Faculty Development Plan

Department of Mechanical Engineering

August 2024

Teaching

Self-Assessment

Strengths, Skills, and Competencies

I have been teaching mechanical engineering courses for fourteen years. I have extensive experience teaching heat transfer courses at the undergraduate and graduate levels. I also have completed intensive course development workshops, where I have incorporated modern pedagogy into my courses. Student evaluations consistently rate me as a very effective instructor and find my teaching style engaging.

Areas for Improvement or Growth

I have limited experience teaching courses outside of heat transfer (I taught Manufacturing Processes, ME EN 382, in Winter ’24). Incorporating gospel methodologies into my instruction is new to me and I’m still finding the best approaches. My instruction can be lecture heavy, with extensive use of derivations. I would like to increase student participation and add more diversity of instruction (e.g. videos, demonstrations, group work, etc). I could also do more to synthesis course content throughout the semester. Finally, my research and teaching interests could be more aligned. I plan to start teaching a graduate course in radiation heat transfer in Fall ‘25. I would also like to develop courses in optical diagnostics and electrochemical energy generation and storage.

Teaching Goals

Goals to Complete by Dec 31, 2024 (Heat Transfer, ME EN 340, Fall ‘24)

- Enhance student engagement by:
    - Adding in-class quizzes where students practice skills with real-time feedback to gauge student mastery
    - Creating extra credit assignment for students to identify and share online videos with meaningful applications of heat transfer. Share video links with students and show selected videos in class.
    - Creating three in-class demonstrations using a thermal camera (camera provided by Dr. Webb).
    - Developing a semester project as a culminating and holistic experience for heat transfer, including two computational assignments to better prepare students to use computation in their projects.
    - Creating a 1% Acts of Service activity where students spend one hour serving someone in class and write a paragraph about their experience.

Other short-term plans (1-4 years)

Winter 2025

- Apply for a $500 course development grant to expand in-class demonstrations in ME EN 340.
- Create extra credit video assignment for ME EN 382 (manufacturing processes).
- Have student teams bring their own parts to class and describe manufacturing process (supplemented by videos if available)

Fall 2025

- Teach new version of thermal radiation heat transfer that is project based and expands applications for broader appeal (e.g. laser cutting, climate, lidar, etc).

2026 - 2028

- Develop a graduate course in optical diagnostics. Work with interested faculty to build relevant content for our students.
- Develop a 400-level class on applications of batteries, thermal and battery management, integration with motors, control. Work with chemical and electrical engineering faculty to define scope that would be relevant for their students as well.

Long-term plans (5-8 years)

- Join (or develop) a study abroad program in renewable energy and storage.
- Explore collaborative electrification programs with local colleges and trade schools.

Relationship to Department Goals and Needs

The department's goal is to "help mechanical engineering students develop the skills and knowledge necessary to become truly influential engineers in their chosen areas of expertise". The department mission statement further states that our mission is to build a "community of faith focused on superb training and scholarship in the principles and practice of mechanical engineering" and our "big inspired goal" is to "be recognized as the best undergraduate mechanical engineering program in the world and the alma mater for the world's most influential engineers". In addition to these goals, the department also has specific course delivery needs that are increasing with faculty retirements and the transition from a limited enrollment program to an open enrollment program.

My teaching goals support department goals and needs in the following ways:

- Strengthening inspiring learning opportunities through in-class student engagement
- Expanding graduate-level course content to increase elective offerings for our undergraduate program and build our graduate program.

Required Resources

- Opportunity to teach ME EN 340 and ME EN 382 for multiple semesters
- Funds for demonstrations in ME EN 340
- TA support
- Time and support to develop new courses
- Travel funds to develop study abroad course
- Department/college resources to build collaboration in electrification (automotive, aviation, marine,…)

Progress to Date

- Taught ME EN 340 and ME EN 382 in Fall '23 and Winter '24.
- Developed in-class quizzes for ME EN 340 and one demonstration with an IR camera

Scholarship

Self-Assessment

Areas of Interest

My research applies optical spectroscopy to energy technologies, enabling novel measurements of key reactions and transport that are fundamental to device/process improvement.

