful children. We spend two weeks each summer at Medicine Lake, CA as our annual tech detox.



Lena Lizunova

MARRIOTT SCHOOL

Management

2-6829

lina_lizunova@byu.edu

Background:

Elena Lizunova was a Ph.D student at HEC Paris. She joins the Brigham Young University (USA) in 2021.

Professional:

In her dissertation, she uses large-scale data analysis to investigate entrepreneurial strategies and processes of small ventures.

Other:

Languages: French and Russian



Alexandra Mackenzie

FINE ARTS & COMMUNICATIONS
Theatre & Media Arts

amackenziejohns@byu.edu

Background:

I am from Jersey in the British Isles, with an undergraduate degree in Theatre & English Literature from the University of Warwick in the UK, MA in Theatre from BYU, and PhD in theatre from the University of Exeter in the UK. As well as teaching theatre in the UK, I have lived, taught and directed in India and Jordan in the Middle East also, including at UWC Mahindra. I served a mission in Manchester, England, and have been able to serve in the Nauvoo and British Pageants in the US and UK.

Professional:

Interests lie in: Staging of sacral stories and religious theatre practices; verbatim theatre practices; developing new plays and playwriting.

Other:



Kimberly Matheson

AAVP - FACULTY DEVELOPMENT
Maxwell Institute

kimmatheson@gmail.com

Background:

PhD, Theology, Loyola University Chicago
MTS, Philosophy of Religion, Harvard Divinity School
BA, Ancient Near East Studies, Brigham Young University

Professional:

Continental philosophy of religion; contemplative practice and prayer; the Book of Mormon

Other:

Married to husband Nephi, have two children (twins, age 10)



Taylor-Grey Miller

HUMANITIES
Philosophy

55588921

taylorgrey.miller@gmail.com

Background:

I received a PhD ('22) and M.A. ('18) from the University of Texas at Austin, and a B.A. in Philosophy from BYU ('16)

Professional:

I'm interested in metaphysics, in particular the relationships that essence, ground, and metaphysical generation bear to one another. I'm interested in various issues in philosophy of religion and philosophical theology as well.

I'm also involved in the Latter-day Saint Philosophical Theology Project. You can learn more about this project here: <https://ldsphilosophyproject.humwp.byu.edu/>

Visit my website to read more about my work and to access pre-print versions of my research articles.

Other:



Jeremy Myntti

AAVP - FACULTY DEVELOPMENT
Harold B. Lee Library

2-4202

jeremy_myntti@byu.edu

Background:

I have lived in Utah County for most of my life, from Lehi to Payson and many places in between. I earned a BS in Integrated Studies and a BS in Music from Utah Valley University and a Master of Library Science from the University of Alabama. Before coming to BYU, I spent 10 years as a faculty librarian at the University of Utah and nine years at a library services vendor.

Professional:

My research focuses on investigating methods to make library collections more discoverable and usable to help patrons get access to the content they need when they need it. This has included different areas of study such as alternate and innovative ways for collection building, digital preservation, accessibility, metadata, and discovery. I also enjoy researching topics in leadership and management such as change management and library organizations and structures.

Other:

Outside of work, I enjoy spending time with my wife, our four kids, and two dogs. We like to spend our time traveling, camping, and attending many concerts, plays, and movies.



Benjamin Nichols

FINE ARTS & COMMUNICATIONS

Music

benjamin_nichols@byu.edu

Background:

I'm from Pleasant Grove, Utah. I've lived in Boston and went to New England Conservatory for my M.M., and Illinois where I got my doctorate at U. of Illinois at Urbana-Champaign. I served a mission in Guadalajara, Mexico. Before coming to teach at BYU I taught as a saxophone professor at University of Nebraska at Omaha for two years, as well as teaching before that at University of Illinois-Springfield, and Lincoln College.

Professional:

I am working on a research project involving attitudes of faculty regarding curricular change and am about to start another research project with Linguistics faculty studying brain activity while doing different types of musical activities. In the past I've published articles in Jazz in Education in Practice, and have an article coming out this fall in the Saxophone Symposium. I direct BYU's top jazz ensemble, Synthesis, and I teach saxophone lessons and play in the jazz faculty quintet, Q'd Up.

Other:



Desiree Oliveira

HUMANITIES

Spanish & Portuguese

2-1727

desiree.oliveira@byu.edu

Background:

Desiree Oliveira is from Brazil and joined the BYU Department of Spanish & Portuguese in 2022. She has taught Portuguese in Brazil, the United States, and Cuba for over 14 years. She holds a PhD in Applied Linguistics, with an emphasis on Foreign Language Teaching and Learning, from the Universidade Federal de Minas Gerais, an MA in Portuguese Pedagogy from BYU, a BA in Portuguese and English from the Universidade Federal de Juiz de Fora, and a BA in Trilingual Executive Secretariat from the Universidade Federal de Viçosa.

Professional:

Dr. Oliveira's research and teaching interests include: reading and writing, teacher development, intercultural communication, Portuguese for Specific Purposes, materials and curriculum development, and language teaching and learning beliefs.

Other:

Dr. Oliveira has a variety of interests like reading classic literature, traveling to less-commonly visited places, exercising when it's not cold outside, and attending barbecues.



Linda Orchard

NURSING COLLEGE
Nursing

2-4963

linda.orchard@byu.edu

Background:

Linda Orchard has over 30 years of nursing experience in hospital, home health and hospice, education, and serving in several different nurse leadership roles. Orchard is currently an Associate professor in the College of Nursing at Brigham Young University. She holds a MSN from Idaho State University. She recently moved from Rexburg, Idaho where she worked as Nursing Faculty for over 15 years. She traveled to China and Africa with other faculty as part of her professional development.

Professional:

Nursing simulation, deliberate practice for mastering psychomotor skills, population health and Nursing education pedagogy.

Other:

I have four children who all graduated from BYU-Idaho and live in Idaho, Florida, and Utah. I love to learn, enjoy running, tennis, pickleball, and spending time with family.



Shintaro Pang

LIFE SCIENCES
Nutrition, Dietetics & Food
Science

2-3758

shintaro_pang@byu.edu

Background:

Home: Japan, Singapore, USA; Mission: Sapporo Japan; PhD Food Science @ University of Massachusetts Amherst, BS Food Science @ BYU

Professional:

Food Safety and Quality; Food Chemistry; Raman Spectroscopy; Nanotechnology

Other:

Family: Wife + 4 kids (ages 5-12); Interest/Hobbies: Hiking, Table tennis



Ryley Parrish

LIFE SCIENCES

Cell Biology and Physiology

riley_parrish@byu.edu

Background:

I am a neuroscientist with experience in both in vivo and ex vivo preparations. I have expertise in optogenetics, live Ca imaging, and electrophysiology including multielectrode arrays. I have a particular interest in working to develop novel therapeutic interventions for neurological disorders. My personal interest focuses on epilepsy research, but I enjoy learning in all fields of life sciences.

