Illustration of the author, as Pooh, being pulled from the cavern of anxious rumination to the wide world of mindful planning.

5/7/2015

A Bulleted Account of the Prospective Hopes and Conjunctive Designs of the Author
Faculty Development Plan

A BULLETED ACCOUNT OF THE PROSPECTIVE HOPES AND CONJUNCTIVE DESIGNS OF THE AUTHOR

CLINICAL

Strengths

- Approach therapy grounded in theory
- Open to experimenting with multiple theories and integrationist approaches
- Elicit feedback, both from the institution and my clients, and immediate feedback from clients in session
- Care a lot about students and care about helping them work through their difficult stuff

Skills and Competencies

- Knowledge of evidenced-based practice and expertise in measurement
- Psychotherapy that produces outcomes that are at least average, I believe
- Training in integrated care and psychology in a medical setting
- Training in neuropsychology and functional brain anatomy

Interests

- Humanistic/Existential psychotherapy
- Complex, different, severe, new (to me) clinical issues
- Anxiety, relationships, existential/faith crises
- Integrated care

Opportunities/Ideas

- Assess for and design an integrated care model with the Student Health Center

Areas of Development

- Increase knowledge of theories and interventions, particularly narrative therapy, emotion focused therapy, and REBT

Goals

Goal 1: Complete REBT training and receive certificate

PLAN
- Will videotape and review 10 sessions of REBT with Lars Nelson in team meeting.
- Will attend team meeting regularly
CONNECTION TO UNIVERSITY
- Increase my versatility as a clinician, allowing me to better serve our students

RESOURCES NEEDED
- Training from Lars, already provided

CURRENT PROGRESS
- I have begun using REBT in my sessions periodically and am attending team meeting.

Goal 2: Read primers on emotion focused therapy and narrative therapy

PLAN
- Will research best primers and purchase them

CONNECTION TO UNIVERSITY
- This will increase my versatility as a clinician, allowing me to better serve our students

RESOURCES NEEDED
- Access to books either through BYU library or interlibrary loan

CURRENT PROGRESS
- No current progress
TEACHING

Strengths

- Care about students engaging and learning
- Work to create an interactive environment in the classroom

Skills and Competencies

- Competent presenter/speaker/lecturer

Interests

- Pedagogy that increases engagement with course material and inspires student-initiated learning

Areas of Development

- Organize my class well and communicate to the students the aims for each assignment/class and how these aims relate to the overall goals of the class
- Be intentional in the use of writing assignments to engage students

Goals

Goal 1: Organize and design my STDEV 117 course where each activity and class period is directly attached to learning objectives

PLAN
- Look at each assignment and class period and assign it a learning objective that I then communicate to the class

CURRENT PROGRESS
- I have identified the objectives, including expanding knowledge of the world of careers, expanding knowledge of the self, identifying and prioritizing values, and narrowing the field

Goal 2: Incorporate brief writing activities in each class period

PLAN
- Begin class with a writing assignment about the reading for that day
- End class with a writing assignment about application of the day's topic in their personal career search

CURRENT PROGRESS
- I have designed the assignments and now need to incorporate them into my syllabus
SCHOLARSHIP

Strengths

- Interested in learning statistical methods that can best answer the research question. Tenacity in figuring it out, both through my own research/reading and through consulting with others.
- Enjoy writing (though I find it, also, paralyzing) and tend to write in ways that are clear and allow for a global picture of the minutiae.
- Connected to several groups and people that propel my research forward (e.g., APA, SPR, Michael J. Lambert, Gary Burlingame, Utah Valley Pain Management).

Skills and Competencies

- Writing that is generally above average.
- Knowledge of several specialized statistical methods, including survival models and hierarchical linear modeling.

Interests

- Psychotherapy process/outcome.
- Actuarial methods for assessing diagnosis, treatment planning, and tracking outcome.
- Connections between psychotherapy and neural functioning.

Opportunities/Ideas

- Collaborate with Utah Valley Pain Management (Liz Baker and Garrett Chesley) to study assessment and psychotherapy related to chronic pain. Mentor undergraduates in development of this program.
- Continue collaborations with other departments, including Mike Lambert and Gary Burlingame (psychology), Joe Olsen and Dennis Egget (statistics), and Jacob Rugh (sociology).
- Continue fostering collaborations within the center, including Adriane Cavallini, Vaughn Worthen, Green Chair group, Jon Cox, Lars Nelson, and Maureen Rice.
- Future opportunities:
  - Connect the counseling center with the neuropsychology program, particularly with MRI research.
  - Connect with universities in Sweden who are developing measures of therapist attitudes related to using outcome measures and receiving feedback.

