

2019-2020

# Annual Report

BYU FACULTY ADVISORY COUNCIL



Presented to the AVP Council  
of Brigham Young University  
June 26, 2020

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# Letter from the Co-chairs

## Dear President Worthen and Members of the AVP Council,

It has been a great pleasure and a true honor to serve as co-chairs of the Faculty Advisory Council during the 2019–2020 academic year. It has been a wonderful—and a challenging—year to be sure, and we have enjoyed serving with faculty representatives from across campus and working closely with Academic Vice President Shane Reese and Associate Academic Vice President Laura Bridgewater. We have appreciated their willingness to listen and give us counsel, and we are especially grateful for the earnest response they have often given our concerns and suggestions throughout the year.

We found that many concerns held by the faculty at the university are more focused on the needs of students than on themselves. Faculty are the first line of response for seeing, hearing, and trying to meet student needs. We started the year with an Instagram message to the student body, welcoming them back to campus and letting them know that they were more than a seat in our class and a grade in our rolls. We have also coordinated with the Student Advisory Council in our work, and in all of our committees meetings the FAC has tried to keep the best interest of our students in mind. We have felt particularly driven to consider the needs of those who often find themselves marginalized on campus.

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This year, we revised our committees to structure our work based on the issues raised by the full FAC at the beginning of the academic year. This led to new committees focused on Diversity & Inclusion, Family-friendly Policy, Faculty Culture & Support of Faculty Roles, and Mental Health. We also retained committees on Teaching and Compensation & Benefits. These committees were led by able co-chairs, all of whom were passionate, committed, and brought new ideas and careful reflection to their work, which you will find represented in this portfolio.

In addition to specific proposals, we have endeavored to provide the administration with actionable information from the faculty perspective. This approach has freed us to flexibly work with other units on campus, carry out informational studies, and present statements of both gratitude and concern. Our hope is that we can replace rigid proposal presentations and responses with a much more fluid conversation between faculty and the administration in real time. Rather than submitting proposals to be accepted or rejected, we offer our collective service in a collaborative effort to resolve issues and take advantage of opportunities we have identified and presented.

Of course with this year's COVID-19 pandemic, this year ended like none other. After the initial shut-down and then remote reopening in mid-March, we collectively decided to "hit pause" on our FAC duties for a month to enable faculty to focus on adjusting to remote teaching. In late May, our FAC representatives willingly began to meet again (virtually) in our committees, eager to finish their work, finalize their proposals, and to meet one last time as a body. They will continue to work throughout much of the summer in order to elect a new co-chair and to prepare for the next academic year. We are grateful for their extra effort and for all that the university administration has done for us in this difficult time.

Please know that the faculty of this university love their students, are grateful to be part of the BYU community, and are loyal to the restored Church of Jesus Christ. Thank you for all your efforts and for your confidence in us.

Eric Huntsman  
Eva Witesman





# About the Faculty Advisory Council

**THE FACULTY ADVISORY COUNCIL IS THE OFFICIAL VOICE OF THE FACULTY TO THE ADMINISTRATION.**

The FAC works closely with the Academic Vice President and makes formal recommendations to the Academic Vice President's Council at least annually. Traditionally, the University President attends the annual FAC presentation to the Academic Vice President's Council. Recommendations of the FAC are seriously considered in the decision-making process by the administration, and decisions made regarding recommendations are reported back to the FAC.

The FAC works to make campus a more productive, positive, enjoyable, and sustainable place for students, faculty, and staff. We advocate for change that takes into account the university's broader interests over the long-term.

The FAC is regarded by the Administration as being representative of the faculty, as its members are nominated in popular election by their faculty peers in each college.

The FAC does not consider itself to be a federation of college representatives. Each member represents the entire University and gives careful consideration to their effect upon the University as a whole.



# 2019-2020 FAC Committees



## COMPENSATION & BENEFITS

Co-Chairs: Heather Belnap, Natalie Blades

Members: [April Clayton](#), Jeff Hardy, [John Hilton III](#), Anca Sprenger



## DIVERSITY & INCLUSION

Co-Chairs: Ben Gibbs, Erin Holmes

Members: Blair Bateman, Denise Stephens



## FACULTY CULTURE & SUPPORT OF FACULTY ROLES

Co-Chairs: Bob Maxwell, Jennifer Wimmer

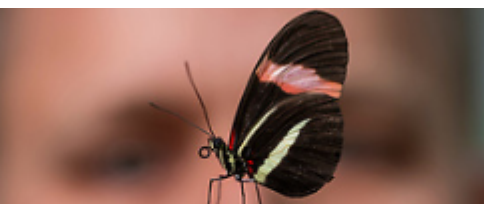
Members: [Greg Anderson](#), [Leticia Camacho](#), [John Dallon](#)



## FAMILY FRIENDLY POLICY

Co-Chairs: [Sarah Coyne](#), David Kryscynski

Members: Brian Jackson, [Eric Talbot Jensen](#), Brianna Magnusson



## MENTAL HEALTH

Co-Chairs: David Long, Dean Wheeler

Members: Byron Adams, [Karen Lundberg](#), [Barbara Morrell](#), Linda Reynolds



## TEACHING

Co-Chairs: Dean Duncan, [Teresa Leavitt](#)

Members: [Larry Baxter](#), [R. Paul Evans](#), [Jamie Horrocks](#)

Co-chairs of each committee also served on the Executive Committee along with the FAC Co-chairs. Representatives noted in blue also served as liaisons between the FAC and their respective college deans..



A photograph of a Brigham Young University sign, which is a white rectangular structure with the university's name in large, dark, serif capital letters. Below the main sign, there is a smaller sign that reads "ENTER TO LEARN GO HOME TO SERVE". The sign is partially obscured by green foliage in the foreground. In the background, there are more trees and a building under a clear sky.

BRIGHAM YOUNG UNIVERSITY

ENTER TO LEARN  
GO HOME TO SERVE

# 2019-2020 REPORT TOPICS

## About FAC Proposals & Reports

FAC committees give special attention to issues that affect the faculty and its functions of teaching students and developing new knowledge. The committees are also responsible for gathering data and developing recommendations for potential consideration by the FAC as a whole. Committees are charged with developing proposals for administrative action

**EXPERIENTIAL LEARNING**

**CLEAN AIR**

**DIVERSITY & INCLUSION**

**EVALUATION OF ADMINISTRATORS**

**PARENTAL LEAVE POLICY**

**BYU SEMINAR WEBSITE**

**CHILD CARE OPTIONS**

**MENTAL HEALTH CLEARINGHOUSE**

**WOMEN'S HEALTH**

**RESPECT AND ANTI-RACISM**

**COVID-19 RESPONSE**

**FAMILY FRIENDLY POLICY**

# University Policy Reviews

In addition to bringing issues and ideas to the attention of the administration, the FAC reviews university policy at the request of the administration. University policies are regularly reviewed and revised by the administration and the FAC serves a formal role in providing faculty input as part of the review process. In 2019-2020, we reviewed five policies. We also provided feedback on four early proposals to revise the BYU general education requirement.

## 2019-2020 POLICY REVIEWS

Faculty leaves policy  
Research misconduct policy  
Final examination policy  
Web accessibility policy  
Animals on campus policy  
General education proposals





# FAC Committee Reports

An aerial photograph of a modern university building with a large, paved courtyard in the foreground. The building is surrounded by trees and greenery. In the background, a large, rugged mountain rises under a bright, hazy sky. The sun is low in the sky, creating a warm, golden glow over the entire scene. The courtyard has a geometric pattern of light and dark paving stones. A few people are walking in the courtyard. The building has a mix of white and brown walls and large windows.

# EXECUTIVE COMMITTEE

## Achievements

- Student outreach at the beginning of fall semester
- Incorporating technology such as Slack and Qualtrics
- Completed five administrative policy reviews
- Submitted report on general education proposals
- Improved communication with colleges through dean liaisons

## Initiatives

- Updating the FAC website
- Reviewing FAC policies and procedures
- Reworking FAC onboarding and offboarding procedures
- Streamlining meeting and voting procedures
- Improving transparency and faculty engagement
- Deeply coordinating with the Faculty Center
- Faculty critical response resource guide





# DIVERSITY & INCLUSION

## Achievements

- Wrote a proposal for a university-wide strategic plan and diversity and inclusion office.
- Wrote a statement of concern regarding the “Homosexual Behavior” portion of the honor code. In light of CES changes to the honor code, we did not submit that statement of concern.
- Wrote a request for a formal response to racism, sexism, homophobia, and other bigotry at BYU.
- Connected with multiple people and groups on campus who are engaged in diversity and inclusion efforts, including Blake Fisher, Louise Wheeler, Julie Franklin, Steve Sandberg, Ben Ogles and Laura Walker; First-Generation Student Club, Faculty Center Diversity Network, FHSS DCI committee.
- Attended events on campus that promoted inclusion and diversity, including forums, Perspectives, Fiesta, safe space events sponsored by CAPS, Bravo series performances, etc.
- Encouraged all members of our committee to promote and participate in an effort initially conducted by the Humanities College to recruit and retain under-represented students at BYU. Our committee members engaged in these efforts in the College of Humanities, Family, Home, and Social Sciences, and the College of Physical and Mathematical Sciences.

## Initiatives

- FAC sponsored campus-wide climate survey on diversity and inclusion
- Better understand alumni reports about inclusion and diversity experiences
- Training faculty on how to respond to racial needs/racial trauma/diversity and inclusion in our classes
- Diversity audit of class content across departments
- Addressing concern about how diversity and inclusion issues impact the spiritual development of faculty and students





# MENTAL HEALTH

## Achievements

- Developed and began putting into practice messages faculty can use in the classroom to open dialogue with students on mental health issues. Messages were discussed with Steve Smith of CAPS and George Handley of the Faculty Center, who both endorsed the effort.
- Developed a proposal to the administration to increase coordination with faculty towards improving mental health of students.
- Asked for and received a response from the administration on policy for faculty who may have church worthiness challenges.

## Initiatives

- Monitoring and understanding unique stresses of faculty at different career and life stages
- Preparing faculty to assist in meeting the mental health needs of students



# COMPENSATION & BENEFITS

## Achievements

- Worked closely with the Family-friendly Policy Committee on Birth Control and Health Care Proposal. This included meeting with Administrative Vice President of Human Resources at BYU, David Tueller.
- Requested clarification of benefits offered to faculty and retired faculty, and the processes associated with benefit changes
- Developed Clean-Air Proposal that was presented to AVP Reese on February 3, 2020.

## Initiatives

- Worked on a Sick Leave Proposal that was sent to the Administrative Advisory Council
- Discussions on rank advancement incentives and timelines



# TEACHING



## Achievements

- Explored research, resources, and other institutions on the topic of experiential learning and met with representatives from Experiential Learning Office
- Crafted request for further guidance and clarification on experiential learning and inspiring learning

## Initiatives

- Instructional coaching
- Explored teaching peer assessments and portfolio proposals already in consideration
- Considered issues associated with ratings of online courses





# FACULTY CULTURE & SUPPORT OF FACULTY ROLES

## Achievements

- Evaluation of Administrators proposal
- Proposal for a universitywide website for promoting department seminars on campus
- Worked closely with the Faculty Center on a mid-career support seminar. This proposal was tabled until next year.
- The Faculty Center is planning to pilot a seminar during the 2020-2021 academic year, with feedback from our committee.

