

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

TAB 1



2024 SPRING SEMINAR OVERVIEW

Monday, May 6	Tuesday, May 7	Wednesday, May 8	Thursday, May 9	Friday, May 10
BYU Legacy Day 8:30 am -9:30 am NFS Projects & Stipends, Chris Garrett (Terrace Room HC) 9:45 am – 10:00 am Opening Exercises, Craig Hart (HC 3 rd Floor) 10:00 am – 11:30 am Plenary: “What it Means to be Mission- Centered” Justin Collings (HC 3 rd Floor) 11:30 am-12:30 pm Lunch (HC Assembly Hall) 12:30 pm – 2:00 pm Q&A with President Reese & Church Commissioner of Education Clark Gilbert (HC 3 rd Floor)	Teaching Day 8:00 am – 8:20 am Opening Exercises, Jenny Pulsipher (3228 WSC) 8:30 am – 9:10 am Concurrent Teaching Session 1 “Decision-Based Learning,” Ken Plummer (3220 WSC) “Experiential Writing,” Andrew Roberts, John Bennion, and Jon Balzotti (3211 WSC) “Inclusive Teaching: Promoting Belonging in the Classroom,” Julie Swallow (3252 WSC) 9:20 am – 10:00 am Concurrent Teaching Session 2 “The Struggling Student: Dealing with Unique Mental and Spiritual Challenges,” Natalie Kirtley (3211 WSC) “Inclusive Teaching: Promoting Belonging in the Classroom,” Julie Swallow (3252 WSC) “Experiential Learning,” Jodi Chowen (3220 WSC) 10:10 am – 10:50 am Concurrent Teaching Session 3 “Utilizing the Teaching Portfolio as a Tool to Prepare for CFS,” Chantel Sloan (3220 WSC) “The Struggling Student: Dealing with Unique Mental and Spiritual Challenges,” Natalie Kirtley (3211 WSC) “The SCOT (Student Consultant on Teaching) Program,” Ursula Sorensen (3252 WSC) 11:05 am University Devotional (3228 WSC) 11:50 AM Lunch with CTL Consultants (3224 WSC)	Stewardship Day 8:30-8:50 am Opening Exercises, Craig Hart (3228 WSC) 8:50-9:30 AM “Preparing for Your Third-Year Review,” Scott D. Braithwaite (3228 WSC) 9:30 am – 10:40 am Plenary: “The University Rank & Status Process,” Laura Bridgewater (3228 WSC) 10:45 am Pick up a Boxed Lunch (3224 WSC) 10:45 am – 12:30 pm College & Department Sessions (See Wednesday Morning Notes for rooms)	Scholarship/Research Day 8:30 – 8:50 Opening Exercises, Jenny Pulsipher 8:50-9:35 am Plenary: “Scholarship at BYU: Are You Surviving or Thriving?” Amy P. Jensen (3228 WSC) 9:40 am – 10:20 am Concurrent Scholarship Session 1 “Welcome to the Library! Services from the HBLL to Support Faculty,” Jamie Hansen, Jessica Tuwun, Janice Bunker, Betsy Hopkins, and Cassandra Belliston (3220 WSC) “Hiring and Utilizing RA’s,” Brian Willoughby (3211 WSC) “Getting Things Done/Time Management,” Collette Blackwelder (3252 WSC) 10:30 am – 11:10 am Concurrent Scholarship Session 2 “Faculty Development Planning,” Bonnie Anderson (3211 WSC) “Research and Creative Works at BYU,” Larry Howell (3220 WSC) “Getting Things Done/Time Management,” Collette Blackwelder (3252 WSC) 11:20 am - noon Concurrent Scholarship Session 3 “Faculty Development Planning,” Bonnie Anderson (3211 WSC) “What is the Scholarship of Teaching and Learning and How Do I Start a SOTL Project?” Chris Garrett (3220 WSC) 12 noon General Lunch (3290 WSC) Professional Faculty Lunch (3280 WSC)	Scholar-Disciple Day 9:00 – 9:20 am Opening Exercises, Craig Hart (3228 WSC) 9:20 - 10:20 am Plenary: “Your Journey to BYU: What’s Next?” Craig Hart and Jenny Pulsipher (3228 WSC) 10:30 am – 11:50 am Group Discussions: Combining Religious Faith & Academic Excellence (See Friday Morning Notes for rooms) 12:00 pm – 1:00 pm Lunch with Mentors & Ice Cream Bar (3224 WSC) 1:00 pm - 1:15 pm Closing Remarks with AVP Justin Collings

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

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Faculty Center Mission

Guided by the Mission of Brigham Young University and the Aims of a BYU Education, the Faculty Center helps all BYU faculty promote faith-based teaching and learning, foster unity and commonality of purpose, and flourish in teaching, scholarship, and citizenship at every stage of their professional lives. The Faculty Center seeks to fulfill this mission through the following objectives:

- **Faith and Learning.** Help faculty incorporate gospel truths in all student interactions and apply gospel methodology in their teaching, mentoring, scholarship, and service.
- **Faculty Development.** Help faculty flourish in each area and stage of their careers, progress toward CFS and rank advancement, and model lifelong learning and service for students.
- **Academic Leadership.** Help faculty leaders develop Christ-centered leadership skills and foster future leaders among faculty and students.

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, helping faculty authentically incorporate gospel truths into all student interactions and teach their subject bathed in the light and color of the restored gospel
- Guided by the Aims of a BYU education and by the doctrine of the divine potential of all human beings, the Faculty Center at Brigham Young University values and promotes diversity, cultivates unity of purpose, and works to establish an inclusive, welcoming, and supportive environment for all faculty.

Programs and Resources

All Faculty

To foster faculty professional development, the Faculty Center offers seminars and workshops to all faculty throughout the year on topics such as inspiring learning, women faculty concerns, Title IX, time management, addressing student questions of faith, increasing faculty awareness of student mental health concerns, as well as scholarship and grant-writing workshops. To foster faculty and personal development, the Faculty Center offers seminars to all faculty throughout the year on topics such as decision-making, time, stress, and career management; life and work balance; and conflict management. The Faculty Center also coordinates with other academic support units, such as the Office of Belonging and the Sorensen Center, to accomplish university objectives.

New Faculty Series

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 Series

New faculty are allowed 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, covering various 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 / Retirement Series

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. 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. The New Chair curriculum 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 provides support and 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 so that faculty may increase their ability to authentically incorporate gospel truths into all student interactions and to teach their subject bathed in the light and color of the restored gospel.

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 also hosts resources and relevant information for faculty on its website, including a library of instructional and professional development resources.

Faculty Center Administrators

Craig H. Hart, Director
Jenny H. Pulsipher, Associate Director

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

TAB 2



MONDAY, MAY 6

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

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|----------|--|
| 8:30 am | Chris Garrett, Assistant Director, NFS Projects (HC Terrace Room) |
| 9:45 am | Craig Hart — Welcome / Scriptural Thought / Thought on Legacy (Hinckley Center 3 rd Floor) |
| 10:00 am | Justin Collings: What It Means to be Mission-Centered (Hinckley Center 3 rd Floor) |
| 11:00 am | Questions & Discussion on Justin’s presentation & today’s assigned reading, President Reese’s “Becoming BYU” |
| 11:30 am | Lunch (Hinckley Center Main Assembly Hall) |
| 12:30 pm | Q&A with President Shane Reese and Church Commissioner of Education Clark Gilbert (HC 3 rd floor) |

Preparation for Tuesday

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|---------------|---|
| Read | the university conference address, <i>A Unique Kind of Education</i> , by former BYU 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 \$500 teaching grant. |



Monday, May 6

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: <https://aims.byu.edu/aims-of-a-byu-education>]

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.

Reese, C. Shane. "Becoming BYU: An Inaugural Response." (September 19, 2023). [Full text: <https://speeches.byu.edu/talks/c-shane-reese/becoming-byu-an-inaugural-response/>]



Morning Notes

Monday, May 6

Welcome

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

Monday's session on NFS Projects & Stipends - Today at 8:30 am in the Terrace Room (B20) in the Hinckley Center.

Your Complimentary Books

You will receive your complimentary books today. Any eBooks should also now be accessible. Please notify Laura Boggess via email if there's a problem. Contact Laura at laura_boggess@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 goals for your three areas of responsibility. There is a session on the faculty development plan on Thursday 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 serves as Assistant Director of Faculty Development in the Faculty Center. Prior to BYU, Chris worked at Nevada State University, where he was a tenured Professor of Education and the Director of the Center for Teaching & Learning Excellence. Chris has over sixteen years of experience leading faculty development programs and teaching college students.

He holds 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 led and organized 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 16,000 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 – Academic Vice President

Biographical Sketch

Justin Collings joined the BYU faculty in 2013. He taught for nine years in the J. Reuben Clark Law School, where he also served as associate dean. In July 2022 he became associate academic vice president for faculty development, and in June 2023 he began service as academic vice president.

His teaching and scholarship focus 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). As a BYU undergraduate, he double-majored in English and Italian before pursuing a law degree and a PhD in history at Yale.

He and his wife, Lia, are the parents of seven remarkable children and are expecting number 8, a baby girl, this coming August.

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 Burtchae, *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.

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.

TAB 3



TUESDAY, MAY 7

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 -- Opening Exercises / Scriptural Thought / Discussion on Today's Reading, "BYU: A Unique Kind of Education" by Kevin Worthen (3228 WSC)
8:30 am	Concurrent teaching sessions 1
9:10 am	BREAK
9:20 am	Concurrent teaching sessions 2
10:00 am	BREAK
10:10 am	Concurrent teaching sessions 3
11:05 am	University Devotional (3228 WSC)
12 noon	Lunch (3224 WSC)

Preparation for Wednesday

Read	the university conference address by former BYU president Cecil Samuelson: <i>The BYU Way</i> (in this binder). You can also read or listen to this address here: https://speeches.byu.edu/talks/cecil-o-samuelson/byu-way/ . Read the CFS rank and status documents that pertain to your role and bring (or have access to) those documents with you on Wednesday.
Review	the questions you want to ask about rank advancement in your college session tomorrow or in the plenary with AAVP Laura Bridgewater. Be sure you clearly understand your department, college and university expectations and discuss these with your chair and rank & status committee.
Plan	to refine your Faculty Development Plan during the seminar; consult with your mentor. You may have already completed a draft; if not, examine these resources: <i>The Faculty Development Plan: Planning for Success</i> [Tab 10] and sample faculty development plans at https://facultycenter.byu.edu/new-faculty-series



Tuesday, May 7

Teaching at BYU

Supplementary Resources

Scholarship at BYU

Marsden, George M. *The Outrageous Idea of Christian Scholarship*. New York: Oxford University Press, 1997.

Nibley, Hugh. "Writing and Publication in Graduate School." [Full text: <https://nibley.lib.byu.edu/1979/06/27/writing-and-publication-in-graduate-school/>]

Improving Your Writing

Lanham, Richard A. *Revising Prose*. 4th ed. Boston: Allyn & Bacon, 2000.

McCloskey, Deirdre. *Economical Writing*, 2nd ed. Waveland Press, 2000.

Murray, Donald. *The Craft of Revision*. 5th ed. Fort Worth, TX: Harcourt College, 2003.

Root, Robert, Jr. *Wordsmithery: A Guide to Working at Writing*. 2nd ed. New York: Macmillan, 1998.

Trimble, John. *Writing with Style: Conversations on the Art of Writing*. 2nd ed. Upper Saddle, NJ: Prentice Hall, 2010.

Williams, Joseph M. *Style: Toward Clarity and Grace*. Chicago: University of Chicago Press, 1995.

Zinsser, William. *On Writing Well*. 30th anniversary edition. New York: Harper Collins, 2006.

Publishing Scholarly Work

Belcher, Wendy L. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. Sage, 2009.

Boice, Robert. *Professors as Writers: A Self-Help Guide to Productive Writing*. Stillwater, OK: New Forums Press, 1990.

Boice, Robert. "Strategies for Enhancing Scholarly Productivity." *Writing and Publishing for Academic Authors*. Ed. Joseph M. Moxley. Lanham: Univ. Press of America, 1992.

Day, Robert A. & Barbara Gastel. 6th ed. *How to Write and Publish a Scientific Paper*. Greenwood Press, 2006.

Gray, Tara. *Publish & Flourish: Become a Prolific Scholar*, 2nd ed. New Mexico State University, 2015.

Huff, Anne Sigismund. *Writing for Scholarly Publication*. Thousand Oaks, CA: Sage, 1999.

Moxley, Joseph M. *Publish, Don't Perish: The Scholar's Guide to Academic Writing and Publishing*. Westport, CT: Praeger, 1992.

Moxley, Joseph M., Ed. *Writing and Publishing for Academic Authors*. 2nd ed. Lanham, MD: Univ. Press of America, 1992.

Rankin, Elizabeth. *The Work of Writing: Insights and Strategies for Academics and Professionals*. San Francisco: Jossey-Bass, 2001.

Thyer, Bruce A. *Successful Publishing in Scholarly Journals*. Thousand Oaks, CA: Sage, 1994.