Professional:

Dr. Parrish's research is focused on the study of epilepsy, including the mechanisms of seizure propagation and termination. He also studies a phenomenon known as cortical spreading depressions, which are associated with both seizure termination and migraines. Finally, he is working to understand the mechanisms of pharmacoresistant, prolonged seizure activity. The lab uses electrophysiology, optogenetics, live network imaging, and computer programming to address our biological questions.

Other:



Philippe Passeraub

ENGINEERING

Manufacturing Engineering

2-7352

philippe.passeraub@byu.edu

Background:

Until 2022 home was Switzerland for my family and me. But my home is now also Utah USA. Previously I was Faculty at the School of Engineering in Geneva, Switzerland. I have also international industrial and academic experiences (Switzerland, Principality of Liechtenstein, Maryland USA, and Brazil). My MSc/PhD degrees are from EPFL. I do speak French, German and English. I did my military service mainly in the Italian part of Switzerland, and I did serve a mission in Germany.

Professional:

My expertise is in Microengineering, a Swiss multidisciplinary specialty focusing on miniaturization and manufacturing. My research focuses now on open-source microsystems manufacturing for health and industry.

Other:

My wife and I met during my graduate studies. We got married soon after. Our family grew of one child in each of the first five city we lived in, and of one dog in the sixth city !



Christopher Peck

STUDENT LIFE

Student Development Services

peckkip@aol.com

Background:

Utah is my home. I have been in private practice as a psychologist for the past 14 years.

Professional:

Counseling, teaching applied psychological courses, spirituality and mental health.

Other:

Married with 4 children. I enjoy hiking, spending time with family, reading, and movies.



Jamie Perrett

**PHYSICAL & MATHEMATICAL
SCIENCES
Statistics**

perrett@stat.byu.edu

Background:

Jamie calls Salem, UT home. But he has also been a resident of California, Kansas, Colorado, Texas, and Missouri. He served a mission in Buenos Aires, Argentina, and has bounced around between academia in industry teaching at both University of Northern Colorado (Greeley) and Texas A&M (College Station), and working at Educators Mutual Insurance Association, Monsanto and Bayer. His employment in industry has allowed him to travel to Brazil, Argentina, France, Germany, Belgium, and Luxemborg.

Professional:

Jamie's research focus is statistics education, as well as the design and analysis of experiments. Much of his corporate work was in data science. His current role is a professional teaching faculty where he focuses on teaching undergraduate statistics and data science courses.

Other:

Jamie enjoys building things. Everything including framing, plumbing, electrical, flooring, painting, carpentry, woodworking, and 3D printing



Carly Peterson

NURSING COLLEGE

Nursing

2-2747

carly.peterson@byu.edu

Background:

I am originally from the San Francisco area, but I've called Spanish Fork home for the past 12 years. I received a bachelor's degree in nursing from BYU in 1999. I worked as a nurse in the Newborn Intensive Care Unit (NICU) for 24 years. In 2021, I obtained a master's degree and became a Neonatal Nurse Practitioner from the University of South Alabama. I am excited to be taking BYU Undergraduate Nursing Students to India this spring.

Professional:

I have spent the majority of my professional life working as an RN in the Newborn Intensive Care Unit. I am thrilled to be at BYU getting to teach fantastic students how to be amazing nurses. I am currently transitioning from being a bedside nurse to working as a Nurse Practitioner in a pediatrician's office.

Other:

My husband and I are both NICU nurses. We went to nurse practitioner school together. We have 3 kids plus a bonus (we raised my cousin from the time he was 11). I love gardening!



Jeff Peterson

HUMANITIES

Asian & Near Eastern Languages

2-2945

jeffpeterson@byu.edu

Background:

Jeff Peterson is an Assistant Professor of Japanese in the Department of Asian and Near Eastern Languages. He has worked in the department since January 2019. He earned his Ph.D. at Purdue University in Applied Linguistics/Foreign Language Acquisition. He served a Mongolian speaking mission in Mongolia. He also lived and worked in Japan for two years and tries to make it back as often as possible.

Professional:

Jeff Peterson has taught Japanese courses across the entire spectrum and was the recipient of the 2022 Hamako Ito Chaplin Memorial Award for Excellence in Japanese Language Teaching. He specializes in Japanese language pedagogy and linguistics and is especially interested in extensive reading. His publications have appeared in Foreign Language Annals, Journal CAJLE, System, TESL Reporter, and The Reading Matrix. He is also a co-author and actor for the elementary-level Japanese language textbook series Learn Japanese.

Other:

In his free time, Jeff Peterson enjoys spending time with his wife and two children, playing games with family and friends, and keeping up with the latest sumo.



Cori Reynolds

NURSING COLLEGE
Nursing

cori_reynolds@byu.edu

Background:

I grew up in North Carolina and received both my undergraduate and graduate degrees from BYU. I have been a nurse for 26 years. I worked as an RN in several areas including medical/surgical, home health, school nursing, postpartum, nursery, and lactation education. I have been a Family Nurse Practitioner for nine years and have worked in family practice and in surgical services for Primary Children's Hospital.

Professional:

My academic areas of focus are women and children, nursing education, and global health.

Other:

I have a sweet husband, four daughters, and one crazy dog. I love animals, traveling, Disneyland, and riding my bike.



Chelsea Romney

FAMILY, HOME & SOCIAL
SCIENCES
Psychology

2-3280

chelsea_romney@byu.edu

Background:

Dr. Romney earned her Doctorate at the University of California Los Angeles in health psychology with a minor in quantitative psychology and earned her Bachelor of Science in psychology with a minor in statistics here at BYU.

Professional:

Dr. Romney is an assistant teaching professor of psychology who specializes in introductory psychology, psychology of gender, psychological statistics, and social psychology. Her research interests are broadly in social relationships and health, with a focus on hormones that are responsive to social information. She also conducts pedagogical research in her classroom and aims to improve each semester with new inclusive classroom practices.

Other:

Dr. Romney was baptized the summer after high school, she met her husband soon after at BYU. She has an adorable daughter who she loves to explore the great outdoors with.



Travis Ruddle

MARRIOTT SCHOOL
Public Service & Ethics

2-4516

travisruddle@byu.edu

Background:

Born and raised in Oklahoma. Attended the University of Oklahoma for bachelor's in political science, MPA, and Ph.D. in political science. Served in various capacities in higher education and across nonprofit and private sectors.