## Initiatives

- Adjunct faculty representation on the FAC
- Improving mentoring of new faculty
- Encouraging continuation of mentoring and development after the 3rd or 6th year review
- Discussions on how to clarify reviews and advancement for faculty rank and status
- How to develop administrative capacity in promising faculty



# FAMILY-FRIENDLY POLICY

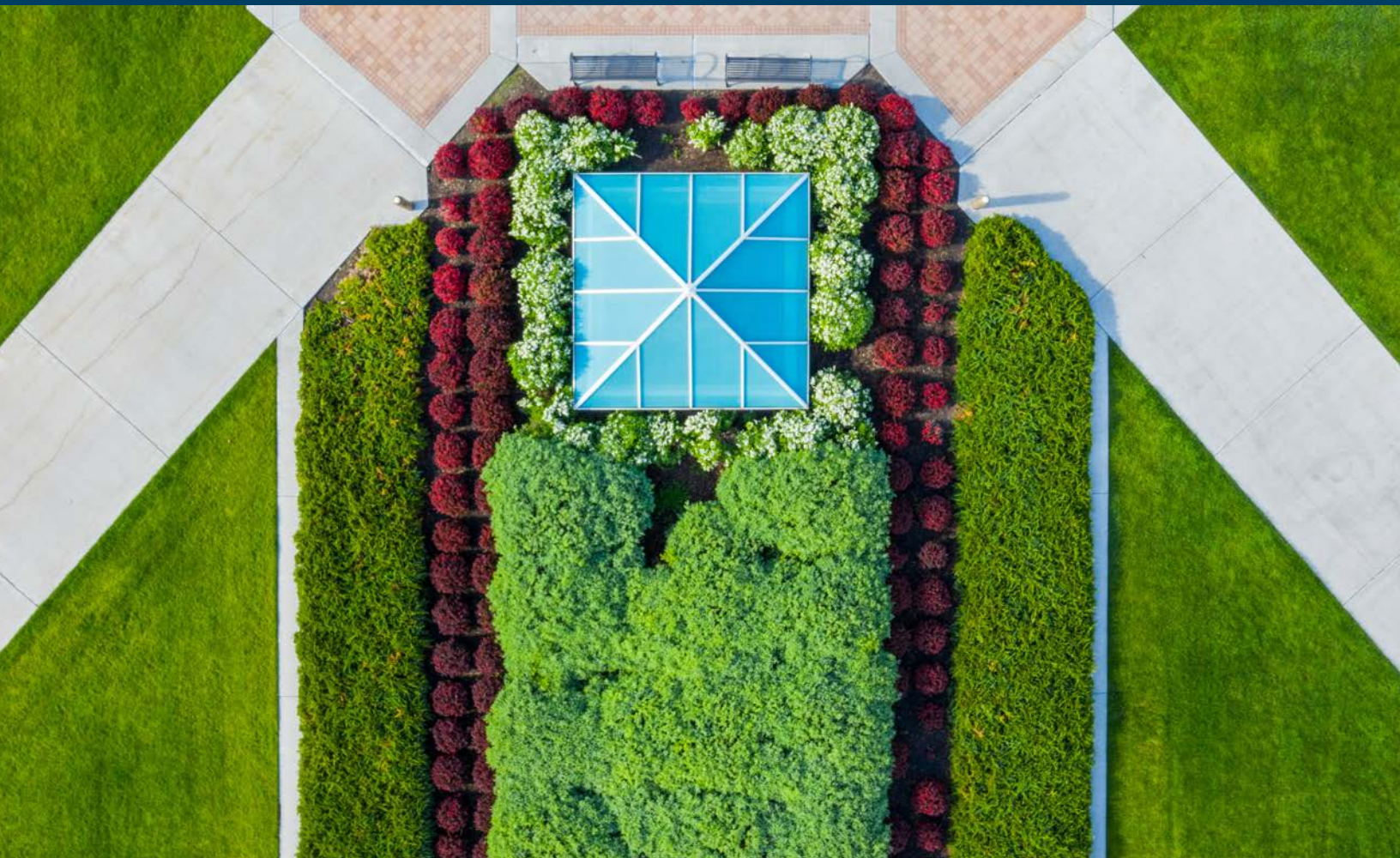
## Achievements

- Worked closely with the Compensation and Benefits Committee on Birth Control and Health Care Proposal.
- Parental Leave Proposal
- Provided early feedback to the administration concerning changes to the Family Leave Policy
- Child Care Proposal
- Collected data on child care needs and policy support through the colleges pertaining to childcare
- Worked with the Student Advisory Council to support their efforts to explore childcare options/ demands for students
- worked with physical facilities to encourage additional changing tables installed in bathrooms on campus
- Worked with IT to map those bathrooms through the BYU app.

## Initiatives

- Worked on a Sick Leave Proposal that was sent to the Administrative Advisory Council
- Considered a proposal for flexible working arrangements





# University Policy Reviews

## Policy Review: BYU Faculty Leave Policy

Based on discussion from the general FAC meeting June 16 feedback posted on the BYU FAC Slack channel, and a survey distributed on June 19, 2020.

Prepared by Eva Witesman, FAC Co-chair

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### Statement

The FAC is supportive of the changes to the faculty leave policy as proposed by the administration. The FAC also proposes additional changes to the policy. These requested changes appear in our formal proposal and not in this policy review.

### Supporting information

The FAC Family-friendly Policy committee and executive committee performed informal reviews of these proposed changes prior to our formal policy review. At that time, both subcommittees were supportive of the proposed changes. At that time, the FAC had also been working in parallel on proposed changes to the same policy. The majority of our feedback on this policy as a whole appears in our formal proposal rather than in this policy review.

As a supplement to the prior informal reviews, we conducted a formal review process of this policy. We held discussion of the proposed changes on Slack and in the meeting of the full FAC on June 16, 2020 we used a survey instrument to ask the full FAC to provide any additional general feedback (open-ended). As there were no substantive concerns about the administration's proposed changes, we did not solicit quantitative feedback. Two additional comments were generated during our online voting process, as follows:

*Supportive of the changes, and hope they consider the additional changes in our proposals.*

*The documents says (about Personal Leaves) that they are "generally not compensated". This implies that in some situations they are compensated. Maybe I missed that aspect: what are the situations in which Personal Leaves are compensated?*



## **Policy Review: BYU Research Misconduct Policy**

Based on discussion from the general FAC meeting June 16 feedback posted on the BYU FAC Slack channel, and a survey distributed on June 19, 2020.

Prepared by Eva Witesman, FAC Co-chair

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### **Statement**

The FAC recognizes the need and appreciates the update to the Research Integrity Policy. The FAC expresses some concern that these policies, which require specific actions and carry substantial consequences for researchers, may never come to the attention of some faculty and especially students whose work they impact. The FAC encourages the administration to establish specific and trackable procedures to make all researchers aware of these policies.

The FAC is also concerned that the policies for data retention, as written, are internally inconsistent within the document and may also conflict with data destruction commitments made during the human subjects review process (IRB). These issues should be resolved before the policy is finalized.

### **Data**

As a supplement to the discussion held on Slack and in the meeting of the full FAC on June 16, 2020 we used a survey instrument to ask the full FAC to provide two types of feedback.

1. We identified comments and concerns as raised during the discussion and invited the full FAC to indicate the extent to which they agreed with these concerns (Table 1).
2. We solicited any additional general feedback (open-ended)

This document provides raw responses from the qualitative comments and summaries of the results of the quantitative comments.

### **Qualitative feedback:**

I agree with the comments at the most recent FAC meeting pointing out the problems for record retention--potentially an investigation could occur at any time, not just within 6 years, and this has implications for record retention.

The misconduct policy reads in places as if it especially pertains to federal research. We need a uniform policy that applies and is enforced across the board. Also, the early versions of the NSF training for this misconduct was extremely poorly done (vast overreach in some areas and far too lenient in professor-student relationships). I hope we do not again blindly adapt such poor outside guidance.

The 6-year statute of limitations for investigating research misconduct, which would presumably require researchers to keep data for six years, directly conflicts with what I've long understood to be IRB directives on deleting data after one year so as to protect the anonymity of research participants. This issue needs to be carefully revisited and clarified in the policy before it is implemented.

There needs to be clarification on the time limitation, as it currently is stated it implies it is necessary to keep pertinent research records in perpetuity despite the 6 year period listed in the policy.

Restricting the definition of "falsification" to that of Karl Popper would be clearer. Having falsification mean both formal discovery and at the same time the fraudulent manipulation of science is fraught.

The Research Misconduct Policy is assumed to be understood by everyone but is not presented to key populations such as graduate students. Training on this policy should be made available to campus research community.

There is some redundancy in the section on "Research Records and Evidence" with prior sections.

**Table 1: Quantifying agreement with comments from the discussion**  
(Measured using a 7-point Likert scale from strongly disagree to strongly agree)

	Obs.	Mean	Std. Dev.	Min	Max
There needs to be clarification on the time limitation, as it currently is stated it implies it is necessary to keep pertinent research records in perpetuity despite the 6 year period listed in the policy.	28	6.25	1.11	2	7
Restricting the definition of "falsification" to that of Karl Popper would be clearer. Having falsification mean both formal discovery and at the same time the fraudulent manipulation of science is fraught.	28	5.04	1.26	2	7
The Research Misconduct Policy is assumed to be understood by everyone but is not presented to key populations such as graduate students. Training on this policy should be made available to campus research community.	28	6.32	0.72	5	7
There is some redundancy in the section on "Research Records and Evidence" with prior sections.	28	4.68	1.02	3	7



## **Policy Reviews: Final Examination Policy, Web Accessibility Policy, and Animal on Campus Policy**

Based on discussion from the general FAC meeting on November 12, 2019.

Prepared by Amber Dukes, FAC Secretary

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### **Final Examination Policy Draft date 10-29-2019**

#### Questions:

- Why are finals for Spring/Summer shorter in length?
- There are courses where a final exam does not make sense, does this policy apply?
- Before there was language about exam prep days- which has been removed. Is there a shift in importance from exam prep days and protecting those days?
- You are not allowed to change/move your final as a faculty member. Is there a resource or “bully” in the administration to hold faculty responsible for violating this policy?
- When is writing a possibility for culminating experience?
- Can there be clarification on acceptable reasons for students needing accommodation in scheduling?

#### Comments:

- The policy indicated a take home exam should not take more time than a scheduled final. Some faculty feel the take home exam should not take longer than the time used to study for and take the final.
- Grade submission deadline is difficult for those faculty who need to grade term papers. It seems the proposed policy limits the ability to hold a final exam on last day of class. Increasing the difficulty to meet grade deadline.

### **Web Accessibility Policy Draft date 10-29-2019**

#### Questions:

- The draft document says that all departments will be required to follow BYU Web Accessibility Guidelines on their websites, but it doesn't specify what those guidelines are, nor does there seem to be a link to them (the link in the document just takes you to the generic "Accommodations of Persons with Disabilities at BYU" page). Is there a way we could be given access to the actual BYU Web Accessibility Guidelines themselves? I'm uncomfortable voting on a document requiring departments to follow a certain policy without knowing anything about what the actual policy says.
  - The BYU web Accessibility Guidelines 6.22.19 Draft was provided, with the additional comment that BYU already has a legal obligation regarding website accessibility under Section 504 of the Rehabilitation Act of 1973. The proposed policy formally recognizes this obligation and expresses the universities intent to comply, but the obligation nonetheless obtains whether or not we have a policy.
- What kind of training is provided to the webmasters or those who build the websites?

- Is there someone who reviews the websites for compliance?
  - The Integrity and Compliance Office (ICO) helps provides resources in ensuring website compliance.