Areas of Development

- Schedule writing time each day.
- Mentor undergraduate students in research.

Goals

Goal 1: Write for at least 30 minutes 4 out of 5 days.

PLAN
- Schedule in a time each day for 30 minutes of academic writing.
CONNECTION TO UNIVERSITY
  o  Studies have shown that this should increase my productivity and therefore the visibility of the university

RESOURCES NEEDED
  o  Time, which is already provided

CURRENT PROGRESS
  o  I have thought about creating a schedule for this

**Goal 2:** Publish a paper in a peer reviewed journal before February 2016

**PLAN**
  o  Schedule in a time each day for 30 minutes of academic writing
  o  Research journals and the types of articles accepted

**CONNECTION TO UNIVERSITY**
  o  Increases visibility of university

**RESOURCES NEEDED**
  o  Follow schedule in Goal 1

**CURRENT PROGRESS**
  o  I have two papers in the review process, two that I'm currently writing, and two that need statistics finished before continuing forward
CITIZENSHIP

Strengths

- Attempt to bring authenticity to my work relationships and also work well with a broad range of people/personalities
- Tend to care about contributing to the aims of my workplace, particularly when the aims relate directly to the goals of my coworkers. In other words, I like collaborating with coworkers to move toward common goals
- Willing to assist others with whatever specific skill sets I have (i.e., research, clinical expertise)
  - Have already consulted on multiple counseling center projects regarding statistical procedures and analyses
  - Use clinical expertise in measurement and evidence-based approaches to keep CAPS service delivery and training program excellent

Skills and Competencies

- Thoughtful about and responsive to group interactions

Opportunities/Ideas

- Consult with colleagues on their research projects and assist them in statistical analysis and interpretation.

Areas of Development

- Feel more integrated in the administrative workings of the center
- Foster a breadth of collaborative relationships in the center
- Connect with other departments

Goals

Goal 1: Find a good presenter for the Counseling Center Conference and book them

PLAN
- Review previous conference presenters
- Ask for ideas for presenters from the CAPS group
- Reach out to high-level researchers/clinicians
- Market the conference thoroughly

CONNECTION TO UNIVERSITY
- Bringing in a prestigious presenter will attract others to attend our conference, and increase BYU’s visibility in the community

RESOURCES NEEDED
- Funding for a speaker
- Collaboration with conferences and workshops department

CURRENT PROGRESS
o Have requested list of previous conference presenters
o Have asked for ideas from CAPS group

Goal 2: Eat lunch with colleagues weekly

PLAN
o Eat lunch in lunch room once a week
o Eat lunch with Jake Rugh (Sociology) once a week

CONNECTION TO UNIVERSITY
o Collegiality both within my department and interdepartmentally are valued

RESOURCES NEEDED
o Time for lunch

CURRENT PROGRESS
o Have scheduled a regular lunch appointment with Jake Rugh
SCHOLARSHIP PROJECT

ORGANIZING FRAMEWORK

I plan on focusing my program of research around the theme of employing actuarial methods in psychology, including assessment and therapy, and incorporating evidence into clinical decision making. An important element in all of my research will be suggesting clear clinical applications that improve assessment and treatment. I currently have two lines of research related to this theme. The first has been examining the effects of session frequency on psychotherapy outcome; the second examines actuarial assessment methods in predicting opioid misuse in chronic pain.

SCHOLARLY GOALS

- Publish a paper in a peer reviewed journal before February 2016
- Present papers at conferences on
  - Opioid abuse assessment
  - Different definitions of rapid response in psychotherapy
- Begin research program at Utah Valley Pain Management

STRATEGIES

- Write 30 minutes, 4 days a week
- Mentor undergraduate research assistants in research
- Continue meeting once a week with colleagues in the counseling center and other departments to discuss research

MEASUREMENT METHODS

- Count the number of papers published
- Count the number of posters presented
- Evaluate research program at Utah Valley Pain Management for at least one active project
CITIZENSHIP PROJECT

OVERARCHING GOAL
Strengthen my relationships within the Counseling Center, the broader BYU community, and outside the BYU community.