Strengths, Skills, and Competencies

I have nearly twenty years of experience in optical diagnostic development in a range of energy technologies. My scholarly works applying optical diagnostics to study battery electrolytes has been well received, with many citations and several groups adopting my methods. The interdisciplinary nature of my work has built healthy collaborations with notational laboratories and academic researchers in other disciplines.

Areas for Improvement or Growth

Having moved from a primarily combustion-centric research community to one more centered around electrochemistry, I am still in the early stages of building a network of researchers in spectro-electrochemistry (i.e. integration of optical diagnostics and electrochemical measurements). My previous institution had many faculty across several disciplines working in electrochemistry. BYU has fewer faculty in this area, mostly outside of mechanical engineering, with a greater focus on nuclear research. Mechanical engineering students are also not as familiar with electrochemical energy technologies (batteries, fuel cells, recycling, solar-thermal, nuclear, and electrolysis), making recruiting top ME students more challenging. The growing importance of electrochemical systems in mobility (cars, motorcycles, bicycles, drones, and small aircraft) and electrical generation (solar-thermal, battery storage, nuclear), also presents an opportunity to expand our mechanical engineering curriculum to better prepare students to work in these fields.

Scholarship Goals

Goals to Complete by Dec 31, 2024

- Publish two papers
- Have my research presented at two conferences
- Recruit and train undergraduate and graduate students in the following areas:
    - Glovebox operation, including electrolyte preparation and handling
    - Optical spectroscopy, including a new infrared imaging system
    - Optical cell design and fabrication
    - Spectro-electrochemistry, including measuring voltages and currents
    - Data analysis, including machine learning and chemometrics
- Establish a research lab with battery fabrication and testing capabilities, including a suite of optical spectroscopic tools and capabilities
- Leverage existing relationships at national labs and in Colorado to secure battery research funding (DOE and NSF)

Other Short-term plans (1-4 years)

- Identify diagnostic and chemometric methods to better understand solvation behavior
- Establish collaborations with BYU faculty in mechanical and chemical engineering, in electrochemistry with applications in batteries, nuclear energy, and recycling
- Lead proposals in the following areas:
    - Electrolytes for extreme environments (DOD)
    - Electrolyte characterization: Integration of diverse diagnostics with machine learning (NSF)
    - Spectro-electrochemistry for molten salt systems (NEUP)
- Publish three papers each year with BYU students
- Establish ties at INL in nuclear and batteries
- Establish a national reputation in spectro-electrochemistry through publications and presentations at national conferences

Long-term plans (5-8 years)

- Establish funding to maintain a group of 8-10 students (4-5 grad, 4-5 UG) $300k-$400k/year
- Publish five papers each year with BYU students
- Establish an international reputation in spectro-electrochemistry through publications and presentations at national and international conferences

Relationship to Department Goals and Needs

The department's goal is to "help mechanical engineering students develop the skills and knowledge necessary to become truly influential engineers in their chosen areas of expertise". The department mission statement further states that our mission is to build a "community of faith focused on superb training and scholarship in the principles and practice of mechanical engineering" and our "big inspired goal" is to "be recognized as the best undergraduate mechanical engineering program in the world and the alma mater for the world's most influential engineers". My scholarship goals are focused on recruiting, supporting, and mentoring undergraduate and graduate research assistants, providing inspiring learning experiences, and showcasing their accomplishments through publications and presentations on an international stage.

Required Resources

- Lab space with functional exhaust system free of water leaks, including in compressed air system
- Gloveboxes and fume hood for materials preparation
- Spectrometers
- Access to CAD software and Prototyping Lab for design and fabrication of optical cells
- Graduate student researchers

Progress to Date

- Moved into Clyde 160 lab space in October 2023.
- Acquired and transported spectrometers, optical tables, optics, and other hardware from old lab to BYU in November, 2023
- Acquired, installed, and trained on new imaging infrared microscope in
- Acquired and installed one glovebox

- Hired seven undergraduate researchers and one graduate researcher
    - Two UGs (Fall 2023)
    - Three UGs (Winter 2024)
    - Three UGs, One grad (Summer 2024)
- Secured two external research grants (NSF: 4/2024, DOE: 8/2024)

Citizenship

Self-Assessment

Strengths, Skills, and Competencies

I have served on university-level committees and in departmental leadership roles, where I have gained a solid understanding of academic governance and developed leadership skills. My external service experiences include being a conference board member, organizing committee member, serving as session chair, and technical reviewer for numerous publications and funding organizations.