Comments:

“To ensure accessibility, BYU websites and web-based applications must conform to the University Web Accessibility Guidelines” and “any website or web-based application within the BYU domain (byu.edu) that is used in university programs or activities is subject to this policy”

The Library, and probably other entities on campus, provides to our users huge numbers of “web-based applications” that we did not create ourselves, and so we do not have the ability to ensure that they conform to the University Web Accessibility Guidelines. These could, however, fall under the rubric of “BYU ... web-based applications”, and many of them are indeed served up under the “byu.edu” domain, even though they weren’t created by anyone at BYU, and the laudable goal to make sure everything is accessible might not distinguish between home-grown web materials and those that we purchase either outright or purchase access to. On the other hand, if the policy only applies to home-grown materials it isn’t covering much (compared to the masses of other web-based materials provided by the Library) and the problem of access to persons with disabilities will remain.

“Vendors seeking to provide information technology services to BYU must demonstrate that their products satisfy University Web Accessibility Guidelines.”

Again, we purchase or provide access to hundreds of databases and online serials, all of which come from outside vendors, who themselves provide these materials to thousands of other institutions nation- and worldwide. While these vendors no doubt have good will they can’t be expected to make their products conform to the specific accessibility guidelines that might exist at each of those thousands of institutions. If BYU were following some sort of uniform nation-wide Guidelines practice that we could point to—if such a thing exists—that would be reasonable. But I’m not sure how reasonable it is to insist that all our database and journal vendors conform to BYU’s local set of accessibility guidelines (and, as a FAC Member pointed out, we don’t know exactly what they are).

### **Animals on Campus Policy Draft date 10-29-2019**

Questions:

- Where in the policy does it say that emotional support animals are not allowed on campus?
- How do Faculty members deal with conflicting needs if a Service Animal is in the classroom and a student is allergic?
- Is there a way to indicate that a study abroad program/ or international program may not accommodate service animals?
- Is there an accommodation letter that a student could present to the faculty like other accommodation letters from the accessibility office?
- How do faculty operate in a situation if there is suspected false representation of a Service Dog or a Service dog in training?



Comments:

- The policy does not indicate that you can call the General Council Office of ICO. Please put real numbers and real people in the policy for faculty to be able to call if they have questions or require assistance.
- It appears that an emotional support animal or a service animal is viewed as similar or on the same level, however the policies for each is different.

## Feedback from the FAC on GE Proposals

Based on discussion from the general FAC meeting on October 8, 2019

and a survey distributed on October 10, 2019

Prepared by Eva Witesman, FAC Co-chair

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As a supplement to the discussion held on October 8, 2019 in response to the four GE proposals, we asked the full FAC to provide five types of feedback.

1. In response to the request by the administration to provide some general opinions on the role of general education at BYU, we asked FAC members about the role of GE.
2. We asked members to qualitatively respond to their evaluation of the proposals with respect to each of the charges given to the GE redesign committee
3. We asked for general qualitative feedback about what they liked and disliked most about the proposals
4. We solicited any additional general feedback
5. We asked members to rank each proposal in order from most to least preferred (Table 1).
6. We identified comments and concerns as raised during the discussion and invited the full FAC to indicate the extent to which they agreed with these concerns (Table 2).

This document provides raw responses from the qualitative inquiries (items 1-5, above) and summaries of the results of the quantitative inquiries.

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## **What is the role of general education (GE)? In your opinion, what should a GE curriculum do?**

- It should enable students to explore areas of knowledge and indeed life that they might never have thought of before.
- To provide space for students to learn about a breadth of educational topics. To teach critical thinking skills and to inspire.
- Help students develop a broad range of skills, especially with oral and written communication. Introduce students to important principles they might otherwise miss (EG statistics).
- Engage, Communicate, Analyze, Explain, Understand
- Create a unified experience among students, 2. Be uniquely aligned with the aims of a BYU education and 3. Prepare our students to be excellent global citizens who respect and appreciate diversity in all of its forms.
- Introduce students to ways of thinking they are unlikely to experience in any other way. Get students out of their comfort zones. Challenge their assumptions. Teach them how to learn. Help them form a positive and constructive identity. Equip them with the essential skills to succeed in life and work. At BYU, to set a foundation of spiritual learning and eternal growth. Retrain (or train) study habits and commitment to learning. Counter common logic, thinking, and reasoning errors. Set the foundation for positive citizenship.
- Provide a baseline of education, experience, and culture that prepare students for lifelong work and service in the community, their profession, and the Church (for members).
- The role should be minimal and highly customizable by/for our students. It should expose them to a broad variety of subject matter outside of their major. GE courses should be taught as objective exposures to the paradigms and major themes of the disciplines. Social engineering, propaganda and politically motivated content should be minimized to the greatest extent possible.
- A GE curriculum should expose students to new ideas and a broad range of disciplines (or areas of learning). It should address the most important issues our students face now and in the next 20 years. This includes local and world wide events and politics, skills in accounting and budgeting, understanding science fact and separating that from social fiction, the ability to understand data and address the most important issues right now (vaccines, autism, global warming, nuclear power, energy sources, climate change, destruction of habitat, medical, etc). It should also teach them to think and see bigger pictures and find meaning. Classes in english, history, anthropology, social science, etc provide that more global view of the individual and their place in this world.
- The purpose of GE is to provide a broad general education with exposure to a wide range of disciplines and knowledge.
- To provide a broad base of general and foundational knowledge that all graduates of a university should have. It is an opportunity to expand horizons and ensure students are

well-versed in a variety of subjects. Even though this broader knowledge base will likely be more shallow than depth of knowledge in the major all university graduates should be exposed to, and familiar with a wide variety of subjects. Unique to BYU, the GE curriculum should also attend in very real ways to building testimonies, teaching gospel doctrine and principles, and deepening spiritual strength and knowledge.

- Ensure the graduating students have a broad educational background.
- Provide students with broad knowledge across academic disciplines. To prepare for their careers by learning practical skills, soft skills such as communication skills. To learn to write and present well, and research and think critically and be ethical. It will be nice if they could also learn to understand cultural differences and learn to be kind and civil.
- Provide students with: (1) a broad grounding in the arts and sciences, so that even though they'll probably ultimately specialize in just one area, they have a notion of what's "out there to be learned" in the world of human knowledge; (2) an idea of how different disciplines go about understanding life and the world; (3) an appreciation for diverse perspectives, and an openness to considering other people's points of view and life experiences without defensiveness.
- "To engage and motivate students in a process of intellectual, spiritual, interpersonal and moral development that will last a lifetime and prepare them for the complexity and uncertainty of life. To develop respect for diverse others and viewpoints. To find inspiration from the greatest minds past and present including BYU faculty and develop the capacity to find joy and peace, as well as knowledge and training to build a meaningful career.
- <https://www.slideshare.net/NoahWilson/perrys-scheme-of-intellectual-and-ethical-development>
- <https://www.churchofjesuschrist.org/study/ensign/1979/08/on-dealing-with-uncertainty?lang=eng>
- D&C 88
- <https://www.azquotes.com/quote/525840>
- provide all students with a broad, University education. It should be distinguished from training programs. The foundation documents make this pretty clear. Despite movements by many institutions towards job and career training programs, I feel strongly that such movements are inconsistent with our foundational documents.



**These proposals were expected to reflect an unambiguous sense of our institutional identity and values, as expressed by the principles in BYU's Mission and Aims.**

**What comments, ideas, or concerns do you have about this IDENTITY quality of the GE proposals?**

- GE has a role in instilling the "BYU culture" but I personally find that part a bit distasteful. If it is couched in terms of instilling "human culture" as in helping produce adults who behave and think as human beings should (as in reasoning well, \*not\* as in having "the right opinions") when they're done, I like that better.
- Some of the proposals are rather limiting and don't provide the breadth of knowledge students need to explore in the early years.
- I think whatever we do must be very clearly tied to the AIMS.
- I'm not sure that the proposals are creative enough to really achieve this. They all interpret identity as religiosity, and I don't think that digs deeply enough into the mission and aims. I think the concept of identity is important at this developmental stage, and there are multiple layers to that identity, even when filtered through the guiding principles of the mission and aims. I don't think it's enough to focus on religiosity as the only component of identity formation through GE. I think we also need to explore the lifelong learning and intellectually enlarging principles, but also how the three principles of intellect, learning, and spirit exist both as complements and in tension. An explicit integration of the "disciple-scholar" concept would be appropriate. I think the "ways of knowing" courses start to get at this, but I also think that BYU grads should have an unambiguous understanding of how to wrestle with these tensions and identify themselves as disciple-scholars. To this end, courses and experiences explicitly in disciple-scholarship might be appropriate either at the major level (tailored to the program) or at the university level.
- I think more than reflecting BYU's Mission and Aims, the GE revision plans reflect current cultural trends. We're revising according to the themes/topics/concerns that have been hot in the Chronicle and in other academic venues, with some specific religious goals attached to what is more often simply characterized as "ethical living."
- Institutional identity and values, in as much as they coincide with those of our sponsoring institution, should be a strong part of a BYU education. Faculty often have their own ideas about what they would like BYU's identity to be and teach accordingly. This should be discouraged.
- I am concerned with courses that put all freshman together. You need diversity in a class, freshman learn from seniors and seniors learn from freshman. A freshman cohort has no college experience from which to draw. Studies have shown that such environments make imposter syndrome worse. The highest risk students are more likely to leave under these circumstances. Our identity as a university needs to include all children of God, male and female, black, white, brown, straight and gay, old and young, etc. The classes

need to be mixed and we need to put emphasis on embracing diversity, learning from diversity, and valuing others and their ideas.

- Outside of the religion component, it's not clear what, if any, BYU specific identity is present in the proposals. I imagine this identity will filter through the courses, but does not appear to be specific in these proposals (to me).
- I think it is important that the GE program help strengthen a BYU Identity. Proposals that create a bit more of a similar freshman experience may more easily create a "BYU Identity" more quickly and deeply. In some ways, proposals that would result in a "GE focused" program of study, particularly in the freshman year would ensure that incoming students become familiar with, and hopefully more committed to the "BYU Identity" leading to increased awareness of, and commitment to the BYU Mission and Aims.
- Only concern: academic freedom (perceived or real issues with conformity, less appreciation of diversity, etc)
- I think is very important, our students need to make a difference in the world by being ethical, and kind and respectful, and well prepared to communicate well and be great leaders.
- In general I think it's good.
- Because of the conception that GE needs to expose students to a wide base of knowledge, the focus of these plans seems to be on content, rather than process or appreciation of life-long learning. I know it is far too ambitious to change that focus, but I would love to see it.



## **These proposals were expected to enable students to easily chart an intentional course through**

**GE, and also expect students to recognize and articulate the values embedded in a liberal education. What comments, ideas, or concerns do you have about this SIMPLICITY quality of the GE proposals?**

- I think it is important to make it as simple as possible but not to the extent that students no longer have choices. My son, attending another university, wanted to enroll in a certain major; they then laid out \*every class\* he had to take, which included exactly which GE classes to take and when to take them. That was extremely simple, but not good in my opinion, as it didn't allow him to explore things he might not have otherwise taken. (He's since changed majors...)
- Definitely more simplistic than they are now.
- I think there is still some work to be done in increasing the simplicity. There's also a trade off between simplicity and freedom and flexibility. This will require very careful thought.
- More concerned about how the simplicity will be maintained. Everything is simple at the beginning.
- "I'm not sure these proposals clearly enough expect students to understand and articulate the values embedded in a liberal education, especially when we start naming things idiosyncratically. I remember that my undergraduate institution valued diversity and either math or language development, because these were required GEs, even though I didn't have to complete any GE requirements myself. I had all of my GEs waived through prior work and I still knew what my university valued. And I could easily communicate that with others. When our GEs are named things that are unique to our institution, we lose some of that common language and understanding across educational institutions. To create identity we need some of our own language, but to articulate liberal education values, we need a common language.
- In terms of simplicity, they all look clear on paper, but I suspect they start to become less clear when you try to integrate them with courses of study. Hopefully the home/major departments will be willing to adapt enough that the simplicity of the GE can be maintained. In implementation, I would hope that the university would send a clear message to colleges that they should adjust their majors to maintain the simplicity and common experience of the sequenced GE.
- I'm also not clear how some of the proposed GEs that are to be taught in specific colleges or majors work with limited enrollment programs."
- I'm not convinced that our students struggled to identify GE classes and chart their course through the current (old?) system. Students have no trouble picking out a class from a list of classes. And I'm not convinced that the new models get us closer to the ideas of a liberal education. These new models are no easier and no harder to navigate than the old one.
- "expect students to recognize and articulate the values embedded in a liberal

education" this idea is troubling as it can be interpreted as giving professors the right to teach their political views as testable doctrine in their courses. The GE should be simple and objective and I appreciate that sentiment.