Counseling Center
- Eat lunch once a week with colleagues
- Be actively involved in the counseling center research group as well as the research assessment team
- Finish projects with Vaughn Worthen, Adrianne Cavallini, and Jon Cox

Broader BYU Community
- Eat lunch once a week with Jake Rugh (Sociology)
- Attend Michael Lambert’s research group (Psychology)
- Begin plan for connecting Counseling Center research to the neuropsychology program (Erin Bigler, Neuropsychology)

Outside BYU
- Collaborate with Liz Baker and Garrett Chesley at Utah Valley Pain Management. Mentor undergraduates in this research
- Contact individuals from SPR about collaborating on therapist attitudes about feedback measure
- Book a good presenter for the Counseling Center Conference
BACKGROUND
I will be teaching Student Development 117: Career Exploration next year. As I have been designing the course, I have decided that it is important to include more writing assignments that help the students engage with the material each class period. I have also decided that although guest speakers may not be the most efficient use of class time, that students appreciate hearing from real people working in their real jobs. Designing and implementing these activities requires time that I currently do not have, given that much of my time is dedicated to working with students clinically.

PROPOSAL
I am requesting a $300 grant in support of hiring a student to assist with grading writing assignments and coordinating guest speakers. Not only would this allow these activities to be better incorporated in the class, but the student would also benefit from being involved in curriculum development and revision. I believe that adding these elements to the course work will enrich the classroom experience by increasing engagement and affording broader exposure to possible careers. Thank you for your consideration.
STDEV 117 - Career Exploration

Winter 2015
Section 013: 1006 JKB on T Th from 1:00 pm - 1:50 pm

Instructor/TA Info

Instructor Information
Name: David Erekson
Office Location: 1588 WSC
Office Hours: Only By Appointment
Email: david_erekson@byu.edu

Course Information

Description
Section 013; 1:00 pm - 1:50 pm, T TH; 1006 JKB
This course is designed to allow students to develop a clearer self-understanding as a basis for career exploration and career decision-making. It is also designed to engage students in a process, including expanding knowledge of the world of careers, expanding knowledge of the self, identifying and prioritizing values, and narrowing the field.
Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>94%</td>
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<tr>
<td>A-</td>
<td>91%</td>
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<tr>
<td>B+</td>
<td>87%</td>
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<td>B</td>
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<td>C+</td>
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<td>74%</td>
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<td>C-</td>
<td>70%</td>
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<td>D+</td>
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<td>D</td>
<td>63%</td>
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<tr>
<td>D-</td>
<td>60%</td>
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<td>E</td>
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</table>

Learning Outcomes

Knowledge of Career Choices

Increase knowledge of college majors, career options, and additional world-of-work factors that influence career choice.

Personal Awareness

Develop greater awareness of personal qualities, interests, skills, and values that play a role in career-decision making.

Increased Confidence

Demonstrate increased confidence and ability to make decisions as well as progress towards making career decisions.

Resources

Display an awareness of and ability to access educational and career information resources.
Grading Policy

The fundamental goal of this course is to enable you to ENGAGE in an effective major/career exploration process. Hence, the most important criteria for grading work will be the degree to which your work demonstrates engagement, effort, thoughtfulness, reflection, and progress toward a major/career decision.

**Engagement and effort** will be measured by your attendance, your contribution to classroom discussions, and your in-class assignments. Classroom participation will comprise 30% of your grade. You will, at the end of class, grade yourself on your attendance and contribution to discussion, as well as an assigned classmate (and you will also be graded by an assigned classmate on your participation).

**Thoughtfulness and reflection** will be measured by your homework assignments. This will comprise 70% of your grade. Because effective writing and self-expression are fundamental career skills (and an indicator of thoughtfulness), grammar, spelling, punctuation, and overall quality and presentation of work will be assessed.

**Progress toward a major/career decision** will not be measured and will comprise 0% of your grade. We will, however, be keeping our fingers crossed that it happens.

Participation Policy

You are expected to come to class prepared to discuss the topic of the day--this includes reading assigned articles prior to class. As this class involves a great deal of class interaction, I expect you each to express your opinions, listen to others, and contribute to the class discussions. See above for grading policies related to participation.