Professional:

Research: political science and public administration, ethics, reputation and trust in institutions; citizens' perceptions and interactions with sector (nonprofit, private for-profit, and public); behavioral-related methodologies and experimental design is a significant amount of my research work

Other:

I live in Provo with my wife, Jessica, and two kids, Lyndon and Mallory. I love trail running, hiking, reading, and traveling to National Parks. Collector of typewriters



Ben Schooley

ENGINEERING
Electrical & Computer
Engineering

ben_schooley@byu.edu

Background:

After graduating from BYU, Dr. Schooley went on to attend Claremont Graduate University, exactly where he was raised. After receiving a Ph.D. in Management of Information Systems & Technology, Dr. Schooley continued to work as a research professor at Claremont Graduate University and has spent the past ten years teaching at USC.

Professional:

He enjoys "the challenge of trying to create something that people want to use, is safe, and protects people from harm." For this very reason, he's currently teaching an IT and Cybersecurity Ethics class, and will begin teaching a Research Methods Class next semester in addition to Intro to Cybersecurity.

Other:

While he's not at work, Dr. Schooley loves to spend his free time with the people that matter most: family. In particular, he loves to be with them outside. Whether he's mountain biking, snowboarding, or hiking, he makes the most of his time with them.



Micah Shepherd

**PHYSICAL & MATHEMATICAL
SCIENCES
Physics & Astronomy**

2-1498

shep@physics.byu.edu

Background:

I was born in South Carolina but grew up in Alaska, England and Illinois. I served a mission in Northern Germany and completed degrees at BYU and Penn State.

Professional:

research area: acoustics

Other:

hobbies: playing and watching soccer, spending time with family



Jay Snell

**ENGINEERING
Electrical & Computer
Engineering**

2-6412

jay.snell@byu.edu

Background:

I am a passionate fan-boy of Cybersecurity and I love helping people to solve their technological problems in meaningful ways. I have overseen engineering and operations teams from San Diego to Saudi Arabia and from Omaha to the Horn of Africa, mostly in the Defense sector, but I especially love teaching and learning about all things Cyber. I got my B.S. in IT from BYU in 2007 then my M.S. in Networks and Systems Administration from RIT in 2009. I served my mission in Brazil and I currently serve in the Navy Reserves.

Professional:

I am particularly interested in the intersection of networks and cybersecurity which includes things like network analysis, incident response, network defense, threat intelligence, and wireless networks. I also am interested in how I can teach these things better!

Other:

I am madly in love with my bride and we have been married for almost 14 years. We have 5 kids, 3 boys and 2 girls. I love cooking, reading books with my kids, and board games.



Darrell Sonntag

ENGINEERING
Civil & Construction Engineering

2-6338

darrell_sonntag@byu.edu

Background:

I grew up in Ogden, UT. I served my mission in Rome, Italy. I received my PhD at Cornell University. I then worked as an engineer for the US Environmental Protection Agency both in Washington DC and Ann Arbor Michigan for the past 12 years before joining BYU faculty.

Professional:

I am conducting research in environmental sustainability, particularly in the area of air quality and transportation. So far at BYU, I have taught classes on infrastructure sustainability and vehicle emissions, and am looking forward to teaching new classes on data analysis and air quality.

Other:

I met my wife Amy at BYU. We have three daughters. We like to camp, hike, ski (cross-country ski and downhill), bike and swim.



Jake Sorensen

LIFE SCIENCES
Exercise Sciences

jrsorensen@byu.edu

Background:

I was born and raised in South Jordan, Utah. I served in the Venezuela, Maracaibo mission. I earned my Bachelors and Doctoral degrees from BYU-Provo in Exercise Sciences and a masters degree in coaching performance from the University of Utah. I completed 2 postdoctoral positions at the University of Minnesota in the Department of Kinesiology and School of Medicine, Department of Cardiology. I've also worked as a strength and conditioning, wellness and rugby coach.

Professional:

My research interests and background revolve around plasticity of the neuromusculoskeletal systems, in particular mechanistic and physiologic changes as they relate to traumatic injury, disuse, disease, and aging. My current focus is to target regeneration, rejuvenation, and rehabilitative strategies for treating traumatic skeletal muscle injuries. I am also interested in human performance for sport, health and disease, which is the focus of my teaching responsibilities.

Other:

I married to Summer Sorensen. We have 4 children: Dre (10), Kalia (9), Jet (7) and Dru (5). We love to explore the outdoors through hiking, swimming and riding bikes.



Jason Sorensen

**PHYSICAL & MATHEMATICAL
SCIENCES
Chemistry & Biochemistry**

2-7083

jasonsrt@byu.edu

Background:

I was born and raised in the Pacific Northwest with a love of all things outdoors. After serving a mission in Taiwan, I returned home to pursue a bachelors degree in chemistry at Southern Oregon University while working as a wildland firefighter and white water river guide in the summers. I moved on to get my PhD in physical chemistry at the University of Utah and did postdoctoral research in astrochemistry and atmospheric science in Norfolk Virginia at Old Dominion University.

Professional:

I am a passionate researcher and teacher with research interests in laser spectroscopy, astrochemistry and atmospheric science.

Other:

I am married with three sons and a daughter. I have a passion for all things outdoors including camping, hiking, fishing, white water rafting etc.



Paul Stavast

**FAMILY, HOME & SOCIAL
SCIENCES
Anthropology**

2-0018

paul_stavast@byu.edu

Background:

I've been at BYU for 17 years as director of the Museum of Peoples and Cultures. However, my position was recently reclassified as professional faculty. So now I get to see a whole new side of campus.

Professional:

My current research is centered on documenting and understanding museums throughout the history of Utah, exhibition development approaches (specifically exploring the use of story boarding and comics theory in exhibition design), technology and entrepreneurship in relation to collections management.

This is in addition to his regular duties as the Director of the Museum of Peoples and Cultures including management, planning, mentoring of students interested in museum work and exhibition development.

Other:



Jacob Steffen

MARRIOTT SCHOOL
Information Systems

2-5749

jacob.steffen@byu.edu

Background:

I was born and raised in Las Vegas. Served my mission in Buenos Aires, Argentina. Got my bachelors and masters from BYU in information systems, and my PhD from University of Georgia.

Professional:

Current research topics: Generative design tools, interruption management, online ratings.

Other:

I got married to my wife during the height of covid in 2020. We had our first daughter this year. I enjoy listening to music and playing around with my synthesizers.