- I do not like the argument that simplicity trumps agency. The best classes I took at BYU were my GE courses because I was able to choose what interested me and drink deeply. I learned Shakespeare, fractal theory, astronomy, Russian lit, I studied ancient civilizations of the Mayans and Incans, and I learned music theory. They were still well outside of my discipline and they developed in me a love for each of these areas and knowledge I have not forgotten nearly 30 years later. If students dislike GE now, that will not improve if you take away agency. I am fine with offering fewer GE courses, but choice needs to remain and students need to be free to map out their own course through GE.
- It appears that all of the examples have a clear path through. It's not clear to me, whether (for example) the ethics and civics course would be the same course for all students or if some series of courses would meet the criteria for ethics and civics. If the second is true, we are no better off. If the former is true, I think all four approaches would make it easy for students to plan for and complete GE courses.
- Again, those programs that are geared to be a heavier GE load in the freshman year, but with threads throughout a student's time at BYU will seem simple and feasible. It will also allow students to fit in a pre-major class here and there. or explore options without feeling pressure to start a major when they are not yet certain about a major.
- I am in favor of simplicity. More rules, layers of bureaucracy and the like tend to waste time.
- They're plenty simple; in fact, some seem a bit TOO simple in that it's not self-evident exactly what the courses would consist of or what abilities are supposed to be developed by them.
- The simplicity and clarity are great improvements



## **These proposals were expected to be built around a core curriculum.**

**What comments, ideas, or concerns do you have about this COMMONALITY quality of the GE proposals?**

- Yes, I think it is important that all students have some experiences in common and they all have a certain amount of things they learn in common.
- I did not experience a sense of commonality.
- I confess that I can't see a unified core curriculum. I see some questions, some skills, some topics in each of the models. They're good questions, skills, and topics, but is there more commonality than in the old system? Does a reduction in the number of courses that fulfill a core element like "skills" (a GE category present in the new and the old models) constitute greater commonality?
- Commonality is OK as long as there remains some options (i.e. more than one course) for meeting each requirement.
- "Our students already come to BYU not knowing how to think for themselves or receive personal revelation. Their entire life they have been told what to think, how to behave, how to interact with others, how to discriminate, how to judge, and what they are supposed to do with their lives.
- If you put them in the same common classes, you are just making the problem worse. Now we at BYU are telling them that these are the ideas they need to know, this is the way to think, we are going to produce identical robot students who have no ability to live and function in a world that does not look like home or BYU. Diversity brings experience, and experience brings knowledge, and students need freedom to choose and be accountable for their choices. "
- I am music faculty, and music students are stretched thin compared to those who attend conservatories and many other schools of music. I fear too many set requirements impeding their ability to focus as they need to succeed in their field. I would imagine other disciplines have similar concerns.
- I really like the "ways of knowing" emphasis on looking at how various disciplines approach inquiry and investigation about the world.
- The core curriculum has value, but I fear there will not be substantial change in helping students learn to enjoy thinking and learning, to want to stretch themselves and read good books if each department designs or revises GE courses on the basis of their priorities for core learning/skills. I fear students will continue to be overloaded to the detriment of their psychological health.

**These proposals were expected to reduce the total hours below what is currently required.**

**What comments, ideas, or concerns do you have about this EFFICIENCY quality of the GE proposals?**

- I am personally not that concerned about efficiency. I think GE is important and reducing the total hours should not be an important factor in the equation. As a student here I remember  
\*wanting\* to learn, \*wanting\* to take more classes, and resenting the push (that was beginning even then) to get me through and out of here.
- Good, though some of them take it too far.
- It is long overdue!
- The efficiency quality is not applicable to every program and major.
- I think the reduction is really needed.
- By my (admittedly superficial) count, I think it takes 50 hours to complete the current GE program, if you're not substituting 2 classes for 1 (as with American Heritage/Econ/PolySci) or testing out of anything (like Writing 150). The total number of required hours in each of the new models (if you complete all the classes without testing out) is 48, 49, 52, and 35. The blue model is actually 54 (and not 48) if you consider the experiential learning component part of the model (which it very much is). Only the magenta model seems efficient to me, and the green model actually adds to the required hours (as perhaps does the blue).
- Reduction in total hours should be an expected outcome of this process.
- The concern I have with efficiency is that critical knowledge is lost. I agree with what was said about the lack of math and quantitative reasoning in our meeting. I have served as RS president, my husband as financial clerk. I can tell you from first hand experience that most of our members do not know how to deal with money. They believe everything they read on Facebook as gospel truth. They have no quantitative reasoning skills. We cannot throw these out. They are more important now than ever before, more important than the religion classes we teach. Our students know the gospel, but they can't logically reason. I am totally against efficiency if it means throwing out the most critical life skills. Throw out the religion classes first. They have church.
- All of these proposals would be efficient for students in my discipline where our major degree plans are around 60 hours.
- I appreciate efforts to examine and improve the efficiency of the GE core. I think there needs to be a careful balance between GE and major courses. I think there careful consideration needs to be given to how a student can receive a balanced, yet thorough education in a reasonable amount of time.
- Like simplicity, I am in favor of efficiency.
- I don't particularly have any strong feelings here, but I can't help but notice that the religion requirements and hours haven't been touched at all. I'm wondering if religion is a "sacred cow"? Could the religion classes perhaps be included in the cross-disciplinary



approach that seems to be emphasized by some of the models?

- Fewer credits is a positive move
- I worry a little bit about sacrificing quality in the name of efficiency. I'm sure those developing the proposals took this into consideration.

## What do you like MOST about the GE proposals?

- Simply the fact that it's about time--it hasn't really been evaluated as a whole since I was a student here 40 years ago.
- I like that we are even having the conversation in the first place. I like the focus on critical thinking and experiential learning.
- I like increasing simplicity. I like the idea of focusing on numerology that is valuable for students. Things like statistics making wise financial decisions are vital for all students.
- Different ideas stimulate improvement.
- I'm glad they've gotten rid of the distinction between "arts" and "letters." I never understood, in the current GE program, how these were different. And I like the idea that GE could/might be reduced to 35 hours.
- Our current GE does a good job exposing students to a variety of disciplinary substantive material.
- I like that we are thinking about common themes that need to be addressed. Any GE class should be required to address these common themes. But they need to be specific and clear with examples on how they can be accomplished.
- The proposals seem much simpler and I like the idea that students would be getting a similar experience with GE courses rather than the current widely variable experience depending on the GE courses chosen by the student.
- I like most that the GE proposals are seeking to streamline the GE experience to ensure a common set of skills, knowledge, and dispositions that all BYU graduates will take with them when they graduate.
- It is practical
- Just the fact that the university is open to rethinking GE requirements.
- The movement towards interdisciplinary studies, practical learning, and ways of learning starts to get at process of learning.
- thoughtful reconsideration of what a GE should be,



## What do you like LEAST about the GE proposals?

- I understand why this was as it was, but I am disappointed that the religious education component was apparently not up for discussion at all (at least from the fact that pretty much the exact thing was slotted into all four models). I would think if the entire program was going to be reevaluated that portion might be as well. I am all for a religious education component but I must say that many of my religion classes were about the most useless classes I took as an undergraduate. Not all of them, but many were, and they seemed like I was just marking time and fulfilling a requirement.
- "I'm worried these are not developmentally appropriate in some situations. For example, many students will feel pressure to pick a major very early on, often dictated by a parent. This would represent a foreclosed identity for career choice and may be limiting in a number of ways.
- I also worry that several majors will kind of die out. Some majors rely on GE to expose their students to the topic material and then students decide to major after taking a number of different classes. If we are forcing students to choose a major earlier on, I think that several of the humanities/liberal arts/social science majors will significantly suffer. "
- Very nervous about requiring a course on diversity and inclusion. I understand the sentiment but seems to me like depending on who is teaching the class could become a quagmire.
- The cost benefit ratio is challengingly tilted to cost with uncertain benefit.
- As we discussed, there was not enough on helping our students deal with and appreciate diversity in all of its forms. There was not enough that enables our students to enhance a sense of belonging for all of God's children.
- I think they fundamentally assume that the best way to teach these qualities that we are seeking is in the classroom (I recognize that a couple of the proposals have experiential learning aspects, but they are just a small piece and don't denote a really thorough review of how to actually give these students the experiences we expect will develop the skills and attributes we think important). I think we could further reflect on what we think the best way to accomplish these tasks are, maybe starting from the standpoint of none of this need be done in the classroom and then determine where and when are the very best ways to accomplish this.
- Numeracy/mathing. I'm not at all convinced that this is a better way of preparing students for grad-school qualifying exams (which seems the primary reason I keep hearing for changing the math requirements). Vague, "cute" topics that are popular today but will become dated very quickly: "Learning for Life," "Finding Joy and Purpose," "Who is My Neighbor?," etc. Freshman writing being eliminated or sourced into individual depts instead of University Writing. A lack of real diversity thinking. The stacking of GE in the first year, making it difficult for freshmen to begin major classes. The additional capstone of religion in the discipline requirement--isn't one capstone class enough for students, and

how do we convince seniors ready to graduate to take another one because someone determined they need more religion? Language courses pushed to the junior and senior years; students in our major can't complete the language requirement if they don't begin freshmen year. Hugely important: the loss of GE service courses in our dept. We'll lose a key recruiting tool, teaching options, and incentive for faculty to accept GE teaching assignments. Study abroad--without many of the current GE options, study abroad programs will lose GE offerings, making students less liable to enroll. Transfer students--many would have to begin the GE program from the beginning, even after having taken a full suite of GE courses at other universities, meaning that graduation would be pushed back for them. The resource intensity of some of the plans (like the purple one, which slashes choices and favors team-taught courses). Faculty buy-in--how are any of these plans going to get faculty to drop long-honed syllabi, labs, and assignments and re-create everything from the ground up without major incentives? Think of the inservice training that would be required! When and how? Our dept relies heavily on adjuncts, who are incredibly good and incredibly valuable; all of the models will slash teaching opportunities for them. None of the models propose coherent ideas about AP credit and testing-out options.