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



Morning Notes

Tuesday, May 7

Today's Teaching Workshops

8:30-9:10 am "Decision-Based Learning," Ken Plummer (3220 WSC) "Experiential Writing," Andrew Roberts, John Bennion, and Jon Balzotti (3211 WSC) "Inclusive Teaching: Promoting Belonging in the Classroom," Julie Swallow (3252 WSC)	9:20-10:00 am "The Struggling Student: Dealing with Unique Mental and Spiritual Challenges," Natalie Kirtley (3211 WSC) "Inclusive Teaching: Promoting Belonging in the Classroom," Julie Swallow (3252 WSC) "Creating Inspiring Experiential Learning at BYU," Jodi Chowen (3220 WSC)
10:10-10:50 am "Utilizing the Teaching Portfolio as a Tool to Prepare for CFS," Chantel Sloan (3220 WSC) "The Struggling Student: Dealing with Unique Mental and Spiritual Challenges," Natalie Kirtley (3211 WSC) "The Student Consultant on Teaching Program" with Ursula Sorensen (3252 WSC)	University Devotional at 11:05am (3228 WSC)

You can find the classes for which you registered today in this binder's back pocket.

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 2024 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, Faculty Center
and Professor of History**

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.



Tuesday, May 7

Teaching Day Sessions

8:30-9:10 am / 9:20-10:00 am / 10:10-10:50 am / Devotional at 11:05am

Decision-Based Learning

Ken Plummer, *Instructional Consultant, Center for Teaching & Learning*

(8:30 am SESSION ONLY)

Most students learn facts, concepts, and procedures in textbooks and lectures in their university courses. While these play an important role, by themselves, they miss a key ingredient: When and under what conditions are these facts, concepts, and procedures relevant in the real world. This presentation will show you how to systematically teach students this fundamental aspect of thinking critically using a method called Decision-Based Learning (DBL). You will also be given instructions on how to access and use a free software that supports this approach.

Experiential Writing

John Bennion, *Emeritus Professor*

Jon Balzotti, *Associate Professor of English*

Andrew Roberts, *Experiential Learning & Professional Development Manager, College of Humanities*

(8:30 am SESSION ONLY)

At BYU, students and faculty engage with inspiring learning, a term that implies that all learning should be spiritual and experiential. The heart of experiential and inspiring learning is reflection, and written reflection

seals the meaning. Unfortunately, many educators are not trained to help students reflect, especially not in writing. This session will explore a website, sponsored by the BYU College of Humanities, which articulates principles and shares resources that help educators use reflective writing in experiential contexts:

experientialwriting.byu.edu.

Inclusive Teaching: Promoting Belonging in the Classroom

Julie Swallow, *Instructional Consultant, Center for Teaching and Learning*

(8:30 & 9:20 am SESSIONS)

This session will focus on the fundamentals of inclusive teaching which can help our students experience a greater sense of belonging in the classroom. We'll talk about what it is, why it's important, and how to implement it. Additionally, you'll come away with resources you can turn to if you'd like to learn more.

The Struggling Student: Dealing with Unique Mental and Spiritual Challenges

Natalie Kirtley, *Assistant Clinical Professor, Student Development Services*

(9:20 & 10:10 am SESSIONS)

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.

Creating Inspiring Experiential Learning at BYU

Jodi Chowen, *Director, Experiential Learning*

(9:20 am SESSION ONLY)

Experiential learning is a process of learning through experience and reflection which occurs outside the formal classroom. At BYU, experiential learning meets the university Mission & Aims when it is characterized by four foundational principles: *Intention, Integration, Reflection, and Inspiration*. When applied to learning experiences outside of the classroom, these four foundational principles create *inspiring learning*, a term introduced to our campus by President Kevin J. Worthen in 2016. In this workshop, we will review the meaning of *inspiring learning*, the BYU Experiential Learning Framework, resources to support faculty efforts, and we will discuss insights gleaned from students completing these experiences.

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

Ursula Sorensen, *Instructional Consultant, Center for Teaching and Learning*

(10:10 am 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.

Utilizing the Teaching Portfolio as a Tool to Prepare for CFS

Chantel Sloan, *Associate Professor of Public Health*

(10:10 am SESSION ONLY)

When applying for CFS, faculty are expected to document their effectiveness as teachers. This session will focus on how the Teaching Portfolio can be used as a tool to reflect on, document, and seek ways to improve your teaching practices. We'll explore ways that the Teaching Portfolio can help you prepare for the CFS review process.

Tuesday, May 7th

Teaching Session Presenters – Biographical Sketches

Decision-Based Learning

Ken Plummer, *Teaching & Learning Consultant, Center for Teaching & Learning*

Ken Plummer, Ph.D., 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.

Experiential Writing

John Bennion, *Emeritus Professor, English Department*

Jon M. Balzotti, *Associate Professor, English Department*

Andrew Roberts, *Experiential Learning & Professional Development Manager, College of Humanities*

John Bennion, emeritus from the BYU English Department, has more than three decades of experience leading outdoor writing programs that use the writing of personal essays to promote student growth. These included Wilderness Writing, Literature and Landscape, Integrated Natural History, and Insects, Writing, and Art.

Jon M. Balzotti is an associate professor in the English Department at Brigham Young University, Provo, where he coordinates the Professional Writing Program. Part of his research explores teaching writing through immersive learning, metacognition, and the flipped classroom. He investigates factors that shape students' learning outcomes within experiential learning contexts and how innovative pedagogies and writing may increase student engagement, ensure effective learning outcomes, and positively impact students' attitudes towards learning.

Andrew Roberts is the Experiential Learning and Professional Development Manager for the College of Humanities. Previously, he worked as an academic and career advisor, student success manager, and high school English teacher, guiding students in goal clarification, strategic planning, self-reflection, and purposeful direction for their futures.

Inclusive Teaching

Julie Swallow, *Teaching & Learning Consultant, Center for Teaching and Learning*

Julie Swallow brings decades of teaching experience to her role at the Center for Teaching and Learning. 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, working directly with Undergraduate Education, Religious Education, and the College

of Humanities. When she is not reading about best pedagogical practices, she is riding her road bike, making bread, or fiddling with her 75 tomato starts in the basement.

The Struggling Student: Dealing with Unique Mental and Spiritual Challenges

Natalie Kirtley, *Assistant Clinical Professor, Student Development*

Dr. Natalie Kirtley is a graduate of BYU. She received her bachelor's 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.

Creating Inspiring Experiential Learning at BYU

Jodi Chowen, *Managing Director, Careers & Experiential Learning*

Dr. Jodi Chowen is the Managing Director of Careers & Experiential Learning at BYU. Most recently, Jodi led a campus-wide effort to develop an experiential learning framework which operationalized *inspiring learning* for experiences outside of the classroom. Jodi helped to develop a student program evaluation for faculty-led experiential learning and implemented a platform and reporting structure for student evaluations. Her area supports faculty who facilitate experiential learning opportunities and students who are seeking internships and employment opportunities. Jodi earned a doctorate in Educational Leadership in which she researched factors of college student thriving. As a first-generation college student, Jodi understands the importance of good mentors and inspiring experiences outside the classroom as an important part of the college experience.

Utilizing the Teaching Portfolio as a Tool to Prepare for CFS

Chantel Sloan, *Associate Professor, Department of Public Health*

Dr. Chantel Sloan joined the faculty in the BYU Department of Health Science after completing a postdoctoral program at Vanderbilt University Medical Center. She received her Doctorate from Dartmouth College, and her bachelor's degree from BYU-Hawaii. Dr. Sloan has researched a variety of topics in respiratory health, genetics and applications in Medical Geography. Dr. Sloan's primary interests are in respiratory infectious diseases, including COVID-19, influenza, respiratory syncytial virus (RSV) and pneumococcal pneumonia. She is also interested in spatial epidemiology and its applications in environmental health.

Student Consultant on Teaching Program

Ursula Sorensen, *Teaching & Learning Consultant, Center for Teaching and Learning*

Ursula Sorensen, Ph.D., 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.

Center for Teaching & Learning Consultants

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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.

TAB 4



WEDNESDAY, MAY 8

Stewardship at BYU

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

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

- | | |
|----------------|---|
| 8:30 am | Craig Hart — Welcome / Scriptural Thought / Discussion on today's reading by former BYU President Cecil Samuelson, "The BYU Way" (3228 WSC) |
| 8:50 am | Scott D. Braithwaite "Preparing for Your Third-Year Review" (3228 WSC) |
| 9:30 am | Plenary: "The University Rank & Status Process" Laura Bridgewater (3228 WSC) |
| 10:45 am | Pick up Boxed Lunch (3224 WSC) |
| 10:45-12:30 pm | College & Department Sessions |

Preparation for Thursday

- | | |
|---------------|--|
| 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-r-rasband/mastered-by-our-discipleship/ |
| Review | the Scholarship Proposal section of the NFS Project Guidelines [Tab 10]. |
| Plan | to note scholarship ideas tomorrow that you might use as part of your scholarship project. (Professional faculty who do not have research responsibilities should plan an alternative "Professional Project") [Tab 10]. |



WEDNESDAY, MAY 8
Stewardship 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

Wednesday, May 8

Pick up your boxed lunch at 10:45 am in 3224 WSC.

Today's sessions are organized by college (10:45 am – 12 noon). You can find your room assignment below. You may leave when you are done with your session.

College	Facilitators	Room
Computational, Mathematical, & Physical Sciences	Bryan Morse	3238 WSC
Education	Charles Graham	3239 WSC
Engineering & Technology	Tim McLain	3215 WSC
Family Home & Social Sciences	Mikaela Dufur	3220 WSC
Fine Arts & Communications	Amy Jensen	3237 WSC
Humanities	Scott Miller, Debbie Dean	5520 WSC
Law	Clark Asay	3233 WSC
Library	Jeff Belliston, Becca Wiederhold, Gordon Daines	3250 WSC
Life Sciences	Loreen Flinders	3235 WSC
Marriott School of Business	Bonnie Anderson	3211 WSC
Nursing	Beth Luthy	1040 WSC
Religious Education	Scott Esplin, Gaye Strathearn, Shon Hopkin, Anthony Sweat, Justin Dyer	3252 WSC
Student Development Services	Tom Golightly	1050 WSC

Scott D. Braithwaite – Professor, Clinical Psychology

Biographical Sketch

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.

**Laura C. Bridgewater - Dean, College of Life Sciences and
Professor of Molecular Biology**

Biographical Sketch

Dr. Laura C. Bridgewater is the Dean of the College of Life Sciences. Her faculty home is in the Department of Microbiology and Molecular Biology, where she has taught thousands of molecular biology students over the years and mentored nearly 200 students in her research lab. Her research has focused on the regulation of gene expression. She also conducted research on the effects of stress on the gut microbiota and the way the gut microbiota contributes to metabolic health disorders. Dr. Bridgewater has served as a department chair and an associate dean at BYU, and she served as an associate academic vice president from 2018 to 2022.

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

She and her husband, Tim, have four children, all grown, and they have five grandchildren. In her spare time, she loves to be outside, especially in the mountains. Hiking, walking, cycling, and even doing yard work. She also loves reading and is always looking for a good book.

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 Inattention 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.”

TAB 5



THURSDAY, MAY 9

Scholarship/Research Day

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

8:30 am	Jenny Pulsipher -- Opening Exercises / Scriptural Thought / Discussion on today's reading by Jim Rasband, "Mastered by Our Discipleship" (3228 WSC)
8:50 am	Plenary: "Scholarship at BYU: Are You Surviving or Thriving?" Amy P. Jensen (3228 WSC)
9:40 am	Concurrent Scholarship Session 1
10:20 am	Break
10:30 am	Concurrent Scholarship Session 2
11:10 am	Break
11:20 am	Concurrent Scholarship Session 3
12 noon	General Lunch (3290 WSC)
12 noon	Professional Faculty Lunch (3280 WSC)

Preparation for Friday

Read	the university conference address, <i>A Consecrated Faculty</i> , 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 9

Scholarship/Research 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 9

Today's Scholarship/Research Workshops

<p>9:40-10:20 am</p> <p>“Welcome to the Library! Services from the HBLL to Support Faculty,” Jamie Hansen, Jessica Tuwun, Janice Bunker, Betsy Hopkins, and Cassandra Belliston (3220 WSC)</p> <p>“Hiring and Utilizing RA’s,” Brian Willoughby (3211 WSC)</p> <p>“Getting Things Done/Time Management,” Collette Blackwelder (3252 WSC)</p>	<p>10:30-11:10 am</p> <p>“Faculty Development Planning,” Bonnie Anderson (3211 WSC)</p> <p>“Research and Creative Works at BYU,” Larry Howell (3220 WSC)</p> <p>“Getting Things Done/Time Management,” Collette Blackwelder (3252 WSC)</p>
<p>11:20 am-noon</p> <p>“Faculty Development Planning,” Bonnie Anderson (3211 WSC)</p> <p>“What is the Scholarship of Teaching and Learning and How Do I Start a SoTL Project?” Chris Garrett (3220 WSC)</p>	

You can find the classes you registered for today in your binder's back pocket.

Lunch

Professional Faculty: Lunch will be served in **3280 WSC**. There will be a trio of panelists who will discuss and address questions about the rank and status process for professional faculty.

Professorial Faculty: Lunch will be served in **3290 WSC**.