Attendance Policy

Class time will be used primarily as an opportunity to engage with the material (rather than to ingest it as I serve it up). It is therefore important to be there, both for you and your classmates.
Assignments

Assignment Description

Initial Reflection Questions
Due: Thursday, Jan 08 at 11:59 pm

Answer the Initial Reflection Questions found under "Content."

Deep Dive Reaction Paper
Due: Thursday, Jan 15 at 2:00 pm

See Content/Class Materials.

Dan Pink Motivation Reaction Paper
Due: Tuesday, Jan 20 at 2:00 pm

See Content/Class Materials.

Ophelia Syndrome Reaction Paper
Due: Thursday, Jan 29 at 2:00 pm

See Content/Class Materials.

Mentor Interview #1
Due: Thursday, Feb 05 at 2:00 pm

See Content/Class Materials.

Strong Interest Inventory
Due: Thursday, Feb 12 at 11:59 pm

2590 WSC, $9

Career Fair Reaction Paper
Due: Thursday, Feb 19 at 1:00 pm

Attend either the general career fair or STEM career fair. careerfair.byu.edu

Majors Research
Due: Thursday, Feb 19 at 2:00 pm

See Content/Class Materials.

Kuder Journey Assignment
Due: Tuesday, Feb 24 at 2:00 pm

go to https://casc.byu.edu/online-resources and complete Kuder Journey
Mentor Interview #2

Due: Thursday, Mar 05 at 2:00 pm

See Content/Class Materials.
Research Assignment: Strong Interest Inventory

Due: Tuesday, Mar 17 at 1:00 pm

Mentor Interview #3

Due: Tuesday, Mar 24 at 2:00 pm

See Content/Class Materials.
Resume

Due: Thursday, Mar 26 at 2:00 pm

See Content/Class Materials.
Networking

Due: Tuesday, Mar 31 at 11:59 pm

Explore networking resources on BYU Bridge.
Contact 2 people with careers you are interested in on BYU Bridge.
Set up LinkedIn profile and connect to 10 people.

Job Shadowing

Due: Thursday, Apr 09 at 1:00 pm

Requirements: 1) You must choose someone whose career you are truly interested in. 2) You need to observe/shadow them at their place of employment for three hours. 3) It can be the same person that you interviewed previously if shadowing occurs at a different time than the interview (later).
Write a 2 to 4 page (double spaced) reaction to this experience.
Graduation Blueprint