- Our GE too often destroys the hopes and dreams of our students. Students who could be medical doctors, lawyers, or other professionals have their GPAs so devastated by the BYU GE courses that they end up in majors that are beneath their intellectual abilities, employment aspirations, and life goals. BYU's GE is a brutal experience for many of our students.
- Just about everything. There is no flexibility for the students, there is no integration of students, there is no agency. See comments above.
- Insufficient emphasis on mathematical proficiency.
- There needs to be more emphasis in information literacy and cultural awareness.
- "I'm disappointed that some of them don't seem to place much emphasis on diversity, particularly in regard to understanding the perspectives and life experiences of individuals in our own community who may not fit into the ""majority"" in terms of race, ethnicity, physical disability, religion, gender identity, etc. I strongly feel that this should be a part of the GE experience.
- Also, I think all the proposals need to include a language requirement. Languages are a core part of how people interpret and understand the world."
- They do not address directly life skills, emotional intelligence, seeking an abundant and balanced life.
- I don't find any dealbreakers in any of the 4 proposals.

## **Any additional thoughts you would like to share about the GE proposals?**

- I know a lot of work has gone into this. Thank you for your great efforts!
- I teach at the law school, so I am very unengaged in this whole requirement, but am happy to help if I can.
- I'm particularly concerned about the lack of data I've been shown regarding students and student input. I read that there was some kind of survey conducted by some entity connected with sociology that surveyed some portion of some kinds of students, asking some type of questions about GE. Other than this "study," what do we know about the student perspective? What do our students want in a GE program? What would they want to change or improve? Do they care if GE is integrated? Similar across the entire university? Would they prioritize commonality? Efficiency? Is anyone holding meetings and seeking feedback/ideas from students? Was the SAC involved in the GE redesign committees? Has the entire student body been asked to weigh in, or just those in that sociology survey? Is there data from exit interviews or department/college graduation surveys?
- I applaud those who are taking this on. Good luck!!
- If this goes through, you are going to have a hard time getting faculty to buy in and teach these courses? It is already hard enough being a freshman. How are you going to put 8000 students all in the same classes each semester? We cannot have 1200 student in a class, retention rates will fall. We don't have the classrooms or resources to teach 30-40 student classes. The next step going forward has to seriously consider implementation and what really is important in a GE education and what we want our students to become and gain from a GE education.
- I appreciate the effort to examine credit expectations and how the GE core can interact with majors and experiential learning. A powerful, cohesive, realistic GE core will hopefully help students and faculty understand and highlight connections between GE and majors rather than what seems to be a separation right now between GE and major courses. This could be a pivotal moment to bring together courses and experiences across campus.
- I like certain aspects of all the four proposals, but I'm not especially sold on any one of them. I'm hoping there's a way to combine the best aspects of various proposals.
- All are workable given the continuing emphasis on content/core curriculum.



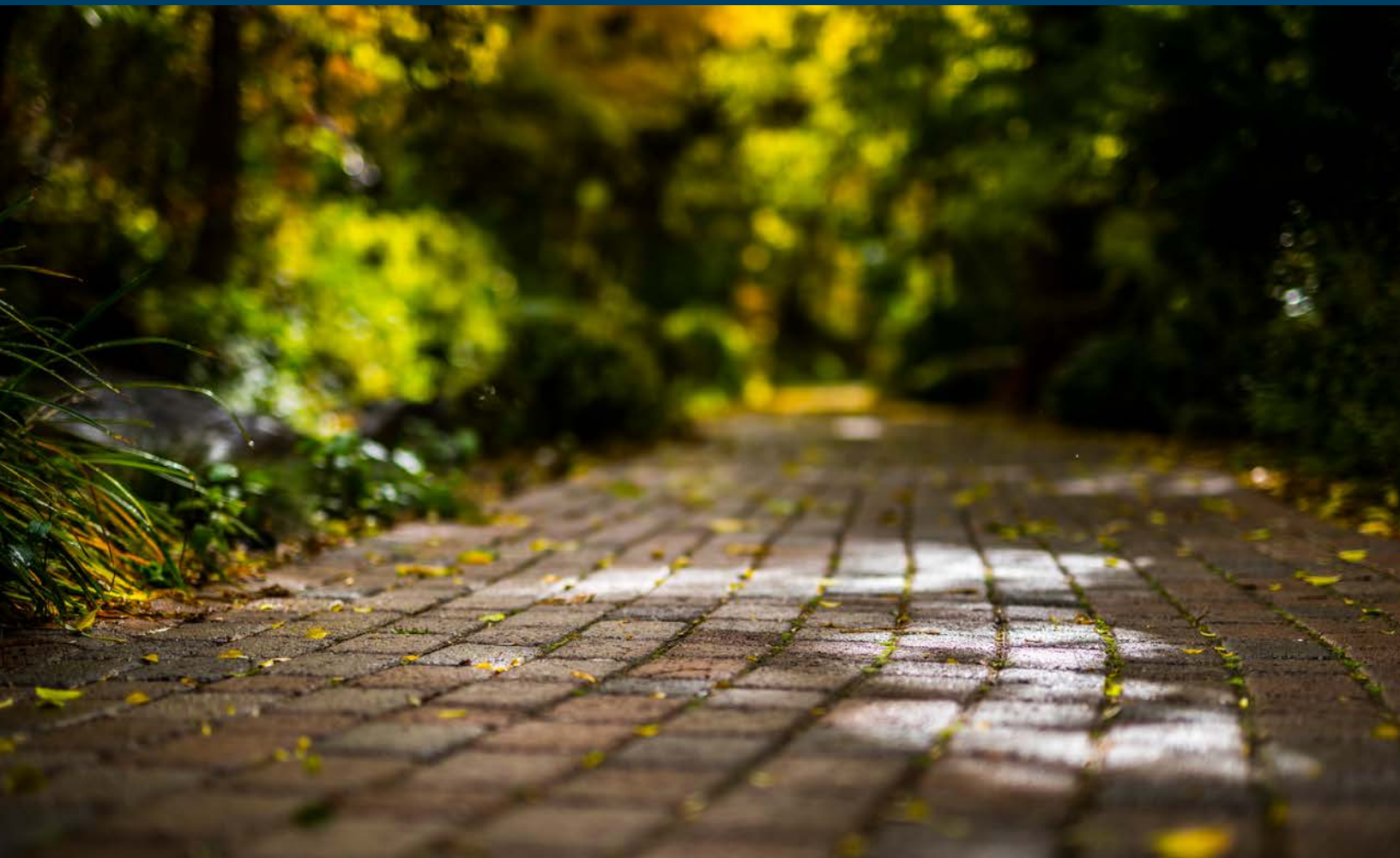
**Table 1: Ranking of preference for GE proposals (Lower number is MORE preferred)**

<u>Variable</u>	<u>Obs</u>	<u>Mean</u>	<u>Std. Dev.</u>	<u>Min</u>	<u>Max</u>
Blue	13	1.9	1.0	1	4
Green	13	2.6	1.4	1	4
Purple	13	3.0	1.2	1	4
Magenta	13	2.5	0.8	1	4

**Table 2: Quantifying agreement with comments from the discussion**

(Measured using a 7-point Likert scale from strongly disagree to strongly agree)

<b>Variable</b>	<b>Obs</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Min</b>	<b>Max</b>
I am concerned about the possible negative effects of eliminating GE credit for AP coursework/test scores	17	4.5	2.3	1	7
The GE proposals need a more careful consideration of diversity and inclusion in the core curriculum	17	5.5	2.2	1	7
The GE proposals would be difficult to integrate well with the majors in my college for completion within a 4-year timeframe.	16	4.8	1.9	1	7
The GE proposals need an improved focus on college-level quantitative reasoning skills	17	4.5	1.7	2	7
The GE proposals may cause or perpetuate an unfair burden on students by pushing them too hard in their first year(s) of college	17	3.6	2.2	1	7
I would prefer to see a serious exploration of experiences outside the traditional classroom that could replace some parts of these GE proposals	17	5.2	1.6	2	7
I am concerned about the infeasibility of teaching and managing interdisciplinary courses as proposed	17	5.1	1.8	1	7



# FAC Proposals & Statements



# Clean Air Proposal: Charging Stations, Electric Vehicles, and Electric Tools

## Compensation and Benefits Committee

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Approved by executive committee for FAC  
consideration: 11/19/2019  
Full FAC discussion: 11/19/2019-1/28/2020  
Vote to close discussion: 1/28/2020

Full FAC vote: 1/28/2020  
Status: Presented to AVP Reese on 2/3/2020  
Last revised: 2/2/2020

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### Proposal

Install ten electric vehicle charging stations at five locations on campus for employee, student, and guest use. Adopt a policy of gradually replacing BYU's internal combustion vehicles with electric vehicles and gas-powered gardening tools with electric ones.

### Justification

One of the most serious health challenges facing the BYU community and indeed everyone who lives on the Wasatch Front is unclean air. Particulate pollution (PM 2.5) during winter inversions and ozone pollution in the summertime are major contributors to respiratory problems, particularly asthma, and can exacerbate existing conditions in the cardiovascular system. During periods of particularly polluted air, primarily in the winter, residents of the Wasatch Front are encouraged to stay inside and reduce exercise, resulting in a diminished quality of life. The sources of such pollution include factories and mining operations, but 48% of PM 2.5 in our region comes directly from motor vehicles, as do significant percentages of ozone and PM 10 (larger particulate pollutants).<sup>1</sup> Vehicles equipped with combustion engines that burn gasoline or diesel are thus direct contributors to poorer health outcomes and decreased happiness. Perhaps surprisingly, gas-powered gardening tools are another major source of air pollution during the spring, summer, and fall seasons, with one study from California estimating that smog produced by lawn and garden equipment will soon outpace that of passenger vehicles.<sup>2</sup>

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<sup>1</sup> <https://deq.utah.gov/communication/news/featured/understanding-utahs-air-quality>.

<sup>2</sup>

[https://ww3.arb.ca.gov/msprog/offroad/sm\\_en\\_fs.pdf?\\_ga=2.181847138.456839332.1575930917-1648683092.1575930917](https://ww3.arb.ca.gov/msprog/offroad/sm_en_fs.pdf?_ga=2.181847138.456839332.1575930917-1648683092.1575930917).

BYU is not unaware of these problems and indeed has taken steps toward solving them. Mary Lou Fulton Professor of Economics C. Arden Pope is a globally recognized expert in the field of air pollution and its consequences, and has long documented the dilatory effects of pollution in Utah County. His work has been featured in *BYU Magazine*, *The Universe*, *BYU News*, and various local news outlets, not to mention dozens of scholarly journals.<sup>3</sup> A significant step toward reducing BYU's negative impact on air quality was the 10-year agreement with the Utah Transit Authority to provide students, faculty, and staff with free UTA transit passes. As President Kevin J. Worthen remarked at the time, "This is an effort to provide a service for our campus community that will also reduce congestion and promote clean air in the valley."<sup>4</sup> BYU has also in recent years taken steps to promote bicycling and walking around campus, which has the similar effect of reducing tailpipe pollution. And it converted its own Central Heating Plant, which ran on coal during the summer months, with the cleaner natural gas-fueled Cogeneration Facility in 2018.<sup>5</sup>

Another way of reducing BYU's negative impact on air quality in Utah Valley is to promote and adopt the use of electric vehicles and tools. Electric vehicles are still a small share of the overall vehicle market in Utah, but sales are growing quickly. Whereas in 2016 only 1,135 new electric vehicles were sold in Utah, just two years later that number had more than doubled to 2,295.<sup>6</sup> While for the present this is still a small number, dozens of new, reasonably-priced electric vehicles are slated for release in 2020-2022. It is already possible to purchase the Nissan Leaf and Chevrolet Bolt for under \$30,000 and the Tesla Model 3 for under \$40,000. New offerings, including SUVs and pickup trucks, from Volkswagen, Hyundai, Kia, and others will continue to push prices lower. In terms of cost, electric vehicles benefit from almost no annual maintenance and the lower cost of electricity versus gasoline. Electric tools such as lawnmowers, blowers, and trimmers, meanwhile, have improved dramatically and have come down in price over the past several years and are now being widely adopted by institutional users concerned with air quality and the wellbeing of their employees (with the vibration and noise of gas-powered tools cited as other major concerns).<sup>7</sup>

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<sup>3</sup> Among many others, see

<https://www.tandfonline.com/doi/abs/10.1080/00039896.1991.9937434>.