**Amy P. Jensen, Senior Associate Dean and Professor,
College of Fine Arts and Communications**

Biographical Sketch

Amy P. Jensen currently serves as Senior Associate Dean in the College of Fine Arts and Communications where she is primarily responsible for faculty development and research. She also conceived of and directs the Faith + Works Series, an ongoing CFAC faculty lecture series in which CFAC faculty share how their scholarship and creative work intersect with their faith.

Amy supervises BYU Arts Creative and is the Executive Producer of the BRAVO Professional Performing Arts Series. She teaches arts education courses in both theatre and media arts education where she works with undergraduate pre-service teachers and Master's candidates.

Recent book publications include the co-edited volume *(Re)imagining Literacies for Content-area Classrooms* (Teachers College Press, 2010), and *Arts Literacies and Education* (Routledge, 2015) with Roni Jo Draper. Amy is also the executive producer of the web documentary series "By Study, By Faith," which features stories about BYU faculty women, faith, and education.

Amy has served as the Co-editor of the *Journal of Media Literacy Education*, the General Editor for the *Youth Theatre Journal* and on the advisory board of the Arts Education Policy Review. She has also served on the board of directors for the National Association for Media Literacy Education and as Advocacy Director on the American Alliance for Theatre and Education's Board of Directors. She was also a member of the leadership team for the revision and writing of K-12 National Core Arts Standards.

She currently serves as the chair of the College Board's Arts Academic Advisory Committee and as a member of their Academic Assembly Council where she consults on the development of Advanced Placement Arts courses and other arts initiatives. She also serves on the Educational Theatre Association's College Advisory Committee where she has aided in the development of Opportunity to Learn Standards for theatre education classrooms.

She received the Lin Wright Special Achievement Award (2014) from the American Alliance for Theatre and Education. The award honors individuals who have made a distinctive educational contribution or provided meritorious service, thus furthering theatre and drama for young people. She has also received the prestigious Meritorious Service Award from the National Association for Media Literacy Education (2011), and in 2009 she received the Brigham Young University Young Scholar Award.

Prior to serving as Associate Dean in the College of Fine Arts and Communications Amy was the Department Chair in the Theatre and Media Arts Department.



Thursday, May 9

Scholarship Day Sessions

9:40-10:20 am / 10:30-11:10 am / 11:20-12:00 noon

Welcome to the Library! Services from the HBLL to Support Faculty

Jessica Tuwun, *Assistant Librarian*
Jamie Hansen, *Assistant Librarian*
Janice Bunker, *Assistant Librarian*
Betsy Hopkins, *Nursing Librarian*
Cassandra Belliston, *Assistant Librarian*

(9:40 am SESSION ONLY)

The Harold B. Lee Library offers a broad range of services to help support you in teaching, learning, and research. Librarians from the HBLL will provide information on a range of services particularly designed to support faculty.

Hiring & Utilizing RAs

Brian Willoughby, *Professor, School of Family Life*

(9:40 am SESSION ONLY)

Students can elevate or hinder any faculty's research agenda. In this short presentation, I will outline several strategies I have used to (1) recruit the best undergraduate research assistants, (2) manage many RAs on many different projects, (3) effectively mentor students, and (4) involve students in publications. Consistently involving students in research activities is a win-win situation if done properly.

Faculty Development Planning

Bonnie Anderson, *Associate Dean, Marriott School of Business*

(BOTH Sessions)

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.

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.

Research and Creative Works at BYU

Larry Howell, AAVP, *Research & Graduate Studies*

(10:30 am SESSION ONLY)

We will discuss how research and creative works fit within the mission of BYU and ways scholarship can contribute to “Becoming BYU.” We will also briefly discuss gospel methodology, mission-inspired research, research impact, and how to plan scholarship that enhances rather than competes with undergraduate education.

What is the Scholarship of Teaching and Learning and How Do I Start a SoTL Project?

Chris Garrett, *Assistant Director, Faculty Center*

(11:20 am SESSION ONLY)

In addition to disciplinary research, there are other forms of scholarship, including the scholarship of teaching and learning (SoTL). What does SoTL look like? Why should you consider engaging in SoTL? How can you identify and get started on a SoTL project? You’re invited to attend this session and explore these questions.

Thursday, May 9

Scholarship Session Presenters – Biographical Sketches

Welcome to the Library! Services from the HBLL to Support Faculty

Jessica Tuwun, *Assistant Librarian*

Jamie Hansen, *Assistant Librarian*

Janice Bunker, *Assistant Librarian*

Betsy Hopkins, *Nursing Librarian*

Cassandra Belliston, *Assistant Librarian*

Jessica Tuwun is one of three librarians serving majors in the Marriott School of Business. She covers subject matter in management, marketing, and experience design. She is interested in the intersection of financial literacy education, small business & entrepreneurial support, and library services, particularly as they pertain to the needs of the US Associated Pacific Islands (USAPI) and its people.

Betsy Hopkins is the BYU Nursing Librarian, providing reference, collection management, instruction, and faculty liaison services. She studies nursing information literacy and is interested in the use of research metrics in academia.

Janice Gill Bunker is the Music and Dance Cataloging Librarian. She oversees much of the process our music and dance collections move through before they land on the shelf, especially the creation and maintenance of the back-end data which make searching for, finding, and checking things out possible.

Cassandra Belliston is the Art & Design Librarian at BYU and provides research consultation and instruction for students and faculty in the Art, Design, and Art History areas. She draws on her experiences working in two Smithsonian art museums and, as the librarian responsible for the library's art collection and exhibitions, is currently researching student perceptions of the art in the library.

Jamie Hansen is the Psychology Librarian. Trained as a counselor, Jamie now joins the library as she draws on her experiences working to help individuals navigate the world to help them navigate the complex information landscape. Her area of research is how reading experiences impact learning, especially in the area of theoretical psychology.

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 twenty 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

Bonnie Anderson, *Associate Dean in the Marriott School of Business*

Bonnie Brinton Anderson is the Associate Dean of Faculty and Research and the IB and Eleanor Distinguished Professor of Information Systems at Brigham Young University. She has been at BYU since receiving her Ph.D. from Carnegie Mellon University. Dr. Anderson is currently engaged in research in the intersection of neuroscience (fMRI, EEG, eye-tracking, etc.) and behavioral information systems security. Bonnie and her husband, Rob, have four daughters. Her hobbies include travel, sports, playing the harp, family activities and the occasional shark encounter.

Research and Creative Works at BYU

Larry Howell, Associate Academic Vice President, Research and Graduate Studies

Larry Howell is Associate Academic Vice President for Research & Graduate Studies. This is his 30th year at BYU. His home department is Mechanical Engineering and his research focuses on compliant mechanisms, including origami-inspired mechanisms, space mechanisms, microelectromechanical systems and medical devices.

What is the Scholarship of Teaching and Learning and How Do I Start a SoTL Project?

Chris Garrett, Assistant Director, Faculty Center

Chris Garrett, Ph.D., serves as Assistant Director of Faculty Development in the Faculty Center. Prior to BYU, Chris worked at Nevada State University, where he was a tenured Professor of Education and the Director of the Center for Teaching & Learning Excellence. Chris has over sixteen years of experience leading faculty development programs and teaching college students. He publishes academic peer-reviewed articles in the scholarship of teaching and learning, faculty development, and literary studies. His hobbies include scuba diving, snorkeling, karaoke, and competing in pickleball tournaments.

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 school-houses 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.

TAB 6



FRIDAY, MAY 10

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 / Scriptural Thought / Discuss today's reading: Brent Webb, <i>A Consecrated Faculty</i> (3228 WSC)
9:20 am	Plenary: Craig Hart & Jenny Pulsipher, "Your Journey to BYU: What's Next?"
10:20 am	BREAK
10:30 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: AVP Justin Collings
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, 2024 , including attendance at a CTL <i>Teaching the Total Person Workshop</i> 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, 2024 .



FRIDAY, MAY 10

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 10

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

College	Discussion Group Leaders	Room
Engineering / Computational, Mathematical & Physical Sciences	Jennifer Nielson & Anton Bowden	3220 WSC
Life Sciences	Jeff Edwards & Julianne Grose	3238 WSC
Fine Arts & Comm/Humanities	Mary Eyring & Stephen Jones	3290 WSC
FHSS	Ben Ogles & Erin Holmes	3223 WSC
Education / Religious Education	Sarah Clark, Stephen Yanchar, & Jenet Erickson	3211 WSC
MSB / Law	Michalyn Steele & Darron Billeter	3252 WSC
HBLL - Join a session of your choice!		

Justin M. Collings – Academic Vice President

Biographical Sketch

Justin Collings joined the BYU faculty in 2013. He taught for nine years in the J. Reuben Clark Law School, where he also served as associate dean. In July 2022 he became associate academic vice president for faculty development, and in June 2023 he began service as academic vice president.

His teaching and scholarship focus 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). As a BYU undergraduate, he double-majored in English and Italian before pursuing a law degree and a PhD in history at Yale.

He and his wife, Lia, are the parents of seven remarkable children and are expecting number 8, a baby girl, this coming August.

TAB 7

BYU Faculty Center

New Faculty Photo Directory

2024

Faculty Center Contact Info: 3770 HBLL | Provo, Utah 84602, USA | 801-422-7419



Ruth Aguirre

**FAMILY, HOME & SOCIAL
SCIENCES
Social Work**

2-3628

ruth_aguirre@byu.edu

Background:

Home is in Orem, Utah. I served a mission for the Church in Santa Cruz, Bolivia and Lima, Peru. BYU for my undergrad and master's in Social Work. Adjunct faculty at UVU and BYU. Love to travel! Last year my family and I got to visit my ancestors country of Guatemala, then vacation in the Bahamas, and attend two different weddings in Pakistan and India.

Professional:

I am the Director of Field Education and oversee internship curriculum, policies and processes, placing 80 students in two different internships, a liaison between BYU and the community as well as connecting with other Directors nationwide. I teach integrative field seminars where theories are integrating into the students internship practice. I have really enjoyed the different levels of learning in the classroom.

Other:

My husband (Moises Aguirre, Director of Multicultural Student Services)& I have four children from 12-5 years old. Gymnastics, ballet, basketball and sewing (interests)



Douglas Atkinson

**FAMILY, HOME & SOCIAL
SCIENCES
Political Science**

2-0413

atkinsond@byu.edu

Background:

I am from Brigham City, Utah. I went on a mission to Everett Washington. I went to Utah State for Undergrad and the University of Georgia for graduate school. I then took a post-doc at Cardiff University in Wales and then the University of Salzburg.

Professional:

I study international relations. Within the study of IR I focus on the domestic politics of war.

Other:

I am married with 3 kids (1 boy and 2 girls).



Holly Baker

**HUMANITIES
Linguistics**

2-7452

bakerht@byu.edu

Background:

I call the Midwest home: I have lived in Wisconsin, Indiana, Ohio, and South Dakota. I served in the Spain Las Palmas / Spain Malaga missions before earning my BA in English Language and Linguistics from BYU, my MA in English from Ohio U, and my PhD in English literary studies from the University of South Dakota. I lived in Bucharest, Romania, on a Fulbright post-doc for nine months. I worked as a full-time lecturer of First-Year Writing at UMass Dartmouth and the Director of Professional Writing at Purdue University.

Professional:

I've been a professional editor since 2004. Now my research interests include editing and publishing program assessment, linguistic prescriptivism, style guide, and corpus work.

Other:

My husband and I enjoy getting out of the house. We love to travel abroad and explore national parks, and we hike every chance we get.



Jared Barrott

LIFE SCIENCES

Cell Biology and Physiology

2-0795

jared_barrott@byu.edu

Background:

I grew up in Chattanooga, TN and served in the Belgium Brussels Mission. Afterwards, I attended BYU-Idaho and graduated with a B.S. in biology. I then pursued a master's degree at BYU in developmental genetics. I studied cancer pharmacology and obtained my PhD from Duke University. I chose to come to the Huntsman Cancer Institute for my postdoc. Before coming to BYU, I was faculty at ISU in Pocatello, founder of a medical device company called H2 Therapeutics, and I continue to consult for a medical company called Specicare.

Professional:

I am passionate about cancer research and personalized medicines. I mostly focus on sarcomas, but I see myself more as a molecular matchmaker and finding the right treatment for individual cancers. To this end, I also really enjoy teaching cell biology and genetics and understanding the mechanisms of when things go wrong to drive cancer progression. The concept of matching drugs to specific genetic profiles extends beyond cancer and I have taught several CE courses for healthcare professionals on the topic of pharmacogenomics.

Other:

My wife, Keri, and I are blessed with 5 wonderful children ages 19-8. The oldest is serving in the Madrid North Spain mission. We enjoy all sports, musicals and desserts. Additionally, we have two grandchildren who are perfect. In my spare time, I teach spin and step aerobics classes.



Ben Beck

MARRIOTT SCHOOL

Marketing & Global Supply Chain

2-0074

ben_beck@byu.edu

Background:

Ben earned his Ph.D. in Marketing at The Pennsylvania State University, his MBA from Brigham Young University and his BA in Business Information Systems from the University of Utah. He served a mission in Seoul, Korea. He is currently leading research in business as a force for good in Cambodia.

Professional:

His research interests focus on business as a force for good, and helping firms improve marketing strategy through higher-clarity attribution, natural language processing, and enhancing trust with their consumers.