Areas for Improvement or Growth

I am new to BYU and could strengthen my ties/visibility with faculty across campus. I do not currently have a formal role in any external organization and my network within the electrochemical community could be strengthened. I also have not identified a community focused on optical diagnostic development.

Citizenship Goals

Goals to Complete by Dec 31, 2024

Internal service

- Build ties with faculty at BYU who have synergistic research interests (batteries, electrochemistry, characterization of electrolytes, solvents and molten salts)
- Make a contribution to the graduate committee
    - leverage my role as graduate seminar organizer to invite an external speaker with synergistic research interests.
    - Expand graduate recruiting efforts to include international students (online information sessions, recruit at BYU-Hawaii)

External service

- Volunteer to serve on conference organizing committee (ECS)

Other Short-term plans (1-4 years)

- Editorial board member (journals?)
- Or secure a position within the battery group within ECS (ECS journal?)
- Chair a conference session (on optical diagnostics in batteries)

Long-term plans (5-8 years)

- Serve as journal editor
- Organize a conference
- Letter writers: identify optical diagnostics people

Relationship to Department Goals and Needs

The department's goal is to "help mechanical engineering students develop the skills and knowledge necessary to become truly influential engineers in their chosen areas of expertise".

The department mission statement further states that our mission is to build a “community of faith focused on superb training and scholarship in the principles and practice of mechanical engineering” and our “big inspired goal” is to “be recognized as the best undergraduate mechanical engineering program in the world and the alma mater for the world’s most influential engineers”. My service goals are focused on expanding our graduate recruiting efforts, strengthening our ties to industry, academic, and national laboratories, and expanding my participation in professional societies to promote the accomplishments or our students and better connect our graduates with career opportunities.

Required Resources

- Travel funds for first three years
- Staying on the graduate committee for multiple years
- Mentoring by senior faculty on how best to expand my external service

Progress to Date

- I have volunteered to help organize a conference session for ECS in 2025
- I’ve attended one ECS conference in Winter 2024 and have one presentation at an upcoming international conference in Fall 2024.
- Jacquie Carter and I held two online information sessions for potential graduate students
- I attended one recruiting event at UVU in Fall 2024.
- I’ve arranged a recruiting trip to BYU-Hawaii in Fall 2024 (coincides with conference travel).

Course Development Project Proposal

Teaching Goals

I would like to increase student participation and add more diversity of instruction (e.g. videos, demonstrations, group work, etc). I could also do more to synthesis course content throughout the semester.

Goals to Complete by Dec 31, 2024 (Heat Transfer, ME EN 340, Fall '24)

- Enhance student engagement by:
    -

Goal	Progress to date
Add in-class quizzes where students practice skills with real-time feedback to gauge student mastery	Quizzes created in Fall 2023, added to Ypoll, and integrated with Learning Suite.
Create extra credit assignment for students to identify and share online videos with meaningful applications of heat transfer. Share video links with students and show selected videos in class.	
Create three in-class demonstrations using a thermal camera (camera provided by Dr. Webb).	Created one in Fall 2023.
Develop a semester project as a culminating and holistic experience for heat transfer, including two computational assignments to better prepare students to use computation in their projects.	Created project in Fall 2023. Still need to add the two computational assignments.
Create a 1% Acts of Service activity where students spend one hour serving someone in class and write a paragraph about their experience.	Created and used in Fall 2023. Plan to use again in Fall 2024.

Scholarship Development Project Proposal

Areas of Interest

My research applies optical spectroscopy to energy technologies, enabling novel measurements of key reactions and transport that are fundamental to device/process improvement.

Topics, methods, and applications

My research team at BYU will focus on applying optical spectroscopy to study liquid electrolyte performance, including ion transport in:

- lithium-ion batteries at high C-rates
- next-generation battery chemistries

- batteries operated at high and low temperature
- solvent-based metal extraction and deposition

We will utilize absorption spectroscopy in the ultraviolet through infrared ranges using laboratory spectrometers, microscopes, and custom optical cells. Our team will also develop battery fabrication and testing expertise so we can develop battery technologies in-house. We will also develop data analysis tools for data interpretation and processing.