Stephan Taeger

RELIGIOUS EDUCATION
Ancient Scripture

2-2656

stephan_taeger@byu.edu

Background:

I was born and raised in Western Massachusetts. Following a mission to Las Vegas, I received a bachelor's degree from Utah Valley State College, a master's degree from the University of Utah, and a PhD in Instructional Psychology and Technology from BYU.

Professional:

My research centers on homiletics, narrative instructional design, and ancient scripture.

Other:

I am married and I have six children. I love reading, writing, music, and hiking.



Seth Taylor

LIFE SCIENCES

Cell Biology and Physiology

2-0246

seth_taylor@byu.edu

Background:

I grew up in Boise, ID and completed my undergraduate degree at BYU. I served a mission in Kyiv, Ukraine. After graduating from BYU, I earned a PhD in Neuroscience from Yale University. I then did postdoctoral research at UC San Diego and Vanderbilt University. Prior to coming to BYU I was a Research Assistant Professor at Vanderbilt.

Professional:

Research in developmental neurobiology

Other:

My wife and I have nine children, and enjoy spending time with them and in the outdoors.



Benjamin Terry

ENGINEERING

Mechanical Engineering

2-6138

ben_terry@byu.edu

Background:

Dr. Terry received a B.S. in mechanical engineering from BYU, an M.S. in engineering systems from the Colorado School of Mines (Golden, Colorado, USA), and a Ph.D. in mechanical engineering from the University of Colorado, Boulder (Boulder, Colorado, USA). Prior to coming to BYU, he was an Associate Professor in the Department of Mechanical and Materials Engineering at the University of Nebraska Lincoln. He also spent nine years as a research engineer in industry developing commercial medical devices.

Professional:

Dr. Terry's research interests are in medical device and surgical tool design, and swallowables for gastrointestinal health.

Other:

Dr. Terry and his wife Rachel enjoy hosting monthly bake-offs. Family members' bakes are judged on taste and aesthetic. The winner enjoys the title of "star baker" for the month.



Sheri Thomas

MARRIOTT SCHOOL
Accountancy

2-4176

sheri_thomas@byu.edu

Background:

While I was raised in the Air Force and never lived in one place more than 4 years, I call Virginia home. I graduated from BYU with my master's degree in accounting. In the middle of my education, I served a mission in Guayaquil, Ecuador. I spent the past 34 years with various companies in management positions, most recently the CFO of a medical device company that was acquired by Johnson & Johnson. I also served as an adjunct professor at BYU for the past 10 years before joining full time this year.

Professional:

I am a professional faculty member teaching a variety of subjects including accounting information systems, financial accounting, auditing and management consulting. I serve as a member of the board of directors for Med One Group and continue to enjoy my association with professionals in industry.

Other:

I am a single mom of four amazing children and one very spoiled grandson. I enjoy traveling, reading, tennis, golf and spending time with my family.



Justin Top

RELIGIOUS EDUCATION
Ancient Scripture

2-6065

justin_top@byu.edu

Background:

I am from Pleasant Grove UT, where I graduated from high school. I served a mission in the South Korea Taejon mission. My first career was as a seminary teacher, then I joined the US Navy as a chaplain. After 7 years of active duty I decided to move to the Navy Reserves and moved back to Utah where I finished a PhD in Counseling Psychology. I worked briefly as a psychologist before joining the Religious Education faculty in support of the MA Chaplaincy program to train future chaplains.

Professional:

I currently teach graduate classes in different chaplaincy topics such as pastoral counseling, grief and bereavement, military ministry, etc. My research area of interest is in the relationship between spirituality and mental health, with a special focus on the role of grace in mental health.

Other:

I have a big complicated blended family with 11 children, including 2 sets of twins. We all love outdoor adventures such as skiing, biking, hiking, canyoneering and scuba diving.



Chris Tracy

**PHYSICAL & MATHEMATICAL
SCIENCES
Chemistry & Biochemistry**

2-7123

chris_tracy@chem.byu.edu

Background:

I'm mostly from Utah County. I graduated from BYU in 2007 with BS in Chemical Engineering, and then went on to do my PhD work with Barry Willardson in Biochemistry, also at BYU. I then did postdoctoral studies at the University of Utah with Sarah Franklin, studying proteomics in various heart disease models. From there I took a position at Wake Forest University where I served as the Mass Spectrometry Instrument Manager for 5 years. I started here at BYU as an Assistant Professor in July of 2022.

Professional:

My research is in the field of mass spectrometry and I run both the Small Molecule and Biological Mass Spec Core Facilities in the Department of Chemistry and Biochemistry. I help faculty with sample analysis in proteomics, metabolomics, and lipidomics, and provide high resolution identification and analysis across several applications, all using mass spectrometry. My main area of teaching is currently in applied biochemistry techniques.

Other:

My family and I live in Springville. My wife and I have 5 kids, 1 boy, 4 girls.



Scott Ure

**FAMILY, HOME & SOCIAL
SCIENCES
Anthropology**

2-0742

scott_ure@byu.edu

Background:

I grew up in Loveland, Colorado and now live in Springville, Utah. I served my mission in the Hamburg, Germany mission, and I received my BA and MA at BYU. I have worked on various archaeological projects in the American Eastern Great Basin/Colorado Plateau, Midwest, and Southwest, northern and western Mexico, Syria, and Jordan.

Professional:

My current research focuses on archaeological remote sensing using unmanned aerial systems, terrestrial and aerial LiDAR scanning, geophysics, GIS, and mapping technologies. I also study the Fremont (northern Utah) and Casas Grandes (northern Mexico) archaeological cultures with an emphasis in communal architecture and ceramic artifact analysis.

Other:

My wife is from Virginia and works at BYU. I have a seventeen year old son named Ethan who is a junior at Springville High School. I enjoy cycling, backpacking, and fly fishing.



Heidi Vogeler

STUDENT LIFE

Student Development Services

heidi_vogeler@byu.edu

Background:

I grew up in Salt Lake City (I attended THE East High School, of High School Musical fame), and now call Provo home. I attended BYU for 4 of my 5 degrees (BS, MPH, MSW, PhD, PhD...phew!!), with the highlight being a study abroad to the BYU Jerusalem Center. I worked in BYU Career Services for almost 5 years before beginning my doctoral studies and love working with college-age students. My favorite trip ever has to be a photo safari in Kenya, with a cruise through Greece and Turkey as a close second.

Professional:

Teaching: mental health, graduate-level psychology training

Research: mental health outcomes, mental health assessment, etc...

Other:

I'm the favorite aunt to seven niblings. I enjoy musical theater, playing the piano, reading, and board games.