Other:

Ben loves to spend time cycling or in the mountains hiking, rock-climbing, and camping. Ben and his wife live in Orem, Utah with their two rambunctiously entertaining boys.



Cassandra Belliston

**HAROLD B. LEE LIBRARY
HBLL- Humanities**

2-0279

cassandra_belliston@byu.edu

Background:

Cassandra Belliston is from Pleasant Grove, Utah. She received a BA in Art History & Curatorial Studies from BYU, a MA in Art & Museum Studies from Georgetown University (with a semester of study in London), and is currently working on her MLIS from San Jose State University. Cassandra previously worked for the Smithsonian American Art Museum and the Hirshhorn Museum & Sculpture Garden in their Registration departments.

Professional:

Currently researching library collecting practices of photography books as well as student's perceptions of the art in the library.

Other:

Father works at BYU; one adorable niece; the cutest dog. Likes to read, spend time with family, go for walks and/or hikes, listen to music, play the piano and rewatch her favorite TV shows.



Catherine Bramble

**LAW SCHOOL
Law**

2-1645

catherine.bramble@law.byu.edu

Background:

Originally from Fairfax, Virginia; B.A. in English (BYU, 2002); J.D. (BYU Law School, 2005); Prelaw Advisor at BYU (2004-2008); Practicing Attorney (2008-2016); Legal Writing Faculty (BYU Law School, 2011-2013, 2016-2023); Visiting Assistant Professor at the S.J. Quinney College of Law (2022-2023); Associate Professor (BYU Law School, 2023 - Present)

Professional:

Advanced Legal Writing; Academic Legal Writing; Law School Pedagogy; Attorney Licensure Reform

Other:

Married with three children (ages 9, 15, and 20)



Janice Bunker

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

2-1655
janice_bunker@byu.edu

Background:

Janice Gill Bunker is a Music and Dance Catalog Librarian at Brigham Young University. She has degrees in elementary education (BS) from Brigham Young University, library science (MLIS) from University of Illinois at Urbana-Champaign, organ performance (BMUS) from University of Utah, and a CAGO certification from the American Guild of Organists. She previously worked at the Provo City Library as head cataloger. She served in the Helsinki Finland mission and volunteers with scout groups and musical ensembles.

Professional:

Janice supervises 4 students and 2 full-time staff at the library, and researches women in music, cataloging standards and best practices, and organ, flute, and Welsh folk music.

Other:

Janice's husband teaches third grade in Alpine School District. They have 6 children and 2 grandchildren. She loves music, reading, playing board games, and quilting.



Christina Castellanos

**FINE ARTS &
COMMUNICATION**
Music

2-0109
christina_castellanos@byu.edu

Background:

I grew up in Bountiful, Utah, then lived in Las Vegas for 10 years where I earned my Bachelors and Masters degrees in flute performance at UNLV. I then moved back to Utah to be closer to family, but still travel back to Vegas each month to perform as Principal Flutist of The Las Vegas Philharmonic. I am Principal Flutist of Salt Lake Symphony and play frequently with The Utah Symphony as well as in Boise and Reno. Prior to teaching at BYU, I taught at UVU, Snow College, and UNLV. I love the faculty and students here at BYU!

Professional:

My favorite parts of my job here at BYU are teaching the flute students private lessons each week and performing in the faculty woodwind quintet. I feel blessed to be able to keep most of my performing opportunities as well.

Other:

My husband, Chris Castellanos, is also a musician. He is the horn soloist of Boston Brass (quintet). We have an 18 year old daughter and 10 year old son.



Adriane Cavallini

**FAMILY, HOME & SOCIAL
SCIENCES
Psychology**

2-0393

adriane_cavallini@byu.edu

Background:

I am a multicultural, bi-racial, cisgender woman, with Japanese, Portuguese, and Brazilian heritage. I have an Italian husband, and American children. I have lived on 3 continents, and I speak 4 languages. I graduated from the BYU Clinical Psychology Program, and I have worked as a therapist treating eating disorders and body image concerns for 15 years. I taught on the Clinical Psychology Department at the Goethe University in Frankfurt Germany for 6 years before joining the Psychology Department at BYU in 2023.

Professional:

My clinical work has focused on eating disorder treatment, in addition to depression, prolonged grief, anxiety, and trauma. I really enjoy teaching and supervision and have taught classes on the topics of psychopathology, psychotherapy theories, and eating disorders.

Other:

I absolutely love traveling and getting to know different cultures with my husband and 6 children. We like to read and enjoy the outdoors.



Karen Della Corte

**LIFE SCIENCES
Nutrition, Dietetics & Food
Science**

2-0904

karen_dellacorte@byu.edu

Background:

I am from South Jordan, Utah; I served in the Ukraine, Donetsk Mission (Russian speaking); I completed a post-doctorate fellowship through the University of Sydney in June 2023, a Doctorate of Science in Public Health Nutrition at Paderborn University in 2021, and a Master of Science in Human Nutrition at the University of Bonn in 2018. I completed my master's and doctorate through German universities and spent 7 years there with my husband and children before moving back to Utah.

Professional:

Research areas: Nutritional epidemiological research relating to how dietary and lifestyle factors influence risk markers for disease development through analysis of data from prospective cohort studies and the conducting of systematic reviews and meta-analyses as well as through the investigation of national carbohydrate intake trends. I teach Essentials of Human Nutrition (NDFS 100); Society, Nutrition and Chronic disease (NDFS 201); International Nutrition (NDFS 380)

Other:

My husband is an assistant professor of physics at BYU. We have 4 children (ages 4-9) and live in Provo. I enjoy music, running, the outdoors, traveling and being with family.



Maddy Diopulos

STUDENT LIFE

Caps

maddy_diopulos@byu.edu

Background:

I'm from Benicia, CA and served in Boston, Massachusetts, Portuguese. I've spent time in Brazil and Portugal and most recently moved from Pullman, Washington.

Professional:

My areas of interest are within teaching mental health courses and clinical work; I enjoy providing individual therapy.

Other:

I enjoy playing soccer and still like to play intramurals when I get the chance.



Rebecca Dudley

**FAMILY, HOME & SOCIAL
SCIENCES**

Political Science

2-3705

rebecca.dudley@byu.edu

Background:

I received my BA from BYU in International Relations and French Studies, then received my MA and PhD from Duke University in Political Science (Security and Conflict). Prior to joining the BYU faculty, I was a pre-doctoral fellow with the America in the World Consortium at Duke, a fellow for the Duke Program in American Grand Strategy, and a Hans J. Morgenthau fellow at the Notre Dame International Security Center. I have lived on both coasts for long periods of time and claim both Sacramento (CA) and Durham (NC) as home.

Professional:

My research focuses on conflict management and foreign policy, examining how third parties and intervention shapes the dynamics of conflict and conflict resolution. I teach classes on civil wars and U.S. foreign policy.

Other:

I enjoy spending time outdoors and love music, baking, crafts, and sports - and want to visit all MLB stadiums, NBA stadiums, National Parks, and Presidential Libraries.



Sam Dunn

HUMANITIES
English

2-0953

samuel.dunn@byu.edu

Background:

I hail from Bluffdale, UT, though my wife and I are currently living in Springville, UT. I served a mission in the Ecuador Guayaquil South mission, which led me to minor in Spanish in addition to my English major. I received Bachelors and Masters degrees from BYU in English, and a PhD from Purdue University in Rhetoric and Composition. Prior to coming to BYU I was an assistant professor at Sacramento State. I have also worked as a technical writer and editor in both formal and freelance roles.

Professional:

I primarily teach composition courses in the English Department, and I coordinate the WRTG 316 course (technical communication.) My particular areas of interest and expertise are disability rhetorics and writing as it is taught and executed across disciplines/professions. My educational career was marked with challenges born of my ADHD, and so I make pedagogical accessibility and meeting students' diverse educational needs a central focus. While a truly universal learning environment is a Sisyphean goal, I relish the challenge.

Other:

My wife and I met while getting our PhDs. She's an engineer and I'm an...English? I love crossword puzzles, mowing the lawn, sports, bookstores, cemeteries, hot dogs and mountains.



Angela Wentz Faulconer

HUMANITIES
Philosophy

2-2722

wentz@byu.edu

Background:

Utah is my home. My BA in philosophy is from BYU, and my PhD in philosophy is from the University of Notre Dame.

Professional:

My area of focus is medical ethics. In a day when pig organs are being transplanted into humans, and given the Supreme Court decision about abortion, legislation about physician-assisted suicide on the ballot in many states, and the resource allocation questions brought to the spotlight by the pandemic, it is an exciting time to be a medical ethicist.

Other:

Family history: Chasing my ancestors across colonial America, Loyalist Canada, Bermuda, England, Prussia, and Scotland. Genetic genealogy has led to exciting recent breakthroughs.



Richard Gardner

**MARRIOTT SCHOOL
Management**

richard.gardner@byu.edu

Background:

I was born and raised in Manhattan, Kansas and that is still where I consider home. I served my mission in Santa Rosa, California. I attended BYU-Idaho and BYU in Provo, where I received my undergraduate degree in Business and Masters in Public Administration. I also worked in Human Resources for Intermountain Healthcare.

I completed my PhD at Texas A&M University and worked as a visiting professor here at BYU before going to University of Nevada, Las Vegas for several years before returning to BYU as an Associate Professor.

Professional:

I research topics related to Human Resources and Organizational Behavior. Specifically, I focus on dysfunctional behaviors, negative interpersonal and organizational relationships, business ethics, and employee's experiences with the imposter phenomenon.

Other:

I enjoy time with my wife and 11 month old baby girl. I also enjoy hiking and camping when I can and using photography as a great excuse to get outside.



Brandon Gassaway

**PHYSICAL & MATHEMATICAL
SCIENCES
Chemistry & Biochemistry**

2-7193

brandon.gassaway@byu.edu

Background:

Earned my Bachelor's degree from BYU in Biochemistry Magna Cum Laude with University Honors, PhD at Yale University with Jesse Rinehart, and did a Post-doctoral fellowship with Steven Gygi at Harvard Medical School. Grew up in Washington State, currently in Orem. I served a mission in Kyiv, Ukraine.

Professional:

I am interested in studying regulation of protein function by post-translational modification.

Other:

Father of 3, played soccer growing up and now coach my children's teams, I enjoy SciFi/Fantasy media, and was a member of the International Folk Dance Ensemble while at BYU.



Agatha Gibbons

EDUCATION
Counseling Psychology
& Special Education

2-4915
alg68@byu.edu

Background:

After graduating with a bachelor's degree in dance and theatre from Southern Utah University, Agatha felt inspired to change career paths and pursue a career in special education. She received a severe/profound teaching certificate from Brigham Young University and, for close to twenty years, worked in school districts in both Idaho and Utah teaching students of every age and level—elementary, junior high, and high school. Her last four years were spent working as a BCBA for the Alpine School District.

Professional:

Teaching Interests:

- Research-based teaching practices for working with special needs students
- Literacy for students with severe to profound learning disabilities
- Support and mentoring of pre-service and in-service teachers
- Functional Assessments & Interventions
- Applied Behavior Analysis (ABA)
- General classroom management

Research Interests:

- Training, mentoring, and supervising pre-service teachers
- Literacy interventions for students with severe or profound disabilities
- Behavior interventions in the school setting.

Other:

Agatha loves to read and spend time with family. She is married and has four wonderful children and four even more wonderful grandchildren.



Kathie Gossett

HUMANITIES
Office of Digital Humanities

2-2897
kathie_gossett@byu.edu

Background:

Kathie is from San Diego, CA. She began her studies at Rick's College, spent her sophomore year at the Universität Freiburg in Germany, and received her BA from UC San Diego. She served a full-time mission in the Germany Frankfurt mission. She worked in the computer industry while also earning her MA at CSU, East Bay. She earned her PhD in Writing Studies from the University of Illinois, Urbana-Champaign. She has had faculty positions at Old Dominion University, Iowa State University, and University of California, Davis.

Professional:

Kathie's research and teaching interests include digital humanities, user experience (software & hardware design, pedagogy, & methods), digital dissertations (archiving & advising), & medieval rhetoric & gothic architecture. Her work has been supported by the NEH and the NSF. She has taught a range of courses from freshman writing and technical writing to user experience and human computer interaction at both the undergraduate and graduate levels.

Other:

Kathie grew up with wonderful German & Appalachian traditions. She also enjoys most things Irish (music, myths, dogs, etc.). She's an avid surfer, hiker, knitter, & reader.



Christine Griffiths

**LIFE SCIENCES
Exercise Sciences**

**2-0310
cem27@byu.edu**

Background:

Southern Ohio is home to me. I served my mission with President Reese in the Taipei Taiwan Mission. I don't think he remembers me. I earned my Bachelor's and Master's Degrees from Miami University in Ohio (the original Miami). I have held faculty positions at The University of Toledo, Nova Southeastern University, The University of South Florida, and Thomas More University. I have been a Department Chair and a Program Director.

Professional:

I am interested in experiential learning and implementing that in more ways than just internships. My position here is overseeing the immersive clinical experience of our graduate athletic training students. They may do their immersive experience anywhere. I enjoy curriculum development, and I am trained as a muscle physiologist.