Scholarship Goals (by Dec 31, 2024)

Goal	Progress to date
Publish two papers	1 published, 1 submitted
Present research at two conferences	1 complete, 1 planned
Recruit and train undergraduate and graduate students in laboratory skills	1 grad, 8 undergrad
Establish a research lab with battery fabrication and testing capabilities, including a suite of optical spectroscopic tools and capabilities	Equipment is purchased and installed. Lab renovation completed.
Leverage existing relationships at national labs and in Colorado to secure battery research funding (DOE and NSF)	1 NSF and 1 DOE grant awarded.

Citizenship Development Project Proposal

Areas for Improvement or Growth

I am new to BYU and could strengthen my ties/visibility with faculty across campus. I do not currently have a formal role in any external organization and my network within the electrochemical community could be strengthened. I also have not identified a community focused on optical diagnostic development.

Citizenship Goals

Goals to Complete by Dec 31, 2024

Goal	Progress to date
Build ties with faculty at BYU who have synergistic research interests (batteries, electrochemistry, characterization of electrolytes, solvents and molten salts)	I've met with three ChemE faculty, one Chemistry faculty, and one Geology faculty.
Leverage my role as graduate seminar organizer to invite an external speaker with synergistic research interests.	Initiated department discussions that have identified three external speakers (so far) with research alignment with several faculty.
Expand graduate recruiting efforts to include international students (online information sessions, recruit at BYU-Hawaii)	Conducted two online info sessions. Scheduled a visit to BYU-H in Oct.

Volunteer to serve on conference organizing committee (ECS)	Volunteered and assigned as co-organizer of a battery session at ECS in May 2025.
Create a list of potential collaborators whose work is aligned or synergistic with my own. Identify ways to begin building relationships and reach out to one or more.	Started on list.

ME EN 340 (Heat Transfer)
Course Syllabus[1]
Fall 2024

Course Information

Description

Why should you study heat transfer?

From jet engines to cell phones, heat transfer is critical for design of efficient mechanical and thermal systems. In some systems heat generated by inefficiencies (such as friction in a pump) resulting in temperature rises, changes in material properties, or even chemical reactions. In other systems, heat is desired and essential to performance (e.g. combustion engines, concentrating solar collectors, or heat exchangers). In fact, several consumer companies have made profitable business models by applying basic heat transfer concepts (e.g. JetBoil and Yeti). This course will enable you to develop a fundamental and practical understanding of thermal energy transport (i.e., heat transfer) and to learn techniques required for analysis and design of heat-transfer processes and systems. Successful students will develop sound engineering judgment for recognizing important heat-transfer issues and quantifying their effects.
Prerequisites

Heat transfer builds on content from the following courses:

Thermodynamics (ME EN 321, prerequisite)

- conservation of energy
- enthalpy
- heat capacity
- material thermal properties

Fluid Mechanics (ME EN 312)

- laminar and turbulent flow
- Reynolds number
- fluid boundary layers
- buoyancy
- fluid properties

Computational Methods in Engineering (ME EN 275)

- Python (or MATLAB) programming
- matrix algebra
- plotting
- iterative loops
- numerical integration
- root finding

[1] Copied from Learning Suite

Materials

Item Price (new) Price (used)
9781119722489 LL Fundamentals of Heat and Mass Transfer 8e :
1322888_9781119353881-perpetual - vs - Required
Learning Outcomes

Course Purpose

Through this course, students will gain confidence to tackle heat transfer problems involving conduction, convection, and radiation that have significance in engineering practice.

Learning Outcomes

Conservation Principles
1. Each student can model heat transfer processes in idealized and practical systems by identifying relevant heat transfer modes and applying conservation of mass and energy.

Conduction
2. Each student can describe the physical mechanisms involved in conduction heat transfer and use Fourier's law to model the conduction heat rate. Each student can apply conservation principles to develop the heat diffusion equation, apply appropriate boundary conditions, solve the heat diffusion equation for simplified scenarios (e.g. lumped/1D/2D, steady/transient, with/without generation) using analytical and/or numerical methods and apply these solutions in appropriate modeling scenarios.