<sup>4</sup> <https://news.byu.edu/news/byu-will-provide-all-access-uta-passes-employees-students-and-dependents-next-ten-years>.

<sup>5</sup> <https://news.byu.edu/news/byu-smokestack-coming-down-make-way-new-green-facility>.

<sup>6</sup> <http://www.utahfoundation.org/uploads/rr772.pdf>.

<sup>7</sup> For reports on IUPUI, the University of Pennsylvania, and the District of Columbia, see <https://news.iu.edu/stories/2019/08/iupui/inside/19-urban-gardens-expand-utilize-eco-friendly-landscaping-tools.html>; <https://www.brightview.com/resources/press-release/penn-switches-all-electric-landscaping-equipment-help-brightview>; and <https://www.theatlantic.com/magazine/archive/2019/04/james-fallows-leaf-blower-ban/583210/>.

Rather than burn gasoline or diesel fuel for power, electric vehicles and tools draw energy from the electrical grid. This means that they do not emit pollutants directly into our breathable air through tailpipes and exhaust vents. It is certainly true that electric vehicles in Utah are not emission-free, as they are ultimately powered by a mix of natural gas and coal, along with zero-emission sources such as hydroelectric power and increasingly solar and wind.<sup>8</sup> But due to the efficiency, location, and lower levels of pollution of these industrial sources of electrical power, electric vehicles contribute far less to local air pollution in Utah County.

There are two courses of action that BYU can adopt to promote cleaner air by means of electric vehicles and tools. First, it can provide electric vehicle charging stations for use by employees and other members of the campus community. The availability of charging stations at work and in public places eliminates one of the major concerns of potential buyers of electric vehicles: the fear of running out of battery charge. As one 2018 study found, 61% of American consumers said that increased availability of charging stations would increase their likelihood of purchasing an electric vehicle. In fact, the absence of a broad network of charging stations was cited as the top barrier to going electric.<sup>9</sup> When comparing BYU against other universities on the Wasatch Front (Utah Valley University, University of Utah, Weber State University, and Utah State University), it is impossible to ignore that all but BYU have already installed charging stations for employee and in some cases for public use. Second, BYU can adopt a policy of gradually replacing its own vehicles and gardening tools with electric ones. Taken together, these steps would decrease locally-produced (and locally-breathed) air pollution and would demonstrate BYU's commitment to human welfare and environmental sustainability at the local level.

## **Implementation**

As electric charging stations are a relatively new technology, a few words of explanation are provided. There are three types or levels of electric vehicle charging. Level 1 uses ordinary 120V outlets and is the slowest form of charging. Whether at home or in the public space, Level 1 charging typically takes the form of vehicle owners plugging their own portable charging unit into an existing outlet and into their vehicle. A Level 2 charger is a special piece of equipment that runs on a 240V current and includes the standard SAE J1772 plug that connects to all electric vehicles (Tesla vehicles have their own proprietary plug but come with a J1772 adapter).

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<sup>8</sup> The most recent report on energy mix by Utah Municipal Power Agency, which provides power to Provo City, can be found here: [https://umipa.energy/wp-content/uploads/2018/08/UMPA\\_IRP\\_FY2013.pdf](https://umipa.energy/wp-content/uploads/2018/08/UMPA_IRP_FY2013.pdf). Rocky Mountain Power, which supplies much of the Wasatch Front outside of Provo, meanwhile, has recently announced massive future investments in renewable energy coupled with the early decommissioning of coal plants: <https://www.rockymountainpower.net/about/newsroom/news-releases/2019-draft-irp-increased-renewables-phased-coal-transition.html>.

<sup>9</sup> <https://www.media.volvocars.com/us/en-us/media/pressreleases/248305/poll-finds-americans-feel-electric-vehicles-are-the-future-of-driving>.



Level 2 chargers provide 10-26 miles of range per hour (depending on the charger and the vehicle) and are the most common type of electric vehicle charging station available for public use. Level 3 chargers use a DC current (480V) to drastically reduce charge times and come with one of three types of plug: CHAdeMO, SAE CCS, and Tesla. These are the most expensive chargers to install and are primarily designed to quickly replenish battery charge during long-distance trips.

Our survey of other universities and local businesses and municipalities shows that Level 2 chargers are by far the most common due to their relatively low cost and universal compatibility. They typically do not substitute for home charging but can provide adequate range in a reasonable amount of time for vehicles that are running low on charge.

We propose the installation of ten Level 2 (J-1772) charging stations in parking lots around campus, with two parking spots dedicated to each station. Final decision of the location of these units should be left to a collaborative decision made by Parking Services and Physical Facilities. Recognizing that they are most efficiently installed in pairs, one possibility to consider would be:

1. 2 chargers in the JFSB underground parking garage (Lot 14A - employee)
2. 2 chargers in the LSB parking garage (Lot 32A - employee)
3. 2 chargers in the parking lot adjacent to the JRCB (Lot 26A - employee)
4. 2 chargers in visitor parking adjacent to the MOA (Lot 2V - visitors)
5. 2 chargers in the parking lot adjacent to the Marriott Center (Lot 19Y – student)

These stations should be monitored for use over a period of one year to determine if additional stations are needed. Parking stalls assigned to electric vehicle charging should be appropriately designated to preclude use by internal-combustion vehicles and monitored by Parking Services to ensure that only actively-charging vehicles are parked in these stalls. Charging at these stations could be provided for free or BYU could charge for their use. The University of Utah has recently shifted to a third-party provider (Chargepoint), which charges variable-rate fees for use, but they are a clear outlier. Utah Valley University, Utah State University, and Weber State University, for example, currently provide free charging to employees and, in some locations, to the public (Utah State charges for those in visitor parking lots). Locally, Provo and Orem Cities provides several chargers to the public free of charge (and Provo recently announced the forthcoming installing of several more), as do a few area businesses, such as Utah Valley Regional Hospital. Based on this survey, our recommendation is for BYU to provide free charging as an employee/student benefit and a public good.

The cost of the proposed charging stations is dependent on a range of factors. Currently, the best value for businesses, schools, and governments in Utah is to work with the non-profit organization Leaders for Clean Air.<sup>10</sup> This group provides Level 2 chargers on an at-cost basis, working with suppliers to make large purchases as subsidized rates. It also helps complete paperwork for various grants. For these reasons, Utah Valley University, Salt Lake Community

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<sup>10</sup> <http://leadersforcleanair.org/>.

College, the University of Utah, and other local universities have all partnered with Leaders for Clean Air to install electric vehicle chargers.

There is currently a state-subsidized rebate program offered by the Utah Department of Environmental Quality (DEQ), which covers 50 percent of the cost of charger units and 50 percent of the cost of installation.<sup>11</sup> A rate quote recently provided to the Faculty Advisory Committee by Leaders for Clear Air cited a cost per unit of \$510 per charger if mounted to a wall (for underground garage installation) and \$727 per charger if a pedestal is needed (for parking lot installation).<sup>12</sup> In the scenario presented in proposal, the total cost of 10 Level 2 chargers with shipping included would be \$6,402. With the DEQ rebate applied, however, the total cost would be \$3,201. Installation would no doubt be performed by BYU's in-house electricians, and the DEQ rebate would subsidize that cost by 50 percent. Some urgency is required for these prices to hold, however, as the DEQ rebate program is only authorized through September 2020 and funds are available on a first-come first-serve basis. In terms of annual electricity and maintenance costs, Leaders for Clean Air estimates, based on its experience with institutional providers of electric vehicle chargers, that a heavily-used charger costs roughly \$150-200 per year. Installing 10 charging stations at BYU could thus increase electricity costs by \$1,500 - 2,000 per year, depending on usage.

Due to the temporary nature of the DEQ rebate program, which could deliver several thousand dollars' worth of savings, we urge the university to act quickly in purchasing and installing the recommended charging units. In terms of publicity, it could be beneficial to have the purchase announcement or installation announcement line up with Earth Day, which for the coming year falls on Wednesday, April 22, 2020.

The second recommendation in this proposal is to gradually transition the majority of BYU's fleet of motor vehicles and powered gardening tools to electric power. The Grounds Department responsible for maintaining our campus should be encouraged to replace its mowers, trimmers, blowers, and other power tools to battery operated tools wherever possible. Two product line that could be investigated are eGo and STIHL, and other companies are now adding electric tools to their lineups and various institutions and communities across the country are increasingly banning the gas-powered versions.<sup>13</sup> In addition to the air quality benefits, these would make the BYU campus a more peaceful place by reducing the high levels of noise pollution cause by gas-powered equipment.

In terms of vehicles, BYU Transportation Services has already begun working toward reducing tailpipe emissions by acquiring Toyota Priuses, a hybrid vehicle that uses both an electric engine

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<sup>11</sup> <https://deq.utah.gov/air-quality/workplace-electric-vehicle-charging-funding-assistance-program>.

<sup>12</sup> The specific units would be Clipper Creek HCS-40, which retail on Amazon.com for \$565 and which receive a 4.8 out of 5.0 customer rating based on 142 reviews as of 1/29/2020.

<https://www.amazon.com/ClipperCreek-HCS-40-Charging-Station-Certified/dp/B00TJD0ZW2>.

<sup>13</sup> <https://egopowerplus.com/products>; <https://www.stihlusa.com/products/battery-products/>.

and an internal combustion engine to increase the range per gallon of gasoline. But the Faculty Advisory Committee would encourage the university to commit to a more significant shift to plug-in hybrid vehicles (which can drive for a few dozen miles on purely electric power before shifting to internal combustion engine) and especially battery electric vehicles (which run purely on electric power). This policy can begin to be implemented in the coming few years with the acquisition of sedans and hatchbacks as existing vehicles are sold. Then, over the coming 10-15 years as electric vehicles become less expensive, more variable (including vans, SUVs, and pickup trucks), and more widely available, BYU can replace most of the rest of its fleet as existing vehicles are retired due to age and mileage. This policy of vehicle conversion would require the installation of Level 2 at Transportation Services. Although more expensive in the short-term in terms of up-front costs (electric vehicles are more expensive than their internal-combustion counterparts, although the gap is expected to narrow considerably over the coming years), such a policy would ultimately be fiscally neutral or positive due to dramatically decreased gasoline and maintenance costs and in the long run. More importantly, it would have a direct positive impact on the health and wellbeing of the BYU community.<sup>14</sup>

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<sup>14</sup> <https://qz.com/1571956/new-york-city-says-electric-cars-cheapest-option-for-its-fleet/>;  
<https://qz.com/1737145/the-economics-of-driving-seven-teslas-for-2-5-million-miles/>.



## Healthcare and Birth Control

Family-friendly Policy and Compensation and Benefits Committees

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Vote to close discussion: March 10, 2020

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### Proposal

We propose that BYU work with DMBA to provide reasonable and affordable access to birth control for faculty and staff. Current church policy emphasizes that birth control choices are between couples and God. A birth control option, available in a BYU health care plan as recently as 2016, would bless our community by helping faculty and staff achieve career excellence while enjoying “the privilege and responsibility to bring children into the world and to nurture them” (“Birth Control,” under Gospel Topics).