Other:

My husband, 2 daughters, a dog, a horse, and 5 saltwater fish moved to Utah from Kentucky last summer. I love all things swimming and equestrian.



Adam Griggs

**HAROLD B. LEE LIBRARY
HBLL- Humanities**

**2-4006
adam_griggs@byu.edu**

Background:

Grew up in Elkin, NC. Graduated from BYU with BA in Linguistics and Philosophy. Graduated from The New School with MA in Philosophy. Graduated from UNC-Chapel Hill with MS in Library Science. Worked previously as a Humanities Librarian at Mercer University in Macon, GA.

Professional:

As part of my position, I am always looking for ways to support Linguistics and European Studies departments. Currently, this also includes assessing and developing strong library collections within my subject areas. I am also interested in Digital Humanities and using these methods and public scholarship to expand visibility of humanities research.

Other:

My spouse and I have three children. My hobbies include books, film, Formula 1, running, and camping.



Nick Hafen

**LAW SCHOOL
Law Library**

2-2658

nick.hafen@law.byu.edu

Background:

I grew up near Detroit, Michigan, and served in the Indonesia Jakarta mission. I attended BYU for my BA (Middle East Studies/Arabic) and JD. Prior to coming to BYU, I practiced bankruptcy and corporate law in Chicago. I have studied Indonesian, Arabic, and Japanese, and I've traveled to Indonesia, Jordan, Israel/Palestine, and Japan.

Professional:

I teach law students about the technology they'll use in practice. I assist faculty researching in technology-related areas of law. In addition to teaching about various software and technology topics in one-off trainings, I have taught courses on AI and design thinking.

Other:

I have three young children. I enjoy reading a wide variety of books, particularly sci-fi, fantasy, history, and innovation. I also enjoy playing a wide variety of sports.



Nathan Haines

**FINE ARTS & COMMUNICATIONS
Music**

nathan.haines@byu.edu

Background:

Current Director of Orchestras at BYU. Earned Ph.D. at Florida State University. Served a mission in Rochester, NY. Traveled and performed in Europe, Japan, South Korea, Mongolia, and looking forward to a tour of Australia with the BYU Chamber Orchestra next summer.

Professional:

Interested in innovations around live orchestral performance spaces, the art of conducting, and audience engagement. Involved with starting a new "Studio Orchestra" at BYU that will specialize in recording and performing music from popular genres such as film, television, video games, etc.

Other:

When not doing music you can find me on the disc golf course with my two kids (5 years, 3 years). My wife, Elise, prefers to join me on the ski slopes and works for Angel Studios.

Come see our orchestras perform in our beautiful new concert hall. This summer, 2024, we are installing a brand new pipe organ which will be prominently featured in our upcoming season.



Jamie Hansen

**HAROLD B. LEE LIBRARY
HBLL- Social Sciences**

**2-3363
jamie_hansen@byu.edu**

Background:

I grew up in the beautiful state of “Colorful Colorado” (Boulder area) and served a mission in Arizona (Tempe). I graduated with my B.S. in Psychology (and minors in Communication and Philosophy) from BYU in 2010. I went on to earn a Ph.D. in Counseling Psychology (also here at BYU), completing my doctoral internship at the University of St. Thomas in St. Paul, Minnesota. I then taught for two years at Linfield University (a small liberal arts university in McMinnville, Oregon) and following that appointment, three years at UVU.

Professional:

While teaching has probably been my favorite professional hat to wear, I've also been a therapist, and now psychology librarian! My research efforts focus on the theory, philosophy, and history of academic and applied psychology. More specifically, these interests include (but are not limited to): the interface of psychology and literature; psychology and religion; qualitative research methods; teaching and learning in higher education; and psychotherapy ethics, process, and outcome.

Other:

Outside of my family (I am the proud aunt of 15 nieces and nephews), some of my great loves in life are reading, baseball, cold beaches, bowling, root beer and Lego.



Maclane Heward

**RELIGIOUS EDUCATION
Church History &
Doctrine**

**2-0840
maclane_heward@byu.edu**

Background:

I grew up in Orem Utah. I served as a missionary in Mississippi. I have worked as a S&I Employee for 13 years. I graduated in North American Religious History from Claremont Graduate University.

Professional:

I teach on the history and doctrinal development of the Church. I am researching the impact of immigration on faith, Joseph Smith's understanding of the concept of Zion and Protestant Evangelistic structures.

Other:

My wife and I have 5 children (16-5). We live in Cedar Hills. We love Camping/Hiking/ Adventuring/Trail Running and Sports.



Jeffrey Jackson

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

**2-5217
klee27@byu.edu**

Background:

I joined the BYU faculty in Fall 2023. My previous academic appointments include Virginia Tech (Falls Church campus) and Alliant International University (Irvine, CA campus). I grew up in Salt Lake City and served a mission in Italy. I collaborate on clinically focused research projects with several colleagues in Italy and have periodically directed a clinically focused study abroad program to Italy at my previous institutions.

PhD - BYU: Marriage & Family Therapy (MFT)

MS - University of Maryland: MFT

BS - BYU: Human Development

Professional:

Research Interests: psychotherapy intervention effectiveness research (brief strategic therapy, couple therapy, eating disorders, anxiety disorders); protective/risk factors of couple relationship quality & stability

Clinical Specializations: couple relationship distress, eating disorders, depression, anxiety disorders, disability, ambiguous loss, singlehood, adolescents and parent-child relationships, reactive attachment

Teaching interests: clinical training, clinical approaches, clinical supervision, human diversity

Other:

Married with 5 little kids. Travel and music.



Hannah Judd

**MARRIOTT SCHOOL
School of Accountancy**

jmp253@byu.edu

Background:

I grew up in San Jose, California, where I met my now husband. I served in the Iowa Des Moines Mission, attended BYU for my bachelor's and master's degrees in accounting, and received my PhD in accounting at Texas A&M University.

Professional:

Currently, I teach principles of accounting 2. My research focuses primarily on how taxes, business strategies, and the external environment interact. Prior to academia, I worked as a tax intern at Deloitte UK in London and as a tax associate at Grant Thornton in Salt Lake City, where I became licensed as a CPA.

Other:

I have one son, who is 3 years old. I enjoy reading (especially if I can get it on my Kindle), music, hiking, and having friends over for brunch.



Kenneth Lee

**PHYSICAL & MATHEMATICAL
SCIENCES
Chemistry & Biochemistry**

**2-0429
klee27@byu.edu**

Background:

I grew up in Pleasant Grove, Utah. After serving a mission in Mexico City and finishing my bachelor's in chemistry at BYU, I moved to Indiana for graduate school at Purdue University where I earned my PhD in chemistry. I then worked as a postdoctoral fellow and staff scientist at the University of Wisconsin-Madison in biomolecular chemistry. I now live in Spanish Fork and am an assistant professor in the Department of Chemistry and Biochemistry.

Professional:

I am interested in developing new mass spectrometry-based instrumentation and methods to characterize large biomolecular complexes. I have taught freshman chemistry so far. I plan to teach analytical and instrumentation undergraduate courses and a mass spectrometry graduate course.

Other:

I met my wife Tashina at BYU. Our first daughter Violet was born in Indiana, and our twins Marin and Remus were born in Wisconsin. We enjoy music, games and exploring nature.



Randy Lee

**FINE ARTS &
COMUNICATOINS
Music**

randy.lee@byu.edu

Background:

Home: Earth. Mission: NY, Rochester, Orchestra at Temple Square. Studied at: BYU, UCLA, ASU. Taught at: SUNY Potsdam, University of Florida. Traveled all over

Professional:

Music, Trumpet

Other:

Married with 5 kids. Hiking, road trips, travel, good food



Tracy Liu

EDUCATION
Communication
Disorders

2-0283
tracy_liu@byu.edu

Background:

I am from Ottawa, Canada but love to travel the world and have lived in countries such as Sri Lanka and Zambia. I earned bachelor and masters degrees from BYU in Communication Disorders. I have worked as a Speech Language Pathologist for Intermountain Health for over 29 years, specializing in swallowing disorders and cognitive communication impairments resulting from strokes, concussions, and traumatic brain injuries.

Professional:

I am an assistant professor with an emphasis in teaching and clinical work in the area of medical speech pathology.

Other:

Though I love yoga, hiking, camping, and reading, nothing compares to spending time with my husband, children, and 2 adorable granddaughters! Being a grandma is the best!



Ty Mansfield

RELIGIOUS EDUCATION
Church History &
Doctrine

2-0070
ty_mansfield@byu.edu

Background:

Ty Mansfield is also a licensed Marriage and Family Therapist with a clinical practice specializing in marital and sexual health; mindfulness-based paths to emotional, relational, and spiritual thriving; and sexual and gender identity congruence for faith-based individuals. Raised in Utah, he served in the New Hampshire Manchester Mission and subsequently graduated from BYU in Asian Studies and Business. He later received his master's and doctoral degrees in Marriage and Family Therapy.

Professional:

Areas of Research: Intersections of contemplative spiritual traditions with Latter-day Saint faith and worship; developmental frameworks for synthesizing sexuality and spirituality; health and satisfaction in different life paths for Latter-day Saint sexual and gender minorities.

Other:

Ty is a certified Mindfulness Meditation Teacher; he and his wife, Danielle, have five children and live in Spanish Fork, Utah.



Preston Manwaring

ENGINEERING
Electrical & Computer
Engineering

2-7092

preston_manwaring@byu.edu

Background:

I grew up in Arizona and served a mission in Berlin, Germany. I have a BS and MS from BYU and a PhD from Dartmouth College. I left industry 6 months ago for a new adventure after a stint at Johnson and Johnson as senior principal engineer.

Professional:

I am interested in biomedical applications to diagnose and treat certain diseases. I enjoy teaching courses in computer and biomedical engineering. My corporate experience has always focused on medical technology (MedTech).

Other:

I have an amazing wife from Wales and four amazing children, two boys and two girls. I am interested in renewable energy, amateur radio, and travelling.



Erin Martin

PHYSICAL &
MATHEMATICAL SCIENCES
Mathematics

2-0504

martin@mathematics.byu.edu

Background:

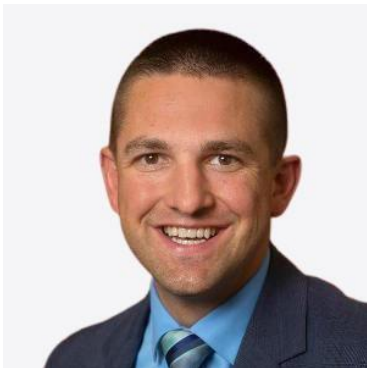
I was born and raised in Reno, Nevada; completed my Undergraduate in Mathematics at BYU; served a mission in Vienna, Austria; completed my Doctorate at the University of Utah; and my previous position was the professor and chair of the Math and Data Science Department at William Jewell College in Liberty, Missouri.

Professional:

I am the Math Lab director here at BYU and my main area of research is in pure mathematics, specifically commutative algebra, but I have also worked on research projects in voting theory and graph theory.

Other:

My husband is Steven Martin, and we have 3 elementary-school-aged kids. I enjoy hiking, biking, and camping with my family.



Joshua Matson

CONTINUING EDUCATION
Ancient Scripture/Jerusalem
Center

2-0378

joshua_matson@byu.edu

Background:

Originally from Chubbuck, Idaho and a former missionary in the Canada Calgary Mission, Josh holds a PhD in Religion from Florida State University with an emphasis in Religions of Western Antiquity and a minor in American Religious History. Josh holds a Master of Arts degree from Trinity Western University in Biblical Studies and a Bachelor of Arts degree with University Honors from Brigham Young University in Ancient Near Eastern Studies.

Professional:

Josh has lived with his family in the Holy Land as a research associate with the Scripta Qumranica Electronica project at the University of Haifa and an Orion Center for the Study of the Dead Sea Scrolls Scholar at the Hebrew University of Jerusalem. Josh's research interests are in the Dead Sea Scrolls, the Hebrew Bible Minor Prophets, Wilford Woodruff, and the Jewish Context of the New Testament and Book of Mormon. Prior to teaching at BYU, Josh was a Religious Educator with Seminaries and Institutes.

Other:

Josh is married to the former Erin Barnes and together they are the parents of four children, twin daughters and two sons who love camping, hiking, athletics, and books!



Brian Mead

RELIGIOUS EDUCATION
Church History &
Doctrine

2-1615

Brian_Mead@byu.edu

Background:

I was raised in the small town of Mt. Green, UT and served a mission in Italy. After completing a bachelor's degree from BYU in neuroscience and minoring in English and a PhD in applied social psychology, I began working for Seminaries and Institutes of Religion and taught both seminary and institute and was eventually transferred to the Church Office Building. While there, I was a member of the Training Services Division and manager of student learning.

Professional:

I have spent my career primarily focusing on topics such as disabilities, mental and emotional health, suicide prevention, LGBTQ, poverty, and many other realities that impact Latter-day Saints and their families.

Other:

Annie and I met at BYU and have been married nearly 20 years. We have four children. I love being outside and enjoy running and golfing. I am also a book nerd who loves to read.



Grayson Morgan

**FAMILY, HOME & SOCIAL
SCIENCES
Geography**

2-0012

grayson_morgan@byu.edu

Background:

I am from coastal South Carolina and served my mission in Sapporo Japan. I have attended BYU (undergrad) and the University of South Carolina (Masters and PhD). First job is here at BYU; I study geography.