Adrianna Watson

NURSING COLLEGE

Nursing

27465

adrianna.watson@byu.edu

Background:

I grew up in Virginia, and the east coast will always feel like home. My volunteer efforts have been focused on bringing medical care and education to underserved communities. As for academics, these include Old Dominion University (BSN), Utah Valley University (MSN), and the University of Southern Mississippi (Ph.D.). My degrees were in nursing, nursing education, and nursing leadership. Before this position, I taught as an adjunct at the nursing college in 2019.

Professional:

My specialty nursing areas are critical care, trauma, and burnout/compassion fatigue prevention. My research focus is nursing education and professional nurse quality of life. I am teaching nursing ethics, advanced nursing simulation, and an intensive care clinical rotation.

Other:

My husband and I met while we were both students. We have a daughter, a puppy, two goldfish, and a lot of fun together.



Milinda Weeks

FINE ARTS & COMMUNICATIONS
Theatre & Media Arts

22347

milinda_weeks@byu.edu

Background:

Milinda Weeks is an Associate Professor at Brigham Young University, specializing in Scenic Design. She earned her MFA in Theatrical Arts, with an emphasis in Scenic, Lightning, and Media Design from the Caine College of Fine Arts, Utah State University. Milinda taught in the Theatre Department at Snow College from 2010-2022 where she garnered over 75 design and directing credits and became the Head of the Theatre Design and Tech program, before coming to BYU.

Professional:

Teaching, Professional creative works

Other:

Married for 15 years, 3 children ages 9, 6, 3. I love to read, craft jewelry, and make 3-D Catan boards in my spare time.



Breck Wightman

MARRIOTT SCHOOL
Public Service & Ethics

2-5956

breck@byu.edu

Background:

I was born and raised in Rexburg, Idaho. My father and grandfather were both professors at Ricks/BYU-Idaho. I graduated from BYU-Idaho in 2016 with a degree in Humanities. I immediately went on to graduate school, earning an MPA from BYU Marriott in 2018 and a PhD in Public Affairs from Indiana University Bloomington in 2022. This is my first faculty appointment.

Professional:

I teach economics, public policy, and public administration classes for the MPA program in the Romney Institute of Public Service and Ethics. My current research examines aspects of the executive succession process, including executive vacancies and managerial fit. My broader research agenda spans public management, organization theory, and strategic human resource management.

Other:

My wife, Katelyn, and I have four boys ages 7, 5, 3, and 1. We live in Spanish Fork. I enjoy playing games with my family, golfing, cycling, and eating out.



Dave Wilson

**MARRIOTT SCHOOL
Information Systems**

29325

davidwilson@byu.edu

Background:

Home: Highland, Utah; Bachelors/Masters: BYU; PhD: University of Arizona; Before joining BYU: 6 years among Utah tech startups doing data science; Now at BYU: teach data science and research with behavioral data.

Professional:

Teaching: data science. Research: using digital behavior and other behavioral signals to infer cognitive processes.

Other:

Family: 6 kids from 1 to 15 years old; Spouse: L&D nurse; Hobbies: woodworking and home remodels.



Erik Yingling

**HUMANITIES
Comparative Arts & Letters**

5588900

eyinglin@byu.edu

Background:

I was born and grew up in Utah, and served a mission to Santiago, Chile. After returning home from my mission, I did an Associates degree at LDS Business College, and then a BA at BYU in Ancient Near Eastern Studies. For my master's degree, I studied religion at Yale Divinity School, and then did a PhD at Stanford in art history.

Professional:

My research focuses on art, religion, and myth during Late Antiquity. I teach courses on Greek, Roman, and early Christian art.

Other:

My family consists of myself, my wife Aubrie, and two sons Maxwell and Truman. My family and I enjoy exercising together and playing with our jumbo ducks and dog-sized rabbits.

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Contributors to the BYU New Faculty Series 2023 Spring Seminar

NFS Administrators

Craig Hart
Chris Garrett

Director, Faculty Center
Assistant Director, Faculty Center

Presenters & Facilitators

Monday, May 8

Chris Garrett
Craig Hart
Justin Collings
Shane Reese
Elder Clark Gilbert

Assistant Director, Faculty Center
Professor / Director, Faculty Center
AAVP- Faculty Development
President, Brigham Young University
Church Commissioner of Education

Tuesday, May 9

Jenny Pulsipher
John Bingham
Jon Ostenson
Carl Hernandez
Julianne Grose
Blake Fisher
Julie Swallow
Ken Plummer
Ursula Sorensen
Natalie Kirtley
Jane Birch

Professor / Associate Director, Faculty Center
Professor / Associate Dean, Marriott School of Business
Associate Professor, English
VP of Belonging
Associate VP of Belonging
Program Counselor, Office of Belonging
Teaching and Learning Consultant
Teaching and Learning Consultant
Teaching and Learning Consultant
Assistant Clinical Professor, Student Services
Assistant Director, Faculty Center

Wednesday, May 10

Melissa Lewis Western
Scott D. Braithwaite
Brian Willoughby
Collette Blackwelder
Sarah Brinton
Tina Taylor
Nieves Knapp
Greg Jolley
Ken Rodham

Associate Professor, Accountancy
Associate Professor, Psychology
Associate Professor, School of Life
Employee Relations Manager
Chief Integrity and Compliance Officer
Associate Dean, College of Education
Professor, Spanish and Portuguese
Professor, Plant & Wildlife Sciences
Associate Professor, Computer Science

Thursday, May 11

Tina Taylor
Todd Pennington
Tim McLain
Mikaela Dufur
Corry Cropper
Scott Miller
Jeff Belliston
Robert Maxwell
Pat Frade
Loreen Allphin

Associate Dean, College of Education
Associate Professor, Teacher Education
Professor / Associate Dean, Engineering and Technology
Professor / Associate Dean, Family Home and Social Sciences
Professor / Associate Dean, Humanities
Dean, Humanities
Associate University Librarian
Senior Librarian, Cataloging and Metadata
Senior Librarian, Cataloging and Metadata
Associate Dean, Plant and Wildlife Sciences

Mike Drake	Professor, School of Accountancy
Bryan Morse	Professor / Associate Dean, Engineering and Technology
Gaye Strathearn	Professor / Associate Dean, Religious Education
Scott Esplin	Dean, Religious Education
Kerry Hull	Professor, Ancient Scripture
Klint Hobbs	Interim Director of Student Development

Friday, May 12

Larry Howell	Professor / AAVP Research & Graduate Studies
Jenn Nielson	Teaching Professor / Associate Dean, Physical and Mathematical Sciences
Jeff Barrow	Associate Professor, Cell Biology and Physiology
Megan Sanborn Jones	Chair of the Department of Theater and Media arts
Mary Eyring	Associate Professor, English
Ben Ogles	Professor, Psychology
Sarah Clark	Professor, Teacher Education
Justin Dyer	Associate Professor, Church History and Doctrine
Melissa Larson	Associate Teaching Professor, Accountancy
Jeff Thompson	Professor, Romney Institute of Public Service and Ethics
Brad Neiger	AAVP / Undergraduate studies

Music

Jared Pierce	Associate Professor, School of Music
Brian Blanchard	Assistant Professor, School of Music
Shea Owens	Assistant Professor, School of Music
Jaren Hinckley	Professor, School of Music
Monte Belknap	Associate Professor, School of Music

Faculty Center NFS Support Staff

Rachel Clark	Head Event Coordinator
Hope Bates	Student Event Support
Abby Kimball	Student Event Support
Emma Ricks	Student Event Support
Thomas Jardine	Student Event Support
JaNae Weaver	Student Assistant to FC Assistant Director

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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 Chris Garrett, chris.garrett@byu.edu (2-4842), if you have any questions.