As members of the Faculty Advisory Council, we are deeply concerned that the current policies related to birth control create barriers to attracting, hiring and retaining diverse faculty—one of our four key priorities from President Worthen in 2019-2020. We recognize that DMBA’s policy is ultimately driven by leadership in the Church of Jesus Christ of Latter-Day Saints, but we see several potential opportunities for BYU to shift the conversation. We outline these opportunities and recommendations below.

### Background and Current Policies

As members of the Church, we believe that “the birth of children in loving families is central” to the plan of God and that married couples should “pray and counsel together as they plan their families,” taking into account “the physical and mental health of the mother and father and their capacity to provide the basic necessities of life for their children.”

These kinds of questions become critical when LDS couples seek to advance careers at BYU. We are blessed to work in an environment that demands the best from us in our teaching,

research, and service (in both departments and wards). Professional life and service can put significant, and often refining, pressures on families, especially as they start their careers.

Because BYU values both the professional and spiritual lives of families, our health care plans should reflect that commitment.

In 2017 and 2018, the Federal Government issued changes to the Affordable Care Act's contraception mandate—a move made legal by the 2014 Supreme Court ruling in *Sebelius vs. Hobby Lobby*. (In support of religious freedom, The Church of Jesus Christ of Latter-day Saints filed an amicus brief in behalf of Hobby Lobby.) [The changes](#) provided exemptions for (a) employers with religious and moral objections to contraception and (b) religious, non-profit employers. Around this time, DMBA ceased offering a third health care option (Altius, then Aetna) that covered contraception. The burden, then, of paying for contraception has fallen on married employees—and has fallen disproportionately on women, who, according to a national study, “currently bear most of the financial and health-related burdens of contraception” (*AMA Journal of Ethics*). This imbalance is compounded to some degree by the economic disparities that exist across campus specializations.

Employer-offered medical care under the auspices of the Affordable Care Act [reduces unwanted pregnancies](#) and reduces overall medical costs. Major public health groups like the World Health Organization and the Kaiser Foundation list a variety of health and societal advantages when individuals have access to affordable family planning options. “When women can decide whether and when to have children,” writes Melinda Gates, summarizing the research, “it saves lives, promotes health, expands education, and creates prosperity—no matter what country in the world you’re talking about” (*The Moment of Lift*, 2019). It’s also affordable for insurers: In 2012 the U.S. Department of Health and Human Services [reported](#) that “the cost to issuers of including coverage for all FDA-approved contraceptive methods in insurance offered to an employed population is zero.”

Currently DMBA offers no contraceptive medications or procedures for Church employees. The benefits handbook states that though birth control may be prescribed to Church employees, it is not covered by DMBA. Under its “Exclusions” section, we find two entries excluding family planning from the coverage:

*“Family planning, including contraception, birth control devices, and/or sterilization procedures, unless the patient meets DMBA’s current medical criteria.” (Benefits Handbook p. 25); “Medications such as contraceptives for purposes of family planning” (p. 28)*

The handbook does not describe what *current medical criteria* would justify family planning coverage (limited to sterilization, excluding birth control), but this information can be found online under [Medical Policy #58](#)—Sterilization Procedures (DMBA 4 March 2011):

*“Tubal ligation or vasectomy are not covered for family planning but will be covered when medical conditions of the wife justify the procedure based on one or more of the following criteria being met:*

- *Maternal age of 40 or greater*
- *Multiparity: Five pregnancies or live births*
- *A history of serious complications during pregnancy and/or delivery that are likely to be repeated in subsequent pregnancies*
- *Serious underlying medical conditions such as diabetes, lupus, renal disease or multiple sclerosis that place the life and health of the mother or fetus in severe jeopardy*
- *Mother has had 4 or more C sections*
- *Other conditions that may be reviewed are depression, habitual aborter, etc.*
- *Endometrial Ablation”*

According to this policy, family planning will be covered only when a woman has a serious medical condition or is likely wrapping up her family planning—after age 40 or having given “live birth” 5 times. In other words, family planning will be covered only when planning a family is no longer needed. Anecdotally, we have heard that families who have pursued contraception based on some of these medical criteria have been met with an unrealistically high burden of proof to indicate that coverage is needed. Women, unstable families, and married employees with significant mental health challenges are disadvantaged by these policies.

### **Concerns with the Current Policy**

We have at least six concerns with the current policy, which we discuss in turn below.

#### ***Concern 1: Current DMBA Coverage is Inconsistent with Church Policy Changes***

In its Handbook of Instructions and public statements, the Church has abandoned early teachings on birth control—1917: “one of the greatest crimes in the world today” and an “evil practice”; 1969: “it is contrary to the teachings of the Church artificially to curtail or prevent the birth of children. We believe that those who practice birth control will reap disappointment by and by”—and has shifted responsibility on couples, where it rightly belongs. The current Handbook of Instructions (38.6.4) has the following:

*It is the privilege of married couples who are able to bear children to provide mortal bodies for the spirit children of God, whom they are then responsible to nurture and rear. The decision as to how many children to have and when to have them is extremely intimate and private. It should be left between the couple and the Lord. Church members should not judge one another in this matter.*

*Physical intimacy between husband and wife is intended to be beautiful and sacred. It is ordained of God for the creation of children and for the expression of love between husband and wife.*

This official policy is reinforced in Gospel Topics, under “Birth Control”:

*Husband and wife are encouraged to pray and counsel together as they plan their families. Issues to consider include the physical and mental health of the mother and father and their capacity to provide the basic necessities of life for their children.*



*Decisions about birth control and the consequences of those decisions rest solely with each married couple.*

In short, The Church of Jesus Christ of Latter-day Saints has no religious or moral objection to contraception and considers it a private, and uniquely *spiritual*, decision. Even though LDS birth rates have declined with the rest of the developed world since the 1990s when the Church transitioned away from condemning it, LDS couples [are still having](#) at least [one child more than](#) the national average.

When discussing this issue with various decision makers we have heard a common theme that “supporting individual choice is different than financially covering that individual choice.”

We are concerned with the inherent moral inconsistencies with this pushback. Consider a faculty spouse who chooses to engage in unhealthy habits such as excessive sugar intake, overeating, alcohol abuse and/or tobacco use. While these choices are clearly inconsistent with the moral stance of the Church, any health consequences of these choices are generously supported and covered by the normal DMBA health plan.

In contrast, a family that feels spiritually directed to wait for a time period between children, or to stop having children, and engages some form of birth control bears the full financial responsibility of both the birth control mechanism itself and any associated complications from that birth control.

The contrast between a family following revelation to make healthy choices and bearing the full costs of those choices and a family making unhealthy choices that are subsidized through DMBA’s medical coverage is uncomfortable.

### ***Concern 2: Current DMBA Criterion for Sterilization is Confusing***

We are not sure why DMBA has marked as eligible for sterilization (again, not for contraception coverage) women over 40 or who have given birth five times, policies which have no support from official Church doctrine or policy. If our stance is on moral grounds, then it is not clear why we would create a seemingly arbitrary set of criteria after which sterilization is covered.

If our criteria are not based on moral grounds, then it is not clear where they come from or why these are the correct cutoffs. Why four c-sections and not three? Why five children and not four, or six? These seemingly arbitrary criteria provide evidence that this decision is not based on law but on some other non-disclosed and non-legal criteria.

### ***Concern 3: Providing Birth Control and Requirements to Support Abortion***

We have heard from several entities on campus and at DMBA that providing birth control will somehow entangle DMBA in the issue of abortion, as a BYU benefits counselor said [in the school newspaper](#) in February 2019. (On this issue, DMBA follows Church policy and will provide abortive health care only “in cases of rape, incest, or when the life of the mother and/or fetus would be seriously endangered if the fetus was carried to term.”) As far as we know, there is no federal regulation requiring *any* providers—secular participants in the Health Insurance Marketplace or religious groups—“to cover drugs to induce abortions and services for male reproductive capacity, like vasectomies” ([healthcare.gov](https://www.healthcare.gov)).

We have looked, but we find no evidence that supporting various forms of birth control and/or sterilization will then require any form of support for any form of abortion.

***Concern 4: Current Policies are Gendered and Potentially Discriminatory***

By imposing a financial and physical burden on employees seeking family planning options—particularly female employees—the current DMBA policy does not support the “extremely intimate and private” decisions of BYU families. Further, the defacto message here is that family planning care is important only if the mother (notice the sex-specific language above: “medical conditions of the wife”) is in grave physical or mental distress or the couple has had five children, which is around 2.7 times more children than the national average.

***Concern 5: Current Policies Create a Barrier in Attracting, Hiring and Retaining Women***

It seems to us that DMBA through its exclusions is not in line with official church policy that we “should not judge one another” based on our desire to plan our families in our own way. As it is, one of the first things a woman—either as employee or dependent—learns about her benefits package when she starts working for BYU is that she’ll need to pay for a doctor’s prescription for birth control (anywhere from \$15–\$50 a month, plus co-pay) or purchase birth control from Planned Parenthood. Such an arrangement is rare in the professional world. As a limitation of the employment package, the policy may run counter to university initiatives to “recruit, hire, and retain faculty members [. . .] from diverse backgrounds.” Anecdotally, we have heard from a number of women who have chosen not to apply to BYU because of perceived “family unfriendly policies”, including birth control.

***Concern 6: Current Policies Create Substantive Pain for non-Family Planning Situations***

In the process of investigating birth control on campus we have uncovered a host of anecdotes that highlight the ways that the current policy creates substantive pain for faculty and staff on campus. A few illustrative examples include:

- A woman with an IUD got pregnant, and DMBA refused to cover any of the medical expenses to remove the IUD despite significant health risks to the pregnancy
- A woman received an IUD while covered under a different insurance (i.e. Aetna) and then switched to DMBA. A subsequent complication was deemed entirely her responsibility by DMBA.
- A woman with a unique medical condition was given the option of either hormone treatment or a hysterectomy. DMBA agreed to cover the hysterectomy, but required a long drawn out battle to cover the hormone treatment through birth control. She opted for the hysterectomy to avoid a fight with the insurance company.
- A man visited a urologist related to hernia pain and, while there, discussed a vasectomy. Because the vasectomy discussion was included in the medical notes DMBA refused to pay for the physician visit and, after a year of negotiations, the physician wrote off the visit rather than changing the notes for the visit so that DMBA would pay.

We think it is important to note that the practical message families hear when they have these experiences is not consistent with current church policy. Rather than experiencing an insurance provider working to help us make healthy choices, we experience an insurance provider hesitant

to address any issue that touches birth control and coverage, even when birth control is deemed medically necessary or superior to alternative options.

We are blessed as employees to have a robust benefits package through BYU, a generous employer. We believe that by expanding, not excluding, family planning options for BYU employees, DMBA can reduce, to some degree, the stress that comes from a demanding, rewarding career, rigorous church service, and the difficulties inherent in raising children in the last days.

## **Recommendations**

Though we lack expertise in the healthcare industry to make specific policy proposals, we have several recommendations for BYU administration to consider:

### ***Internal BYU Recommendations***

- *Birth control through subsidy/reimbursement:* BYU could provide a reimbursement allowance directly (up to a certain amount) for full time faculty and staff who use birth control. This approach would avoid the need to work through the DMBA policies and, instead, directly support faculty and staff. It's important to note that while this approach could ease the financial burden of paying for contraception, it would not ameliorate issues related to contraceptive monitoring or treatment for complications.
- *Improved messaging and communication with faculty and staff regarding birth control:* We recommend a careful communication plan to share with BYU faculty and staff that BYU is aware of the pain related to the birth control policy along with information regarding the steps and actions BYU plans to take. At a minimum, the benefits office can create positive messaging regarding how they can help when faculty and staff run into roadblocks with DMBA over birth control issues.