Professional:

Drone mapping of vegetation; Broad GIS applications

Other:

4 kids, oldest is 6, then 4 yr old, 2 yr old and 1 yr old. I enjoy golf and tennis, but mostly being with family.



Davi Obata

**PHYSICAL &
MATHEMATICAL SCIENCES
Mathematics**

2-9088

dobata@byu.edu

Background:

I grew up in Rio de Janeiro and served a mission at the Salt Lake City South mission. I went to the Federal University of Rio de Janeiro (UFRJ) for my bachelors and masters. I got my Ph.D. from University Paris-Saclay and UFRJ. Before coming to BYU I was a postdoc at the University of Chicago.

Professional:

I like to work on problems involving the theoretical side of chaotic dynamical systems. I like to study the behavior of such systems and how this theory interacts with different areas of mathematics.

Other:

I enjoy hiking, finding good restaurants, spending time with family and friends, and traveling.



James Phillips

**AAVP - FACULTY DEVELOPMENT
Wheatley Institute**

james.c.phillips@byu.edu

Background:

I grew up all over the West: Arizona, Montana, Oregon, Washington, and a stint in Hawaii. I served in the Japan Tokyo North Mission. I earned a BA in history from Arizona State University, an MA in Mass Communication from BYU, and a JD and PhD in Jurisprudence & Social Policy from UC-Berkeley. I clerked on a couple of courts, practiced law for a few years, and was previously a law professor at Chapman University.

Professional:

I write and research in constitutional law, history, and interpretation, statutory interpretation, and religious liberty.

Other:

My wife and I have 8 children, so there is little time for hobbies. I sometimes coach my boys in baseball and try to jog most days. I enjoy pickleball when I get a chance.



Jill Piacitelli

**MARRIOTT SCHOOL
Ballard Center**

jill_piacitelli@byu.edu

Background:

I was raised in Price, Utah and then attended Snow College and BYU, where I'd eventually also earn an MBA. Prior to my return to BYU, I was an Executive Director at Break Away, a national nonprofit that supported hundreds of campuses and thousands of students each year in becoming engaged and active citizens through experiential education programming. During this time, I co-founded the Haiti Compact, a long-term coalition of 12 universities, to do research and collective work in Haiti after the devastating 2010 earthquake.

Professional:

I am now the Associate Director at the Ballard Center for Social Impact, teaching classes on the methods and skills of social impact, and connecting students to internships and jobs with high-performing social impact organizations. I build and maintain an external network of international and national nonprofit, government, and for-profit partner organizations for BYU that have been globally recognized for their best practices in social impact. I co-authored "Working Side by Side", a book on student leadership in communities.

Other:

I like going to book, podcast, and magazine festivals - collecting free lanyards. I currently serve on the Board of Directors of Mormon Women for Ethical Government (MWEG).



Christine Platt

NURSING COLLEGE
Nursing

Christine_platt@byu.edu

Background:

Dr. Christine Platt, PhD, DNP, FNP-C earned her bachelor's degree from the University of Minnesota (2004), completed the Family Nurse Practitioner program at Brigham Young University (2014), and earned her doctoral degrees (PhD and DNP) from the University of Arizona (2022). Dr. Platt completed a postdoctoral fellowship through the University of Utah, School of Medicine working on cancer research and families with chronic illnesses (2023). She has over 20 years of nursing experience.

Professional:

Dr. Christine Platt is dedicated to improving children's health outcomes, particularly those at risk, with a focus on disparities in the US foster care system. Her research explores caregiving challenges including hospital-to-home transitions for children with complex health needs. With dual doctoral degrees and a postdoctoral fellowship in cancer research, chronic illness, and caregiving, she employs diverse methodologies to understand family dynamics and resilience.

Other:

My husband and I have 3 sons and 3 daughters together. We have been foster parents to 17 children over the last 13 years. We love golf, music, dancing, movies, and Disney cruises.



Jason Porter

ENGINEERING
Mechanical Engineering

2-0433

jasonporter@byu.edu

Background:

I grew up on a small farm in the Sacramento Valley region of Northern California before serving a mission in Hong Kong (Cantonese). After my mission, I attended Utah Valley State College (now UVU) before transferring to BYU to study mechanical engineering. My graduate work was at UT Austin and Stanford University, where I studied heat transfer, combustion, and optical diagnostics. Prior to joining the faculty at BYU, I was a professor at Colorado School of Mines, in Golden, Colorado for thirteen years.

Professional:

My research centers on developing optical diagnostics to study and improve energy technologies. I'm currently focused on battery technology, including improving battery fast charging, recycling, and sulfur-based batteries.

Other:

My wife Marilyn is from Orem, and we have three children and a thirteen-year-old black Lab named Max. I enjoy cycling, hiking, skiing, camping, the ocean, and singing.



Kyle Pratt

**PHYSICAL &
MATHEMATICAL SCIENCES
Mathematics**

2-0504

kyle.pratt@mathematics.byu.edu

Background:

I grew up in northern California, near Sacramento. I served as a missionary in the Washington, Everett mission from 2009-2011. I received my undergraduate degree in mathematics from BYU in 2014. I received a PhD in mathematics from the University of Illinois at Urbana-Champaign in 2019. From 2019 to 2023 I was a post-doctoral research fellow at All Souls College at the University of Oxford in the United Kingdom.

Professional:

I am an analytic number theorist. Since coming to BYU, I have taught courses in mathematical cryptography and mathematical proofs.

Other:

My wife and I have four children. In my spare time (when I have any) I like to read.



Tyson Reeder

**FAMILY, HOME & SOCIAL
SCIENCES
History**

2-8250

tyson_reeder@byu.edu

Background:

Originally from Nibley, UT, I served a Portuguese-speaking mission in New England. My interactions with immigrants from Brazil, Africa, and Portugal compelled me to ask questions about transnational history and the intellectual and economic exchanges among nations around the Atlantic. I received my PhD in history from UC Davis and then took a position as an editor of the Papers of James Madison and history department at the University of Virginia.

Professional:

I research early American politics and foreign relations, including Constitutional history. I am the author of *Serpent in Eden: Foreign Meddling and Partisan Politics in James Madison's America* (Oxford University Press, 2024). I also authored *Smugglers, Pirates, and Patriots: Free Trade in the Age of Revolution* (University of Pennsylvania Press, 2019) and numerous articles and book chapters, and I am the editor of *The Routledge History of U.S. Foreign Relations*.

Other:

I enjoy sports, traveling, and the outdoors, especially when I'm doing those things with my wife, Karen, and our four children.



Keenan Reesor

**FINE ARTS &
COMMUNICATIONS
Music**

2-0264

keenan.reesor@byu.edu

Background:

I'm a pianist and a musicologist specializing in Rachmaninoff. My work has taken me across the country as well as to England and Russia, where I also served a mission and my research has since been published repeatedly. I taught, previously, music history and piano at Southern Virginia University. I received a PhD in musicology and a master's in piano from the University of Southern California, and a bachelor's in piano from Utah State University. My wife, Nonie, and I have five boys and live in Springville.

Professional:

As a scholar, I work primarily in Russian classical music of the nineteenth and twentieth centuries. My research primarily concerns the style and reception of Rachmaninoff's music in the context of twentieth-century canon formation and is international in scope. As a pianist, I have performed much Rachmaninoff but maintain a diverse repertoire and performing profile. Here I teach music history and music research, at the undergraduate and graduate levels.

Other:

I'm a family man, a major homebody, the household handyman, an aesthete, and a sometime woodworker with a passion for traditional hand tools such as the chisel and the plane.



Lindsay Regehr

**STUDENT LIFE
SDS (CAPS)**

lindsay_regehr@byu.edu

Background:

Doctor Lindsay J. Regehr (she/her) is a Utah native and completed her PhD in Counseling Psychology at BYU in 2023. She completed her doctoral internship at Baylor University and also has degrees in School Psychology, Education Specialist (EdS), and Public Health (BS). She has worked in public and private schools as a School Psychologist, in inpatient psychiatric hospital settings, and at universities.

Professional:

Lindsay currently works as an Assistance Clinical Professor at BYU and engages in weekly individual and group therapy with students. She also teaches applied mental health courses (currently STDEV 140) and participates in research. Some professional interests include: Identity development, spiritual/religious concerns, relational and interpersonal functioning, suicidality, grief and loss, career exploration, body and eating concerns, LGBTQ+ affirmative therapy, and psychological and learning disability assessment.

Other:

Lindsay enjoys preventative and holistic treatment of health, hiking, skiing, watercolor painting, sports, time with family, travel, music, and curling up with a good book.



Jake Rhodes

**PHYSICAL & MATHEMATICAL
SCIENCES
Statistics**

**2-8247
rhodes@stat.byu.edu**

Background:

I grew up in the city of Hooper, Utah, where I lived until serving my mission in 2009-2011 in the then Slovenia-Croatia Mission. I finished a B.A. degree in Finance/Economics at Utah State University, followed by a second B.S. degree in Mathematics from Weber State University while working as a financial analyst for the State of Utah. I received my PhD from Utah State University in Mathematical Sciences with an emphasis in Statistics. Prior to working for BYU, I was an assistant professor at Idaho State University.

Professional:

My research interests include machine learning, data science, and deep learning.

Other:

I have a wife and four beautiful children. In my spare time, I like to play "body slam" (wrestling/tickling/etc.) with my kiddos. I enjoy the outdoors and often hike with my family



Kirsten Russell

**EDUCATION
Communication
Disorders**

**2-5121
kirsten.russell@byu.edu**

Background:

I was born and raised in Utah. I earned a BA in Liberal Arts and Sciences, with special emphasis in music education and performance. I served my first mission as a member of the Tabernacle choir from 2011-2018, and again from 2022-present. I graduated with an MS in Speech-Language Pathology in 2020 and a PhD in Speech-Language Pathology and Audiology in 2023. I have worked as an SLP in the schools and was adjunct professor at BYU from 2022-2023 and began as an assistant professor in 2024.

Professional:

My primary area of interest is child language disorders. I teach Language Science, Assessment and Diagnosis, and Early Intervention courses at BYU. My research focuses on finding ways to better identify school-aged children who are impacted by language disorder and improve the outcomes of their treatment. Currently, I am examining the impact of different treatment approaches for remediating grammatical deficits in children who have Developmental Language Disorder and those who have Down syndrome.

Other:

I am married; we have 9 kids ranging from 15-27 years of age. I love to read, bake, travel, and spend time with my family.



Derek Sainsbury

RELIGIOUS EDUCATION

**Church History &
Doctrine**

2-2238

derek_sainsbury@byu.edu

Background:

I live in Bountiful, Utah. I served in the Padova, Italy mission in 1992-1993. I have a BA in Political Science from the University of Utah, a MPA from Brigham Young University, and a PhD in American History from the University of Utah. I taught and administered in the Seminaries and Institutes of the Church for 27 years in Weber, Davis, and Salt Lake Counties.

Professional:

I primarily teach Rel C 225 Foundations of the Restoration. My scholarship centers on the intersections of Latter-day Saints and politics, particularly of Joseph Smith, and especially his presidential campaign. My dissertation turned book "Storming the Nation: The Unknown Contributions of Joseph Smith's Political Missionaries (2020)" was the first monograph on Joseph Smith's campaign. I research, present, and publish in journals on Smith's politics and campaign and on Latter-day Saint religious liberty.

Other:

I am married to Meredith Pettit, my high school sweetheart. We have three adult sons. I enjoy reading, traveling, golfing, boating, and playing with our three dogs.



Jeffrey Schachterle

LIFE SCIENCES

**Microbiology & Molecular
Biology**

2-6020

jeffrey_schachterle@byu.edu

Background:

I grew up in Vancouver, WA and attended BYU as an undergraduate student. During that time, I served as a missionary for the Church of Jesus Christ of Latter-day Saints in Rancagua, Chile. Following my undergraduate studies, I completed a PhD in Genetics at Michigan State University, and then conducted postdoctoral research for the US Department of Agriculture in Maryland. I then worked as a research scientist for USDA in Fargo, North Dakota prior to returning to BYU this past year.

Professional:

I teach and conduct research on bacteria and how they interact with their environments. In particular, how pathogens interact with hosts. My research focuses on the molecular mechanisms used by pathogens of crop plants and how we can develop improved disease control strategies.

Other:

My wife and I have 3 sons, and we enjoy outdoor activities we can do together, like hiking, biking, gardening, soccer, and fishing.



Travis Searle

RELIGIOUS EDUCATION
Church History and
Doctrine

2-3501

travis_searle@byu.edu

Background:

I was raised in Enoch, Utah. After serving a mission in Dublin, Ireland, I attended BYU, where I completed a bachelor's degree in sociology. I worked for Seminaries and Institutes of Religion for sixteen years, most recently in the Church Office Building as a curriculum writer, researcher, and assessment manager. I received my doctoral degree in human science with an emphasis in leadership studies from the University of Nebraska–Lincoln.

Professional:

I love helping others develop their potential by incorporating the best practices of teaching, learning, positive behavior, and leadership development.

Other:

My wife, Lori, and I are the parents of four children. In my free time, I love traveling with my family, cycling, watching college football, and smoking meat for my family.