Convection
3. Each student can describe the physical phenomena associated with convection, use non-dimensional parameters and empirical correlations to predict local and global convective heat transfer coefficients for laminar or turbulent flows. Each student can apply Newton's law of cooling to calculate external or internal, forced or free convection heat transfer.

Radiation
4. Each student can describe the physical mechanisms involved in radiation heat transfer and apply appropriate relations to model intensity and radiative heat flux to/from a surface. Each student can determine total, hemispherical radiative properties of a surface from spectral, directional quantities and apply appropriate models to obtain the net radiative heat rate at a surface and radiative heat exchange between diffuse, gray surfaces forming an enclosure.

Problem Solving
5. Each student can identify heat transfer phenomena in real-world scenarios, use a structured method to define the scenario (e.g. 5 Ps of Problem Definition), apply conservation principles and fundamental laws with appropriate approximations to build a model that represents the

scenario, solve the model using a systematic method (e.g., SAFER), and document their analysis/results using an organized structure (e.g., IMRaD) to convey conclusions and recommendations.

Grading Scale

Grade	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Homework (20%):

Homework will come from selected problems from each chapter and are provided in the class schedule. Homework is assigned daily associated with the content we cover each day and due typically on Wednesdays by midnight. Homework is to be submitted on learning suite and will need to be scanned and legible if writing by hand. Please use a program such as Adobe Scan (free for your phone) to create and submit pdfs using your phone camera. We should NOT be receiving any cell phone pictures. They should be a pdf which removes the background colors making the work easy to read. Homework grading will be based upon the correct answer as well as your methodology to get the answer. The TA will hold regular office hours to assist students with concepts related to homework. Late homework will not be accepted without prior approval. However, you'll be able to drop one of the lowest homework scores (essentially 1 week of work). The purpose for this is to allow you flexibility if you are sick, need to travel, or for some other urgent need. If circumstances require you to miss more than this, then you should plan to talk with me. If your work is difficult to understand or follow, your homework grade will be affected. Use of a "solutions manual", "solution guide", or homework aid outside of what I post on learning suite for you is not allowed and is considered cheating.

We will have two types of homework problems submitted:

Practice problems - The purpose of practice problems is to encourage you to focus on learning the steps you need to take to solve a problem, while being guided with a solution. It is expected that this approach will help you understand how to solve heat transfer problems while decreasing the time required to finish these problems and still exposing you to the content. You will have access to the book's solution for each practice problem allowing you to focus on the solution steps instead of getting a final answer. Each practice problem should contain at least the following four things and an example is posted here (Practice_example.pdf Download). The following elements of your submission are included if you use the SAFER method (posted here: https://www.me.byu.edu/class-resources) in documenting your work.

Schematic - Draw a picture of the system(s), identify the control volume and include all energy interactions involved in the system.

Energy Balance - Specify the energy balance for the system to develop the governing equation(s) for the system of interest, where applicable.

Solution Outline - Outline the steps you would take to arrive at a final solution. To make this exercise useful, be sure to include any formulas or equations that would need to be used to arrive at the solution. Note, however, that you do not need to plug any numbers in. Imagine this step as being similar to having well-commented pseudocode with equations on how you would solve the problem.

Reflect and Report Comments - Read through the comments provided in the solution and answer the following: "What did you learn from the comments section or the solution that helped you better understand the scenario/outcome posed in the problem?"

Mastery problems - These homework problems will also be selected from the textbook but the book solution pages will not be posted. It is expected that you will solve the problem entirely on your own (while working with other students, if desired) so that you demonstrate use of heat transfer principles without prompt. Please use the SAFER method and review the analysis format outlined in section 1.5 of the textbook for your homework problems. We will hold you accountable for using this approach and the grader will be looking to evaluate what you have learned from the problem in the 'reflect and report' comments section.

Homework will be self-graded during the week following submission and is due by the time the next homework is due. The fraction of your grade associated with homework is 20%. The value will be entered by each student on learning suite after grading their submission based on a posted solution made available immediately after the due date/time (HW self-graded).

Students will evaluate their work and score each problem out of 10 points based on how well they were able to correctly complete the problem, outline the method/calculations and follow the SAFER method in documenting it. Please use the following division of points.