NFS Spring Checklist (due August 14, 2023)

To complete the first part of the BYU New Faculty Series (and receive the first \$1,250 stipend), finish the following activities by **August 14, 2023**. 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 14th. 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 14, 2023, 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 12, 2024)

To complete the second part of the BYU New Faculty Series (and receive the second \$1,250 stipend), finish the following activities by **February 12, 2024**. (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 12, 2024, 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 \$500 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 Chris Garrett.

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.

Your name: _____

NFS Spring Checklist

For March 2022 - January 2023 new CFS-track faculty hires

Due August 14, 2023 to the Faculty Center (nfseries@byu.edu)

✓ when done	Complete during the Spring Seminar (May 8-May 12)
	1. Full attendance at the NFS Spring Seminar (May 8-May 12).
	2. Draft a Faculty Development Plan (Tab 10).
	3. Create your Scholarship Development Goals (or a Professional Development Project if you are professional faculty) (Tab 10).
	4. Create your Citizenship Development Goals (Tab 10).

✓ when done	Implement & Complete by August 14, 2023
	<p>5. Register now for one of the three <i>Effective Teaching Principles Through a Gospel Lens</i> workshop sessions with Center for Teaching and Learning (CTL): https://ctl.byu.edu/effective-teaching-workshop</p> <p>Workshop Session 1. June 5-8. 8:30am – 12:30pm. (Tuesday dismissal at 10:45am.)</p> <p>Workshop Session 2. July 10-13. 8:30am – 12:30pm. (Tuesday dismissal at 10:45am.)</p> <p>Workshop Session 3. August 14-17. 8:30am – 12:30pm. (Tuesday dismissal at 10:45am.)</p>
	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.
	<p>7. By August 14, 2023 (to receive your first \$1,250 stipend), send <i>electronic copies</i> of the following to the Faculty Center (nfseries@byu.edu). <i>Keep a copy of these documents for your records.</i></p> <ol style="list-style-type: none"> 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 2023. 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.

Your name: _____

NFS Final Checklist

Due February 12, 2024 to the Faculty Center (nfseries@byu.edu)

√ when done	Implementation
	1. Continue to meet with your mentor regularly from June 2023 to April 2024.
	2. 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.

√ when done	Complete by February 12, 2024
	3. Before the Annual Stewardship Interview with your chair (early in 2024), <u>discuss with your mentor the progress you have made</u> toward goals you specified in your Faculty Development Plan and your NFS development goals. Update your Faculty Development Plan as needed.
	4. <u>During the Annual Stewardship Interview with your department chair, discuss the progress made</u> toward goals you specified in your Faculty Development Plan and the NFS Development Projects. 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.
	5. After discussing your Faculty Development Plan with your chair, make appropriate revisions. Submit the revised copy to your chair.
	6. 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.
	7. By February 12, 2024 (to receive your second \$1,250 stipend) , send <i>electronic copies</i> of the following to the Faculty Center (nfseries@byu.edu): <ol style="list-style-type: none"> 1. The Final Checklist—with all items checked to indicate you completed them 2. The final version of your faculty development plan (if it has been updated) 3. Your goals for your second semester of teaching your selected course 4. Your request for the \$500 teaching grant and how you will use it. (This need only be a couple of paragraphs). <i>Please keep the grant request separate from your other documents.</i> 5. Scholarship Development Goals final report 6. Citizenship Development Goals final report
	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.



BYU New Faculty Series (NFS) Development Project Guidelines

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10

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*¹

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.

¹ "...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 Plan¹

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.

Scholarship Development Project—Proposal Guidelines

Proposal due August 14, 2023

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 2023.
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 2023).

Inventory of Ideas for Increasing Scholarly Productivity

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

	This would not be helpful	I'm already doing this	This might be useful	
Getting Ideas				Discuss ideas for research and creative works with colleagues.
				Read in a new area or on a new subject.
				Set aside a regular time (each week/month) to stay current on the literature or the latest creative activities in your discipline.
				Share key parts of your research in your classroom teaching.
				Join a new professional association, attend different professional meetings, subscribe to new journals.
Research & Data Analysis				Develop your ability to use more complex data analysis techniques or institute tighter systems for data collection and analysis.
				Regularly involve students in research and/or creative works.
				Review helps to you from the Research Administration Office (https://rao.byu.edu) and encourage students to apply for scholarship grants.
				Learn to use the Center for Statistical Consultation & Collaborative Research http://statistics.byu.edu/content/consulting-center
Writing				Learn to access databases relevant to your discipline. The Harold B. Library offers access to hundreds of databases.
				Set aside <i>daily</i> 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!
				Write/create in a setting away from your office and phone (at home, in the lab or studio, in the library, etc.)
				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.
Feedback				Begin <i>writing</i> as soon as you begin a project. Don't finish the literature review or research first: write <i>as</i> you read and research.
				Note names of established scholars in your research area and develop strategies for initiating conversations with them regarding areas of common interest.
				Share early drafts of your work (even at the outline stage). Commit to having a number of colleagues review your work as it progresses.
				Hold yourself accountable to a supportive partner. Report regularly.
Publishing				Meet regularly with peers (and/or research assistants) to share drafts and get feedback.
				Send drafts to the Faculty Publishing Service for review and feedback: https://ling.byu.edu/faculty-publishing-service
				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.
				Submit cover letters, abstracts, sample chapters, or plans about your research to several publishers/producers.
Other				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.
				Have a back-up plan in case a piece is rejected. Have envelopes prepared and ready to send to the next potential venue.
				Take a fresh look at familiar scholarship topics or questions (e.g., from an LDS or faith-based perspective)
				Develop organizational skills: prioritize, simplify, delegate tasks to others.