Darin Self

FAMILY, HOME & SOCIAL
SCIENCES
Political Science

2-4424

darin_self@byu.edu

Background:

I was born and raised in Idaho and then served a mission in Fresno California (Spanish speaking). I received a BA from BYU in 2011, and then an MPP in 2023. I then went on to start grad-school at Cornell in 2016 where I also learned to speak Indonesian.

For my dissertation my family and I lived in Jakarta, Indonesia and then Asuncion, Paraguay.

Professional:

I research and teach in comparative politics with a focus on authoritarianism and democracy.

Other:

I've been married for 13 years and have 3 children (ages: 11, 9, and 4). We enjoy hiking and baseball/softball.



Dave Simpson

**FAMILY, HOME & SOCIAL
SCIENCES
Geography**

2-6359

dave.simpson@byu.edu

Background:

Dr. Simpson is Professor of Urban Planning in the Department of Geography. He conducts research and applied projects in the areas of hazards and disasters, human animal interaction, planning practice, and sustainability. Dr. Simpson has served at other universities in the role of department chair, associate dean, vice chair of faculty senate, and Chair of the University Sustainability Council. He has been a member of the American Institute of Certified Planners (AICP) since 2001.

Professional:

Research interests include hazards and emergency management, sustainability, human animal interaction, and technology as applied to urban planning.

Other:

Married to Dr. Sandra Sephton (CFS in Psychology), 3 adult children, 4 dogs and 1 horse. Love the outdoors, hiking, and time with family, friends, and dogs.



Tanner Skousen

**MARRIOTT SCHOOL
Information Systems**

2-0079

tanner.skousen@byu.edu

Background:

I grew up in Lehi, UT. I served a mission in the Guatemala Retalhuleu mission. While I earned my PhD at the University of Georgia, I came to love the food and the people in the South. This is my first faculty position and I am extremely excited to be back at BYU.

Professional:

I have 2 major research interests. The first involves online communities and helping understand their governance and management to benefit community members. Second is attempting to understand what a "healthy" relationship with technology looks like and how we can improve the technological health of individuals. I teach data analytics, data management, and Python programming.

Other:

I met my wife here at BYU, where she graduated in dietetics. We have 2 boys ages 4 and almost a year. We love to travel and go outdoors. I also like to play music and birdwatch.



Greg Snow

**PHYSICAL &
MATHEMATICAL SCIENCES
Statistics**

**2-4199
snow@stat.byu.edu**

Background:

Live in Orem. Attended BYU for BS and MS in Statistics, then attended University of Washington for MS and PHd in Biostatistics. Served mission in Johannesburg, South Africa (Afrikaans speaking). Visiting position with BYU Statistics department 2000-2003, taught classes as adjunct between then and coming back full time.

Professional:

Spent last 20 years doing study design and analysis in medical research. Current interests include statistical computing, statistical consulting, and teaching statistics to non-stats majors.

Other:

1 wife, 2 daughters, 2 sons. Interested in computers, reading.



Daye Son

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

**2-3265
daye.son@byu.edu**

Background:

Daye is an international scholar who considers both Seoul, Korea, and Utah, her home. She received her Bachelor's in Sociology and Master's in Marriage, Family, and Human Development at BYU, and Ph.D. in Family and Human Development at Arizona State University.

Professional:

Daye's research focuses on adolescent development in the context of family dynamics.

Other:

Daye met her husband, Jong Sang Park, while they were both students at BYU, and together they have two adorable kids.



Nathan Speirs

ENGINEERING
Mechanical Engineering

2-0391

nspeirs@byu.edu

Background:

I grew up in Bakersfield, CA. I got my bachelors degree in mechanical engineering at BYU in 2015 then my PhD in mechanical engineering at USU in 2018. After that I did a 2-year post doc at KAUST in Saudi Arabia and then worked for 3 years at the Naval Undersea Warfare Center in Rhode Island. I started at BYU in July 2023.

Professional:

I am interested in experimental fluid dynamics. In my research I study it with high-speed photography. So far I have been teaching classes on fluids and taking measurements.

Other:

I am married with 4 kids and I enjoy staying active.



John Sproul

LIFE SCIENCES
Biology

2-0363

jsproul@byu.edu

Background:

I grew up in Salt Lake County, Utah. After a mission to Fortaleza, Brazil, I received BS and MS degrees from BYU, and a PhD in Integrative Biology from Oregon State University. Before coming to BYU I conducted postdoctoral research at the University of Rochester and was an assistant professor in the Biology Department at the University of Nebraska Omaha from 2021–2023.

Professional:

Evolutionary biology, repetitive DNA, biodiversity genomics, teaching

Other:

I enjoy spending time outdoors, learning about history, exploring humanity and the arts, and spending time with my family – especially movie nights and road trips to new places.



Trace Stay

**FAMILY, HOME & SOCIAL
SCIENCES
Psychology**

**2-9118
stay@byu.edu**

Background:

From Cottonwood Heights, UT, but have lived in Houston TX for 6 years and Palo Alto CA for 5 years. Missionary to Boston, PhD from Baylor College of Medicine, postdoc at Stanford University.

Professional:

Sensorimotor processing, vestibular sensation and reflexes, electrophysiology and optogenetics

Other:

Wife (occupational therapist) and two children, like running and reading



Shannon Stimpson

**HUMANITIES
English**

**2-0931
shannon_stimpson@byu.edu**

Background:

I was born and raised in Mesa, Arizona and still consider it "home." I earned my BA and MA in English from Brigham Young University and my PhD in English with an emphasis in rhetoric and composition from Pennsylvania State University. Before coming to BYU, I taught at the University of Arizona and Penn State as an adjunct lecturer.

Professional:

As a teaching professor, my research interests include writing studies, writing pedagogy, and rhetorical historiography.

Other:

I currently live in Provo with my husband and two children. I enjoy leisure hiking and biking. One of my goals is to share a book with the Little Free Libraries near me.



Katie Stone

EDUCATION
Communication
Disorders

801-378-5423

katie.stone@byu.edu

Background:

I grew up in Bountiful, Utah, but have called Spanish Fork home for the past many years. I received my B.S. and M.S. from BYU. I have been a clinical audiologist for 30 years in various medical settings.

Professional:

I love all things audiology! It brings me great joy to help patients communicate better through better hearing. I love teaching students about the ear and hearing, and how to become a "patient-centered care" clinician.

Other:

Our family loves the outdoors, traveling, hiking, and spending time with our new grand-baby!

I love BYU and am thrilled to be a part of such a wonderful community!



D. Ross Storey

MARRIOTT SCHOOL
Experience Design &
Management

2-2836

ross_storey@byu.edu

Background:

Places lived: Columbus Ohio, Geneva New York, Provo Utah

Missionary Service: Munich Germany

Education: BS in Facilities Management. Master of Public Administration. Master of Instructional Psychology and Technology.

Academic Teaching Background: Marriott School of Business adjunct instructor in MCOM 320, Employee Experience, Product Management, and Mountain Biking.

Professional Background: Training Manager. Curriculum Manager. Missionary Experience Manager. Mission President Mentor. .

Professional:

Teaching: Experience Design and Management

Research: Experiential Learning Theory, Transformative Learning

Other:

Family: My wife is my best friend and we have five wonderful children. Interests/hobbies: Too many to be starting a list!



Brooke Storheim

**FINE ARTS &
COMMUNICATIONS
Dance**

brooke_storheim@byu.edu

Background:

Home: Salt Lake City. Degrees: BYU (BA) and University of Utah (MFA). Previous adjunct faculty positions: University of Utah and Utah Valley University. Professional dance experience: Hale Centre Theatre, Utah Metropolitan Ballet, Ohio Ballet, Utah Ballet.

Professional:

Research interests: re-staging and preservation of classical ballet repertoire, ballet history, dance psychology, ballet pedagogy, mentorship in dance.

Other:

My husband, Erik, and I have 5 children, ages 7-20 (live in SLC). I am a lover of: the state of Maine, chocolate, organization, hiking, pasta, reading, & classical music..



Joseph Stuart

**FAMILY, HOME &
SOCIAL SCIENCES
History**

2-8283

joseph.stuart@byu.edu

Background:

I grew up in Sandy, UT and served a mission in Portland, OR before graduating from BYU in American Studies. I then earned an MA in Religious Studies from the University of Virginia and a Ph.D. in US History from the University of Utah. I have worked as the Communications Specialist and as a postdoctoral fellow at the Neal A. Maxwell Institute for Religious Scholarship at BYU.

Professional:

African American history, American religion, genealogy

Other:

Married to Meghan (CPA) and have three kids: Tillie (9), Eden (6), and Wren (2).



Robbie Taggart

RELIGIOUS EDUCATION
Ancient Scripture

2-0368

robbie_taggart@byu.edu

Background:

I'm from Orem, Utah. I served a mission in Monterrey Mexico. Before coming to BYU, I taught in Seminaries and Institutes for 17 years. I received my BA in English Literature from BYU and an MA in Comparative Studies from BYU, with an emphasis in comparative religious literature. I received a PhD in Theological Leadership from the University of the Cumberlands.

Professional:

I'm interested in the intersections of literature and belief and in sacred literature from the world's religions.

Other:

My wife, Julie, and I are the parents of five wild and holy children. In my free time, I read, write poetry inspired by scripture, and spend time in nature with my family.



Sheri Thomas

MARRIOTT SCHOOL
School of Accountancy

2-4176

sherit@byu.edu

Background:

My father was in the Air Force, so I grew up moving every three years and lived all over the world. I graduated from the BYU School of Accountancy with a master's degree after serving

Professional:

I teach every subject in the School of Accountancy except tax.

Other:

I am a single mom of 4 amazing children and one grandchild. I enjoy golf, tennis, reading, scuba diving and travel.



Christian Tran

**FINE ARTS &
COMMUNIATINOS
Music**

2-0262

christian_tran@byu.edu

Background:

Originally from Las Vegas, NV, I lived in New York City for the last five years before coming to BYU. I served a mission in Vietnam and Cambodia. I hold degrees from BYU, Manhattan School of Music, and Stony Brook University. Prior to BYU, I taught at the Marymount School of New York and Stony Brook University.

Professional:

Oboe repertoire from underrepresented composers, especially Vietnamese composers and mixed-race composers

Oboe reed-making styles and pedagogy

Other:

My wife is a clarinetist, and we play in a duo together. I also enjoy running and cooking.



Jessica Tuwun

**HAROLD B. LEE LIBRARY
HBLL-Social Sciences**

2-3850

jessica_tuwun@byu.edu

Background:

Jessica Tuwun hails from the woods near Edmonton, Alberta Canada. She earned a Bachelor of Science in International Business Management from BYU-Hawaii before relocating to Utah county. Before joining the faculty at BYU, she worked for many years as a professional in accounting and finance. She holds a second bachelor's in accounting (UVU) a master's in business administration (USU) and one in library and information sciences (Emporia State).

Professional:

Jessica is interested in the intersection of financial literacy education, small business & entrepreneurial support, and library services particularly as they pertain to the needs of US Associated Pacific Islands (USAPI) and its people.

Other:

Jessica has been married for nearly 25 years and has raised three wonderful young men. First on her "bucket list" is to visit her husband's childhood home!



James Usevitch

ENGINEERING
Electrical & Computer
Engineering

2-7612

james_usevitch@byu.edu

Background:

I received MS and PhD degrees in Aerospace Engineering from the University of Michigan in 2020 and 2021, respectively. I previously worked as an Autonomous Systems Researcher / Technical Staff at MIT Lincoln Laboratory from 2021 to 2023. I joined the BYU Electrical and Computer Engineering department as an Assistant Professor in 2023. I am from El Paso, Texas.

Professional:

My work focuses on developing safe, intelligent, robust, and resilient multi-agent robotic and autonomous systems. Areas of particular interest include designing algorithms that allow for teams of autonomous robots or agents to safely operate despite the presence of faults or adversarial attacks, and uniting classical and machine learning algorithms through differentiable programming and scientific machine learning.

Other:

My wife and I have three daughters. My hobbies include music composition, disc golf, running, and amateur radio.



Nathan Usevitch

ENGINEERING Mechanical
Engineering

2-0814

nathan_usevitch@byu.edu

Background:

I was raised in Gilbert Arizona, attended BYU as an undergraduate, and then Stanford University for my PhD. I worked for 2 years in Seattle researching wearable haptic devices.

Professional:

I design new types of robotic systems. I work in soft robots, building robots from flexible materials like rubber and fabric. I also work on integrating soft actuators into wearable devices. .

Other:

I have 4 children ages 0-9. I enjoy playing sports, especially basketball, volleyball, and frisbee. I enjoy 3D printing things and occasionally making youtube videos.



Brian Wages

**HAROLD B. LEE LIBRARY
HBLL- Social Sciences**

**2-3809
brian_wages@byu.edu**

Background:

I was born and raised in Idaho Falls; served a mission in Tempe Arizona; attended BYU, University of North Texas and American Military University; have lived in Vienna, Austria; and worked in the BYU Library for about twenty years before being hired as the History Librarian.

Professional:

I am fascinated by the intersection of studying History and Diplomatic Relations, particularly in the later half of the nineteenth century into the world wars. At the same time evaluating the teaching of history in higher education over time is also of contemporary interest. Currently, I'm working closely with the organization and discovery of federal government documents and making sense for library patrons of the mass of information available through government agencies.