1 point: Appropriate control volume, modes of heat transfer identified, as needed
2 points: Properties and assumptions correctly determined
6 points: Correct application of energy balance, heat transfer models, operating conditions, etc.
1 point: Correct numerical answer(s)

TAs will randomly spot check submitted homework, so please be honest in your self grading.

Quizzes (9%):

Quizzes will take place in class. Two types of quizzes will be used: Concept Quizzes and Practice Quizzes. Concept quizzes are given at the beginning of class and asses your understanding of the concepts in previous lectures or that day's reading. Practice quizzes are given toward the end of class and assess your mastery of the content covered that day. I do not offer makeup quizzes (exception for official athletic or academic travel), but I will drop five of the lowest scores.

Design Project (10%):

There are a couple design problems scattered throughout the semester. Design problems are intended to give you experience with:

real-world/open-ended questions
communication of your work to someone who may evaluate your decision (i.e. state, defend and evaluate your approach)
implementing numerical tools in heat transfer analysis (using Python or MATLAB)
working with others
communicating clearly in a brief writeup
The design project (three parts) is an expanded homework problem where you are asked to determine the conditions required to achieve the design objective, rather than finding a particular solution. The three parts of the design project will occur in sequence during the semester, with each part building on the last. These design assignments will be performed in teams of 4 people.

When submitting your 'design problem statement' I'm asking you to distill a real-world problem down into a statement something like a homework problem. You are asked to briefly describe the scenario, the conditions of the problem and what you want to find or determine. You should accompany your problem with a picture or schematic helping to clarify what is happening in the problem. This assignment is the "develop" step in engineering analysis (link). You should consider using the 5 P's of problem definition in the creation of your statement (link), though you do not need to refer to these 5 P's in your submission.

Acts of Service (1%):

BYU aims to produce graduates of high character who are devoted to lifelong learning and service (https://aims.byu.edu/). To support these aims and to strengthen our classroom community, I am asking each student to dedicate one hour this semester to serving someone else in the class. This can be through organizing a study session, helping someone with a homework assignment, aiding others with in-class quizzes, bringing treats to a study session, or

just doing something together outside of class. I ask that you submit a one-paragraph discussion of your act of service and how this experience impacted those involved (including you).

Exams (60%):

There are two midterms and one final exam. The mid-terms are comprehensive; students will need to be prepared to address questions from topics covered from the beginning of the semester until the time of the exam. Exams can not be made up unless 'prior' arrangements are made. Please notify me in the event of an emergency. Only under 'unusual' circumstances may a student arrange to take an exam after the scheduled time. Students have one week to petition the grading after receiving their graded test. Petitions will necessitate re-grading of the entire exam. The comprehensive final may not be taken early; this is university policy so plan to be present at the time of the final exam.

The exams may have parts that are closed book and other parts that are open book. Open book means that you may use your textbook and any personal notes that you have prepared/completed. You may not use printed material from other sources.

Participation Policy

It is expected that you participate actively in class and ask questions that can help you and others understand the material. We will practice the material both through examples in class, quizzes, and assigned homework practice. All quizzes are taken in class.

Recommendations and Tips for Success:

Read the assigned sections of the textbook. It is an excellent book.
I highly recommend that each of you find a group of people to work with on your assignments. Heat transfer is a rigorous course that covers a lot of material. You are required to do your own work. However, it will be to your benefit to work with others in order to discuss the material, work through challenging problems, get immediate feedback and teach each other.
I also recommend that when you do your work that you put aside your social media tools and communication devices so that you can concentrate (unless you are using them only to communicate with others about your work). Psychology studies indicate that it takes 25 minutes to return to a task after an interruption and that employees spend an average of 11 minutes on task before an interruption (David Rock, Your Brain at Work, HarperCollins Publishers, New York, NY). If you want to get your work done quickly, set these distractions aside.

Teaching Philosophy

My teaching philosophy is that we learn best by doing. I will spend about half of our time in class introducing and demonstrating skills. The other half of the class period is dedicated to student activities, including discussions, concept quizzes, and practice quizzes.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources

and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit https://hrs.byu.edu/equal-opportunity for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-

time students. For general information please visit https://caps.byu.edu; for more immediate concerns please visit http://help.byu.edu.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010