Due: Tuesday, Apr 14 at 2:00 pm

See Content/Class Materials.
Class Participation

Due: Tuesday, Apr 14 at 11:00 pm

Final

Due: Wednesday, Apr 22 at 5:30 pm

This is your final.
Faculty Development Plan

Cover Letter

Due: Friday, May 01 at 11:59 pm

Research Assignment: TypeFocus

Due: Saturday, May 02 at 1:00 pm

Type Focus Assignment

Due: Saturday, May 02 at 2:00 pm

go to https://casc.byu.edu/online-resources and complete TypeFocus
## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Jan 08</td>
<td><strong>Meet in 2590 WSC. BYU Resources.</strong></td>
<td>Review BYU Career Resources. <strong>Initial Reflection Questions due.</strong></td>
</tr>
<tr>
<td>T Jan 13</td>
<td>Type Focus/Kuder Journey.</td>
<td>Login and peruse TypeFocus and Kuder Journey.</td>
</tr>
<tr>
<td>Th Jan 15</td>
<td>The Deep Dive.</td>
<td>Watch this video <a href="http://www.youtube.com/watch?v=2Dtrkrz0yoU">http://www.youtube.com/watch?v=2Dtrkrz0yoU</a>, <strong>complete Deep Dive reaction paper and turn in to learning suite before class</strong>; come prepared to discuss it in class. If this link isn’t working, you can also find it through lib.byu.edu then search videos for The Deep Dive--One company’s secret weapon for innovation.</td>
</tr>
<tr>
<td>M Jan 19</td>
<td><strong>Martin Luther King Jr. Holiday</strong></td>
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<tr>
<td>T Jan 20</td>
<td>Motivation: Dan Pink</td>
<td><strong>complete DP Motivation paper and turn in to learning suite before class</strong>; come prepared to discuss it in class. <a href="http://www.youtube.com/watch?v=rrkrvAUbU9Y">http://www.youtube.com/watch?v=rrkrvAUbU9Y</a></td>
</tr>
<tr>
<td>Th Jan 22</td>
<td>Career Myths.</td>
<td>Read the Career Myths article under 'Content' and be prepared to discuss in class.</td>
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<tr>
<td>T Jan 27</td>
<td>Dealing with Uncertainty, Ophelia Discussion</td>
<td>Read <strong>Uncertainty</strong> by Hafen and <strong>Ophelia Syndrome. Ophelia Syndrome reaction paper due.</strong></td>
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<tr>
<td>Th Jan 29</td>
<td>Career Fair</td>
<td>Attend the Career Fair (TODAY!, 9am -3pm, WSC Ballroom) or the STEM Career Fair (Feb 12, 9am -3pm, WSC Ballroom). <strong>Complete Career Fair Reaction Paper for February 19th.</strong></td>
</tr>
<tr>
<td>T Feb 03</td>
<td>Planned Happenstance</td>
<td>Read <strong>Planned Happenstance.</strong> Prepare to discuss in class.</td>
</tr>
<tr>
<td>Th Feb 05</td>
<td>Group Work: Mentor Interview #1</td>
<td><strong>Mentor Interview #1 due.</strong> Two pages, typed, printed. Come prepared to share your research and interview with a small group.</td>
</tr>
<tr>
<td>T Feb 10</td>
<td>Group Work: Mentor Interview #1</td>
<td><strong>Have the Strong Interest Inventory completed before class (2590 WSC, 9 dollars).</strong></td>
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<tr>
<td>Th Feb 12</td>
<td>Discussion and Interpretation of Strong Interest Inventory</td>
<td>STEM (Science Technology Engineering Math) Career Fair today, 9 a.m. to 3 p.m., WSC Ballroom. If you didn’t go to the general Career Fair, go to this.</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
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<td>M Feb 16</td>
<td>Monday</td>
<td>President's Day Holiday</td>
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<td>T Feb 17</td>
<td>Tuesday</td>
<td>Monday Instruction</td>
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<tr>
<td>Th Feb 19</td>
<td>Thursday</td>
<td>Majors Card Sort</td>
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<tr>
<td>T Feb 24</td>
<td>Tuesday</td>
<td>Majors and Minors</td>
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<td>Th Feb 26</td>
<td>Thursday</td>
<td>Discussion and Interpretation of MBTI</td>
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<td>T Mar 03</td>
<td>Tuesday</td>
<td>Career Values</td>
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<td>Gender Issues</td>
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<td>Lifestyle and Money</td>
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<td>Workplace Skills</td>
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<tr>
<td>Th Mar 05</td>
<td>Thursday</td>
<td>Small group work.</td>
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<tr>
<td>T Mar 10</td>
<td>Tuesday</td>
<td>Resumes/Cover Letters</td>
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<tr>
<td>Th Mar 12</td>
<td>Thursday</td>
<td>Resumes/Cover Letters</td>
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<tr>
<td>T Mar 17</td>
<td>Tuesday</td>
<td>Guest / Student Presentations</td>
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<tr>
<td>Th Mar 19</td>
<td>Thursday</td>
<td>Guest / Student Presentations</td>
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<tr>
<td>T Mar 24</td>
<td>Tuesday</td>
<td>Group Work: Mentor Interview #3</td>
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<tr>
<td>Th Mar 26</td>
<td>Thursday</td>
<td>Networking/Job Search</td>
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<tr>
<td>T Mar 31</td>
<td>Tuesday</td>
<td>In class job research.</td>
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<td>Th Apr 02</td>
<td>Thursday</td>
<td>Interviewing</td>
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<td>T Apr 07</td>
<td>Tuesday</td>
<td>Internships/Graduate School</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
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<tr>
<td>T Apr 09</td>
<td>Tuesday</td>
<td>Group Work: Job Shadowing</td>
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<tr>
<td>Th Apr 09</td>
<td>Thursday</td>
<td><strong>Job Shadowing experience due.</strong> Come prepared today to share your job shadowing experience with a small group.</td>
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<tr>
<td>T Apr 14</td>
<td>Tuesday</td>
<td>Wrap-up. Review for the final exam.</td>
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<tr>
<td>W Apr 15</td>
<td>Wednesday</td>
<td><strong>Graduation Blueprint due.</strong></td>
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<tr>
<td>W Apr 22</td>
<td>Wednesday</td>
<td>Exam Preparation Day</td>
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</table>

**Exam Preparation Day**
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.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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.
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