Scholarship Development Project— Final Report Guidelines

Final Report due February 12, 2024

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 2023.
 - (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 debilitatingly 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 14, 2023

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 2023. 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 12, 2024

By February 12, 2024, 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 2023 (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

Mar. 2022–Jan. 2023 Faculty Hires	August 14, 2023	February 12, 2024	June 2024
March 2022 thru January 2023 HIRES			
<p>If you did not attend an <i>Effective Teaching</i> workshop in summer 2022, you will need to do so this summer.</p>	<p>Attend an Effective Teaching Workshop summer 2023¹</p> <p>Submit syllabus and your goals for 1st time teaching your selected course for Fall 2023²</p> <p>Submit first draft of faculty development plan²</p> <p>Submit Fall 2023 Scholarship & Citizenship Development goals or your Professional Development goals²</p>	<p>Submit final report on Teaching, Scholarship & Citizenship or your Professional Development project²</p> <p>Submit final draft of faculty development plan²</p> <p>Submit \$300 course development grant proposal for 2nd time teaching²</p>	<p>Submit your report to your CTL consultant on your 2nd time teaching</p>
<p>¹The Center for Teaching & Learning (CTL) 2023 <i>Effective Teaching</i> workshops:</p> <p>Workshop Session 1. June 5-8. 8:30am – 12:30 pm. (Tuesday dismissal at 10:45am.)</p> <p>Workshop Session 2. July 10-13. 8:30am – 12:30 pm. (Tuesday dismissal at 10:45am.)</p> <p>Workshop Session 3. August 14-17. 8:30am – 12:30 pm. (Tuesday dismissal at 10:45am.)</p> <p>You can register here:</p> <p>https://ctl.byu.edu/effective-teaching-workshop</p> <p>²Submit these reports to the Faculty Center: nfseries@byu.edu</p>			

The Faculty Development Plan

Planning for Success

What is it?

The faculty development plan is a "blueprint" describing a faculty member's proposed professional activities. According to the University Policy on Faculty Rank and Status, this plan includes the following elements:

- A. The faculty member's self-assessment of his or her strengths, skills, competencies, interests, opportunities, and areas in which the faculty member wishes to develop.
- B. The faculty member's professional goals in citizenship, teaching, and scholarship (or citizenship and professional service, for professional faculty) and the plan to accomplish these goals.
 - i. Consider a statement on diversity and inclusion as to how you will address equity in the classroom in both content, language and behavior relevant to *the University Statement on Fostering an Enriched Environment*: "... 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.*"
- C. The relationship between individual goals and department and university aspirations and needs.
- D. Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.
- E. The faculty member's activities and accomplishments so far in achieving the goals.
- F. The faculty member's comments, if desired, on measures used to assess success in his or her professorial or professional responsibilities and in accomplishing the goals set forth in the plan. (University Policy on Faculty Rank and Status, 3.1.2).

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)

The University Policy on Rank and Status describes the university expectations for the faculty development plan. See Section 3.1.2 (and related sections for professional faculty). 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: <http://facultycenter.byu.edu/faculty-development-plans-fds-project-proposals>

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.

Appendix

Wilkinson Student Center

THIRD FLOOR

 Emergency Medical Technicians

 Elevator

 Bathroom

 Vending Machine

 Disability Accessible

 1-6 Floor Access



BYU



2023 Spring Seminar Class Registration for Tuesday and Wednesday Sessions

Last Name	First Name	Department	Tuesday (May 9) 9:25-10:05am	Tuesday (May 9) 10:15-10:55am	Wednesday (May 10) 10:30-11:10am	Wednesday (May 10) 11:20am-12:00pm	Lunch 12pm - 1pm
Aldridge	Alejandra	Political Science	WRITING AS A TEACHING TOOL	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Allred	Johnny	English	THE STUDENT CONSULTANT ON TE	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Ashby	Stefania	Psychology	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Bailey	Dallin	Communication Disorders	WRITING AS A TEACHING TOOL	WHAT DOES BELONGING MEAN TO US	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Brandt	Lorilynn	Teacher Education	TBD	TBD	TBD	TBD	Lunch in 3224 WSC
Burgener	Landon	Geological Science	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Christensen	Brant	Accountancy	VALUING BELONGING: CREATING C	THE STRUGGLING STUDENT: DEALING	GETTING THINGS DONE/TIME MANA	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Cutler	Laura	Info Systems	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	GETTING THINGS DONE/TIME MANA	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Davies	Brady	Mechanical Engineering	WRITING AS A TEACHING TOOL	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Dixon	Elizabeth	Public Service	THE STUDENT CONSULTANT ON TE	WHAT DOES BELONGING MEAN TO US	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Drake	Luke	Comparative Arts and Letters	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	GETTING THINGS DONE/TIME MANA	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Eddington	David	Microbiology and Molecular biology	VALUING BELONGING: CREATING C	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Ellis	Ann	English	THE STUDENT CONSULTANT ON TE	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Evans Stout	Cortney	School of Family life	WRITING AS A TEACHING TOOL	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Fox	Zack	Accountancy	VALUING BELONGING: CREATING C	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
George	Daniel	Design	VALUING BELONGING: CREATING C	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Gonda	Amber	Cell Biology and Physiology	THE STUDENT CONSULTANT ON TE	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Guymon	Clint	Chemical Engineering	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Hair	Chris	Finance	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Halverson	Jared	Ancient Scripture	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Hartvigsen	Kenneth	Comparative Arts and Letters	VALUING BELONGING: CREATING C	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Hatch	Laura	Comparative Arts and Letters	WRITING AS A TEACHING TOOL	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC

Last Name	First Name	Department	Tuesday (May 9) 9:25-10:05am	Tuesday (May 9) 10:15-10:55am	Wednesday (May 10) 10:30-11:10am	Wednesday (May 10) 11:20am-12:00pm	Lunch 12pm - 1pm
Hathaway	Brett	Marketing/Supply	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Hee	Cameron	Student Development Services	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEA	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Hidalgo Nava	Tomas	Spanish and Portugese	TBD	TBD	TBD	TBD	Professional Faculty Lunch in 3223 WSC (Wednesday)
Holyoak	Derek	Student Development Services	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Jensen	Karen	Dance	WRITING AS A TEACHING TOOL	WHAT DOES BELONGING MEAN TO US	PREPARING FOR YOUR THIRD-YEA	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Jensen	Lee	Computer Science	VALUING BELONGING: CREATING C	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEA	GETTING THINGS DONE/TIME MANA	Professional Faculty Lunch in 3223 WSC (Wednesday)
Johnson	Mark	Finance	VALUING BELONGING: CREATING C	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEA	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Kerr	Jon	Accountancy	VALUING BELONGING: CREATING C	THE STRUGGLING STUDENT: DEALING	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Leonhardt	Nathan	School of Family life	VALUING BELONGING: CREATING C	THE STRUGGLING STUDENT: DEALING	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Liljegren	Jonathan	Accountancy	WRITING AS A TEACHING TOOL	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEA	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Lewis	Nicole	HBLL-Cataloging and Metadata	VALUING BELONGING: CREATING C	WHAT DOES BELONGING MEAN TO US	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Professional Faculty Lunch in 3223 WSC (Wednesday)
Lizunova	Elena	Business	VALUING BELONGING: CREATING C	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEA	GETTING THINGS DONE/TIME MANA	Professional Faculty Lunch in 3223 WSC (Wednesday)
Mackenzie	Alexandra	Theater and Media Art	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	GETTING THINGS DONE/TIME MANA	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Matheson	Kimberly	Maxwell Institute	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Miller	Taylor-Grey	Philosophy	VALUING BELONGING: CREATING C	THE STRUGGLING STUDENT: DEALING	HIRING & UTILIZING RAs	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Myntti	Jeremy	HBLL	VALUING BELONGING: CREATING C	THE STRUGGLING STUDENT: DEALING	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Professional Faculty Lunch in 3223 WSC (Wednesday)
Nichols	Benjamin	Music	THE STUDENT CONSULTANT ON TE	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEA	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Oliveira	Desiree	Spanish and Portugese	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEA	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Pang	Shintaro	Nutrition, Dietetics and Food Science	VALUING BELONGING: CREATING C	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Parrish	Ryley	Cellular Biology and Physiology	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Passeraub	Philippe	Manufacturing Engineering	VALUING BELONGING: CREATING C	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEA	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC

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Peck	Christopher	Student Development Services	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Perrett	Jamie	Statistics	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	GETTING THINGS DONE/TIME MANA	INTEGRITY AND COMPLIANCE	Professional Faculty Lunch in 3223 WSC (Wednesday)
Peterson	Jeff	Asian and Near East	THE STUDENT CONSULTANT ON TE	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Romney	Chelsea	Psychology	VALUING BELONGING: CREATING C	WHAT DOES BELONGING MEAN TO US	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Professional Faculty Lunch in 3223 WSC (Wednesday)
Ruddle	Travis	Public Service	THE STUDENT CONSULTANT ON TE	WHAT DOES BELONGING MEAN TO US	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Schooley	Benjamin	Electric and Computer Engineering	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Snell	Jay	Electric and Computer Engineering	THE STUDENT CONSULTANT ON TE	WHAT DOES BELONGING MEAN TO US	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Sonntag	Darrell	Civil & Construction Engineering	WRITING AS A TEACHING TOO	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Sorensen	Jake	Exercise Sciences	WRITING AS A TEACHING TOOL	COURSE DESIGN: A FRESH START	GETTING THINGS DONE/TIME MANA	FACULTY DEVELOPMENT PLANNING	
Sorensen	Jason	Chemistry	VALUING BELONGING: CREATING C	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Stavast	Paul	Anthropology	VALUING BELONGING: CREATING C	WHAT DOES BELONGING MEAN TO US	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Steffen	Jacob	Info Systems	TBD	TBD	TBD	TBD	Lunch in 3224 WSC
Taeger	Stephan	Ancient Scripture	WRITING AS A TEACHING TOOL	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Taylor	Seth	Cell Biology and Physiology	WRITING AS A TEACHING TOOL	THE STRUGGLING STUDENT: DEALING	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Terry	Benjamin	Mechanical Engineering	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Thomas	Sheri	Accountancy	TBD	TBD	TBD	TBD	Professional Faculty Lunch in 3223 WSC (Wednesday)
Top	Justin	Ancient Scripture	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Professional Faculty Lunch in 3223 WSC (Wednesday)
Tracy	Chris	Chemistry and Biochemistry	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Ure	Scott	Antropology	THE STUDENT CONSULTANT ON TE	COURSE DESIGN: A FRESH START	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Professional Faculty Lunch in 3223 WSC (Wednesday)

Last Name	First Name	Department	Tuesday (May 9) 9:25-10:05am	Tuesday (May 9) 10:15-10:55am	Wednesday (May 10) 10:30-11:10am	Wednesday (May 10) 11:20am-12:00pm	Lunch 12pm - 1pm
Vogeler	Heidi	Student Development Services	VALUING BELONGING: CREATING C	WHAT DOES BELONGING MEAN TO US	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Professional Faculty Lunch in 3223 WSC (Wednesday)
Weeks	Milinda	Theater and Media Art	VALUING BELONGING: CREATING C	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Wightman	Gregory	Public Service	WRITING ASA TEACHING TOOL	THE STRUGGLING STUDENT: DEALING	HIRING & UTILIZING RAs	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Wilson	Dave	Info Systems	VALUING BELONGING: CREATING C	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	FACULTY DEVELOPMENT PLANNING	Lunch in 3224 WSC
Wood (Buck)	Rachel	Biology	WRITING ASA TEACHING TOOL	THE STRUGGLING STUDENT: DEALING	HIRING & UTILIZING RAs	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC
Yingling	Erik	Humanities	WRITING ASA TEACHING TOOL	COURSE DESIGN: A FRESH START	PREPARING FOR YOUR THIRD-YEAR	GETTING THINGS DONE/TIME MANA	Lunch in 3224 WSC

Monday (May 2)	Tuesday (May 3)	Tuesday (May 3) 11am - 1pm
<p>9:15-10am Projects & Stipends session 10:30am - 12pm. Spring Seminar Opening session: Faculty Center Director Craig Hart, 12pm - 1pm Lunch, 1pm-2:30pm. Q&A with President Kevin Worthen & Church Commissioner of Education Clark G. Gilbert</p>	<p>Opening session & Plenary: Professor John Bingham (Management). Crafting Inspiring Learning at BYU</p>	<p>Devotional will be broadcast in 3380 WSC at 11:05am; lunch served in 3224 WSC at 12 noon</p>

General Session Schedule

Wednesday (May 4)	Lunch 12pm - 1pm	Thursday (May 5)
Opening session & Plenary: Professor Sarah Coyne (Family Life). Scholarship: Are you Surviving or Thriving?	Devotional and Lunch	9am - 10:15am Opening session & Rank & Status 10:30am College/Department Rank and Status sessions and Lunch. Lunch will be delivered to your College room at 11am.

Friday (May 6)

9 - 10:15am Opening session
10:20 - 11:50am College
Discussions: Combining
Religious Faith and Academic
Excellence.