Other:

My wife is from Niagara Falls and we have six children, four in college and two in high school. We are an ice hockey family, who enjoys watching and playing when we can.



Laura Wheeler

**EDUCATION
Teacher Education**

**2-9541
l.wheeler@byu.edu**

Background:

PhD Utah State University

Education - Curriculum & Instruction - Science Education

Professional:

Teach elem. methods science courses

Research the intersections between beliefs and instructional practices

Other:

5 Children; 1 grandchild

I enjoy reading, outdoors activities, nerdy science things, and spending time with family



Matt Wheelwright

**Engineering
Civil & Construction
Engineering**

2-3603

mattwheelwright@byu.edu

Background:

Undergrad - BYU, MBA - BYU, PhD - University of Utah. Now live in Provo.

Professional:

Teach: Real Estate, Scheduling, Safety, Company Management, Urban Design, etc.

Professional: Home Building, Project Management, Real Estate Development

Other:

Love to hike with my wife, Nancy. Love to build things, including with Lego. Love skiing, golf, travel, Disneyland.



Miriam Whiting

**HUMANITIES
Linguistics**

2-1576

miriam_whiting@byu.edu

Background:

Places I've lived include Southern California, Ohio, Northern Virginia, and Russia, but Utah Valley was the place we always came to visit my grandparents, so it feels as much like home as any other place. I received my BA in English and Russian from BYU, and my MA and PhD from Ohio State. I served a mission in the Russia Novosibirsk mission, and my most recent foreign travel was to Wales last summer for research and language lessons.

Professional:

My research interests include language policy and planning, language and identity, and the way that issues of language and identity manifest themselves in the linguistic landscape of a locale.

Other:

I am glad that I sometimes get to pick my niece up from the preschool in the JFSB. .



Trenton Williams

**MARRIOTT SCHOOL
Management**

trentonwilliams@byu.edu

Background:

Prior to joining BYU, Trent held similar positions at Indiana University and Syracuse University. He obtained a BA in English and Philosophy from BYU, MS in OBHR / Strategic management from Purdue University, and an MS in Business and PhD in Entrepreneurship and Strategy at Indiana University. Prior to his career in academia, Trent worked with two startup firms before a career in management consulting with Deloitte Consulting and then PwC Advisory. Trent served a mission in Paris, France and enjoys traveling for work / play.

Professional:

Trent's research focuses on entrepreneurship under significant constraints. His research has focused on refugee entrepreneurship (Syria, Lebanon, Sweden, etc.), compassion venturing in the aftermath of disasters (Australia, Haiti, etc.) and how venturing functions as a vehicle enabling individual and social change. He teaches new venture creation classes and has worked with corporations to design innovation strategies for organizational renewal.

Other:

Trent is married to Natalee Williams and they have four children. They enjoy mountain biking, skiing, and being outside. Trent enjoys cooking cheesecakes and supporting Chelsea FC

TAB 8

Contributors to the BYU New Faculty Series 2024 Spring Seminar

NFS Administrators

Craig Hart
Chris Garrett

Director, Faculty Center
Assistant Director, Faculty Center

Presenters & Facilitators

Monday, May 6

Chris Garrett
Craig Hart
Justin Collings
Shane Reese
Elder Clark Gilbert

Assistant Director, Faculty Center
Professor / Director, Faculty Center
Academic Vice President
President, Brigham Young University
Church Commissioner of Education

Tuesday, May 7

Jenny Pulsipher
Ken Plummer
Andrew Roberts
Jon Balzotti
John Bennion
Julie Swallow
Natalie Kirtley
Jodi Chowen
Chantel Sloan
Ursula Sorensen

Associate Director, Faculty Center
Teaching and Learning Consultant
Experiential Learning & Professional Development Manager
Associate Professor, English
Emeritus Professor, English
Teaching and Learning Consultant
Assistant Clinical Professor, Student Services
Managing Director, Careers & Experiential Learning
Associate Professor, Public Health
Teaching and Learning Consultant

Wednesday, May 8

Craig Hart
Scott D. Braithwaite
Laura Bridgewater

Director, Faculty Center
Associate Professor, Psychology
Dean, College of Life Sciences

Amy Jensen
Tim McLain
Charles Graham
Mikaela Dufur
Scott Miller
Debbie Dean
Jeff Belliston
Pat Frade
Gordon Daines
Clark Asay
Bryan Morse
Scott Esplin
Gaye Strathearn
Shon Hopkin
Tom Golightly
Beth Luthy

Associate Dean, College of Fine Arts
Associate Dean, Engineering and Technology
Associate Dean of Education
Associate Dean, Family Home, and Social Sciences
Dean, Humanities
Department Chair, English
Associate University Librarian, Administrative Services Division
Senior Librarian, Cataloging and Metadata
Senior Librarian, Special Collections Department
Associate Dean, Law School
Associate Dean, Computational, Mathematical, & Physical Sciences
Dean, Religious Education
Associate Dean, Religious Education
Chair, Ancient Scripture
Interim Director of Student Development Services
Associate Dean, Nursing

Thursday, May 9

Jenny Pulsipher	Associate Director, Faculty Center
Amy Jensen	Associate Dean, College of Fine Arts
Jamie Hansen	Assistant Librarian, Social Sciences Department
Jessica Tuwun	Assistant Librarian, Social Sciences Department
Janice Bunker	Assistant Librarian, Cataloging and Metadata
Betsy Hopkins	Associate Librarian, Science and Engineering
Cassandra Belliston	Assistant Librarian, Humanities
Brian Willoughby	Associate Professor, School of Family Life
Collette Blackwelder	Manager, Human Resource Development
Bonnie Anderson	Associate Dean, Marriot School
Larry Howell	AAVP, Research and Graduate Studies
Chris Garrett	Assistant Director, Faculty Center

Friday, May 10

Craig Hart	Director, Faculty Center
Jenny Pulsipher	Associate Director, Faculty Center
Jenn Nielson	Associate Dean, Physical and Mathematical Sciences
Anton Bowden	Professor, Mechanical Engineering
Mary Eyring	Associate Professor, English
Stephen Jones	Dean, Fine Arts and Communications
Ben Ogles	Professor, Psychology
Erin Holmes	Director, School of Family Life
Michalyn Steele	Associate Dean, Law School
Darron Billeter	Associate Professor, Marketing and Global Supply Chain
Julianne Grose	Professor, Microbiology and Molecular Biology, Office of Belonging
Jeff Edwards	Director, Neuroscience Center
Sarah Clark	Professor, Teacher Education
Stephen Yanchar	Professor, Instructional Psychology and Technology
Jenet Erickson	Associate Professor, Church History and Doctrine
Justin Collings	Academic Vice President

Music

Michelle Kesler	Associate Professor, School of Music
Jared Pierce	Associate Professor, School of Music
Jaren Hinckley	Professor, School of Music
Brian Blanchard	Assistant Professor, School of Music
Claudine Bigelow	Professor, School of Music

Faculty Center NFS Support Staff

Laura Boggess	Head Event Coordinator
Sierra Thompson	Student Event Support
Emma Ricks	Student Event Support
Thomas Jardine	Student Event Support
Thomas Jones	Student Assistant to FC Assistant Director

TAB 9

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, 2024)

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, 2024**. 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, 2024, 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. **Course 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, 2025)

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, 2025**. (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, 2025, 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. **Course Development Goals report** (including 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 2023 - January 2024 new CFS-track faculty hires

Due August 14, 2024 to the Faculty Center (nfseries@byu.edu)

✓ when done	Complete during the Spring Seminar (May 6-May 10)
	1. Full attendance at the NFS Spring Seminar (May 6-May 10).
	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, 2024
	5. Register for one of the three <i>Teaching the Total Person</i> workshop sessions with Center for Teaching and Learning (CTL) / Register here: https://ctl.byu.edu/teaching-the-total-person-workshop > Workshop Session 1. June 11-14. 8:30am – 1:00pm. > Workshop Session 2. July 16-19. 8:30am – 1:00pm. > Workshop Session 3. August 13-16. 8:30am – 1:00 pm.
	6. Discuss your Faculty Development Plan and NFS development projects with your mentor and chair. Make adjustments where appropriate. Submit your Faculty Development Plan to your department chair.
	7. By August 14, 2024 (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> 1. The Spring Checklist —with <i>all items checked to indicate you completed them</i> . 2. A copy of your first draft of your Faculty Development Plan . 3. Attendance (and the date of attendance) at a Teaching the Total Person Workshop offered by the CTL. 4. Course Development Goals (includes your goals for your first time teaching your selected course in Fall 2024); make sure to contact your CTL Consultant assigned to your school/college. 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, 2025 to the Faculty Center (nfseries@byu.edu)

✓ when done	Implementation
	1. Continue to meet with your mentor regularly from June 2024 to April 2025.
	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, 2025
	3. Before the Annual Stewardship Interview with your chair (early in 2025), <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, 2025 (to receive your second \$1,250 stipend) , send <i>electronic copies</i> of the following to the Faculty Center (nfseries@byu.edu): <ul 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 (updated version) 3. Course Development Project Report (including also your goals for your second semester of teaching your selected course) <i>Please create and submit this report as a separate document.</i> 4. Your request for the \$500 teaching grant and how you will use it. (This need only be a couple of paragraphs). <i>Please create and submit this report as a separate document.</i> 5. Scholarship Development Goals final report. <i>Please create and submit this report as a separate document.</i> 6. Citizenship Development Goals final report. <i>Please create and submit this report as a separate document.</i>
	8. Share a copy of your Course Development Project Report with your assigned CTL Consultant
	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.

TAB 10



BYU New Faculty Series (NFS) Development Project Guidelines

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BYU Support for New Faculty

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

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

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

BYU New Faculty Series Activities

The NFS activities are designed with input from former participants, experienced faculty, department chairs, university deans, and other administrators. The purpose of these activities is to support your primary university responsibilities by providing resources, structure, and encouragement. The activities and related NFS development projects have been discussed and approved by the Associate Academic Vice President for faculty development (AAVP-FD), the University Faculty Development Council (composed of the AAVP-FD, associate deans from each college, and Faculty Center directors), 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 Chris Garrett 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, the 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. 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 this statement found in the BYU Undergraduate Catalog: "... 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*" ("A Unique Environment," BYU Undergraduate Catalog, <https://catalog.byu.edu/about/a-unique-environment>).

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

The Purpose of the Faculty Development Plan

The faculty development plan serves several purposes:

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

Guidelines (Tab 10)

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

Example plans can be found on the Faculty Center website: <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. 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.

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.

Course Development (Teaching) 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 *Teaching the Total Person* workshops (offered by the Center for Teaching & Learning (CTL) this summer.
- B. Identify a course to focus on for your course development. The course should preferably be one that you will teach in 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 \$500 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 (Teaching) 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 the 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 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 (Teaching) Project—Final Report Guidelines

Your Final Report is an opportunity to reflect on and share your progress toward the goals and plans you identified for your Course Development Project (see preceding pages for those instructions). In addition, the following items listed below may also be useful in writing and reflecting on your selected course. These items below 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 Course Development Project Final Report will also help prepare you for the near future when you create your rank and status portfolio. For the Course Development Final Report, you are encouraged to 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 (i.e., gospel methodology) 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?

Course Development/Teaching Grant Proposal Guidelines

What is it?

\$500 in grant money transferred to your faculty consolidated research account 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 separately from your other documents.

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, 2024

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 2024.
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 2024.
 - (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 2024).

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
				Learn to access databases relevant to your discipline. The Harold B. Library offers access to hundreds of databases.
Writing				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.
				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.
Feedback				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.
				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
Publishing				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.
				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.
Other				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, 2025

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 2024 (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 2024.
 - (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 will 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, 2024

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 2024). 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 2024. 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, 2025

By February 12, 2025, 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 2024 (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. 2023–Jan. 2024 Faculty Hires	August 14, 2024	February 12, 2025
If you did not attend an <i>Effective Teaching</i> workshop in summer 2023, you will need to do so in Summer 2024 (now renamed as “ <i>Teaching the Total Person Workshop</i> ”).	<p>Attend a <i>Teaching the Total Person</i> Workshop Summer 2024¹</p> <p>Submit syllabus and your goals for 1st time teaching your selected course for Fall 2024.²</p> <p>Submit first draft of faculty development plan²</p> <p>Submit Fall 2024 Scholarship & Citizenship Development goals or your Professional Development goals²</p>	<p>Submit the final reports on Teaching, Scholarship & Citizenship (or your Professional Development) projects²</p> <p>Submit final draft of faculty development plan²</p> <p>Submit \$500 course development grant proposal for 2nd time teaching²</p>
<p>¹Center for Teaching & Learning 2024 <i>Teaching the Total Person</i> workshops:</p> <p>Workshop Session 1. June 11-14. 8:30 am – 1:00 pm.</p> <p>Workshop Session 2. July 16-19. 8:30 am – 1:00 pm.</p> <p>Workshop Session 3. August 13-16. 8:30 am – 1:00 pm.</p> <p>You can register here: https://ctl.byu.edu/teaching-the-total-person-workshop</p> <p>²Submit these reports to the Faculty Center: nfseries@byu.edu</p>		