### ***BYU Partnership with DMBA Recommendations***

- *Birth control through secondary provider:* BYU could request that DMBA partner with an alternative provider (as done previously with Altius and Aetna) that provides birth control as part of the insurance benefits package. DMBA would need to engage the contract, but BYU can strongly request this support.
- *Improved customer service with birth control issues:* BYU can request a significant upgrade in customer service support any time a claim or issue bumps up against birth control. Faculty and staff could be routed to experts who are trained in the details of the current policies and who are ready to engage faculty and staff in respectful and sensitive ways. Rather than experiencing immediate roadblocks anytime birth control enters the conversation, DMBA customer service specialists related to birth control can help faculty and staff navigate the challenges in partnership for better health outcomes.



- *Elevate the conversation around birth control with DMBA.* We can appreciate only dimly the cultural and religious judgments that have gone into the Church's health care policies. With that limitation in mind, we propose that BYU deliberate with DMBA on the issue of including birth control as a standard benefit, on par with most other institutions of higher education. This conversation might begin by communicating to DMBA that the faculty find the current policy (a) without theological, medical, or legal justification, (b) unaligned with comparable institutions and therefore at cross purposes with our goals to recruit dedicated faculty, and (c) causing unnecessary difficulty to faculty and staff taking care of their reproductive health in the light of faith.
- *Revisit the criteria surrounding contraception and sterilization.* Additionally, we propose that BYU request that DMBA revisit its policy thresholds related to age, illness, or number of children to align more with industry standards that represent, in our minds, humane and generous treatment of employees. We are familiar with anecdotes from faculty who have struggled to receive needed medical care for issues such as endometriosis or routine ultrasounds related to reproductive health because treatments are related somehow to birth control. As BYU faculty, we hope for an insurance plan that actively supports spiritually-informed family planning and treats women with dignity when medical conditions require birth control (such as menstrual regulation or hormonal imbalances).

We are, as always, open to hearing alternative plans from the Administration. We appreciate that such decisions are complicated. We believe that providing a family planning option will send a clear signal to BYU faculty and staff that they are supported in their professional and personal obligations.

**Proposal to Develop a Strategic Inclusion and Diversity Action Plan and to Expand the  
Student Success and Inclusion Office**  
Diversity and Inclusion Committee

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D, subject to a separate vote, and added a  
footnoted reference)

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Elder Ballard taught, “We need to embrace God’s children compassionately and eliminate any prejudice, including racism, sexism, and nationalism.”<sup>15</sup> President Nelson<sup>16</sup> and President Worthen<sup>17</sup> echoed these sentiments. Recent events on BYU campus and in the U.S. more broadly emphasize that we have more work to do. We believe BYU can be better, and we, the members of the FAC, want to be part of this proactive institutional change. Thus, we recommend that the university:

- develop and implement a strategic inclusion and diversity action plan.
- expand the current student success and inclusion office to more broadly serve the entire campus community (not just students).

Below we offer a summary of our committee’s research to support university leadership in these efforts. Because creating an effective action plan requires an understanding of the campus climate, we include insights into the importance of university messaging when discriminatory incidents occur (please see Appendix A), as well as insights into the current diversity and inclusion needs on campus (please see Appendix B).

### **Developing a Strategic Inclusion and Diversity Action Plan**

*What have other colleges and universities done to address the diversity and inclusion needs of students, faculty, staff, and administrators?*

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<sup>15</sup>M. Russell Ballard, *The Trek Continues!* General Conference Address, October 2017.  
<https://www.churchofjesuschrist.org/study/general-conference/2017/10/the-trek-continues?lang=eng>

<sup>16</sup> <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>

<sup>17</sup> <https://news.byu.edu/announcements/a-message-from-byu-president-kevin-j-worthen>

Other universities have developed and implemented a strategic plan specifically focused on diversity, equity, and inclusion.<sup>18</sup> As we have reviewed these efforts, we conclude that for any plan to be effective, multiple stakeholders must be included. This requires careful coordination. Our research suggests that a clear, strategic, campus-wide approach facilitates the development of a common language and focus across campus, fosters a culture of accountability, and invites both individual and collective responsibility for diversity and inclusion efforts. This requires creating avenues for broad, campus-wide input, feedback, and discussion on plan development. When only one or a few individuals are responsible for developing a strategic plan, their efforts are not likely to transform the entire institution.

*How much time does this take?*

Most plans are rolled out in 1 or 2 academic years. These plans are then revisited, reassessed, and adjusted as needed every 4-5 years. We call for such an effort beginning Fall 2020.

*How do we develop something like this at BYU?*

In consultation with BYU alumni Dr. Kyle Reyes—former Special Assistant to the President for Inclusion and current Vice President for Student Affairs at UVU—the following strategies are recommended to develop an inclusion and diversity action plan unique to any organization.<sup>19</sup> We are confident that BYU can create a strategic plan that helps us improve our campus climate while honoring BYU’s unique mission.

- 1) Identify the **purpose** of an inclusion and diversity plan. For example, is this plan a reaction to events or is this a proactive choice to improve the campus community? Will this be a revision of a different plan, or is it something new? Who will be served by this plan?<sup>20</sup>
- 2) Establish guiding **principles**. How transparent will the process be? How will decisions ultimately be made? Who gets a voice?

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<sup>18</sup> For some excellent examples, please see: Brown University <https://www.brown.edu/about/administration/institutional-diversity/pathways>, University of Michigan <https://diversity.umich.edu/strategic-plan/>, University of Minnesota <https://www.arboretum.umn.edu/UserFiles/File/U%20of%20MN,%20Equity%20and%20Diversity%20Vision%20Framework-5.pdf>, Notre Dame <https://diversity.nd.edu/>, and UVU [https://www.uvu.edu/inclusion/docs/inclusion\\_plan\\_2.pdf](https://www.uvu.edu/inclusion/docs/inclusion_plan_2.pdf)

<sup>19</sup> Please see this webinar by Dr. Kyle Reyes: [https://www.sreb.org/sites/main/files/file-attachments/diversity\\_and\\_inclusion\\_webinar.pdf](https://www.sreb.org/sites/main/files/file-attachments/diversity_and_inclusion_webinar.pdf).

<sup>20</sup> For example, UVU decided they wanted a more integrated, university-wide approach that would develop a common language and focus to their diversity and inclusion efforts, develop a culture of accountability on issues of inclusion, and invite individual and collective responsibility for inclusion.

- 3) Build a process **structure**. This includes identifying leadership, forming committees, and identifying committee members from multiple parts of the campus community so you have a broad range of support for the process.
- 4) Vet **frameworks**. Study existing frameworks that can enhance diversity and inclusion and identify the ones that already make the most sense for the issues BYU wants to solve.
- 5) Develop a **communication** and **engagement** strategy. This means facilitating campus-wide involvement and accountability.
- 6) Develop a **timeline** and **manage expectations**.
- 7) Establish **objectives, goals, action steps, primary stewards, and checkpoint targets**. This includes identifying stewards with ownership of this plan, along with a presidential charge showing university endorsement and support of these efforts.
- 8) Identify measurable **indicators** for each goal. Create assessment metrics and begin to market the plan throughout the entire campus community.
- 9) Establish a campus **buy-in** strategy and **accountability mechanism**. Set up a plan for public accountability and transparency (i.e. annual reports) so that your campus constituency knows what efforts have already been taken, and how they are going.
- 10) **Market** your successes and your failures. Make necessary adjustments and market the changes again.

## Expanding the Office of Student Success and Inclusion

In 2018, President Worthen named Vernon L. Heperi to be Assistant to the President for Student Success and Inclusion. This was an important first step toward improving diversity and inclusion efforts at BYU. Our research, however, points to a need to expand this office to serve not only students, but also faculty, staff, and administrators. Such an office is standard practice at other institutions in Utah<sup>21</sup> and across the country.<sup>22</sup> Much like the Title IX office now operates, an office like this would fill at least 3 fundamental functions.

- 1) *Uniform Method for Addressing Concerns on Campus*. Minority students, faculty, staff, and administrators of all backgrounds would not have to search for someone who can

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<sup>21</sup> See for example: Utah State University, <https://inclusion.usu.edu/>, University of Utah, <https://diversity.utah.edu/>; and Utah Valley University: <https://www.uvu.edu/inclusion/>.

<sup>22</sup> Aside from those already noted in footnotes 4 and 6, our team identified programs at University of Alabama, Auburn University, UC Berkeley, Boston University, Cornell University, Duke University, Johns Hopkins University, University of Maryland, University of Minnesota, Northwestern University, Penn State University, Texas A & M University, University of Vermont, Virginia Tech University, and University of Wisconsin Madison.



help them navigate their concerns when an incident arises. This also instills confidence that difficult situations will be handled thoroughly and appropriately. When discrimination or other concerns arise, individuals will know where to go and that the university has dedicated meaningful resources to assist. Also, this is a visible demonstration of care, even if such services are not always used.

- 2) *A Campus-Wide Service.* An officer of the university (versus the current office designated only for students) would be empowered to develop university policies and procedures, as well as utilize local, state, and federal policies and procedures related to discrimination and prejudice to address situations that arise. This officer would be empowered to simultaneously assist students, faculty, and staff with needs that arise; educate faculty, administration, staff and students; and coordinate campus resources to foster a community for disadvantaged/underrepresented populations.
- 3) *Uniform Training and Messaging.* A formal university-wide office would help the entire BYU campus recognize that there are issues regarding racism, sexism, homophobia and other forms of discrimination on campus—just like it had to acknowledge that sexual assault was an issue through the creation of the Title IX office—and then make a commitment as a campus community to make the situation better for everyone on campus. Processes to rectify concerns would be expedited because there would be a dedicated resource that the campus community could turn to receive guidance, correction, and support. (Please see Appendix A for a continued discussion of the importance of university messaging.)

Overall, BYU could benefit from expanding its current resources beyond students to also include faculty, staff, and administrative issues related to diversity and inclusion efforts.

It is important to note that we see departments, colleges, and other university offices doing some of this work independent of a university-wide plan or university-wide office. In many ways, this is necessary as the needs of students and faculty vary by college and by major. Yet, this approach is uneven; not all departments and colleges are doing this work at the same level or pace. This can create inconsistencies. Further, colleges and departments may not always know the best way to support their students or faculty from diverse backgrounds and would like to turn to their upper-administrative leaders for further guidance, training, and support. An explicit university-wide office can continue to unite efforts across campus, provide more consistency in these efforts, and establish best practices and training across campus.<sup>23</sup>

Without a dedicated office with dedicated resources to provide emotional, spiritual, and financial support to diverse individuals, this campus is missing an important opportunity. To date, we find evidence that support is being administered unevenly across campus. We also fear that many of our minority students, faculty and staff are carrying an unnecessary burden and feel overextended.

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<sup>23</sup> Please see Appendix C for further ideas generated within the diversity network (a network headed by Drs. Handley and Birch in the Faculty Center).

## **Conclusion**

We call for the university to develop and implement a strategic inclusion and diversity action plan and to expand the current student success and inclusion office to more broadly serve the entire campus community (not just students). The presence of unchristian behavior towards students, faculty, staff, or administrators simply due to their racial/ethnic or economic backgrounds, their sexual orientation, or other marginalizing characteristics is simply heartbreaking. As your faculty advisement council, we wholeheartedly support focused efforts to fulfill the enduring task of building a Zion-like home for everyone on campus.

## Appendix A

### Continuing Need for Explicit University Messaging When Discriminatory Incidents Occur

Incidents of discrimination on campus leave the victims of these incidents feeling isolated, unsupported, heartbroken, and further marginalized. As a colleague aptly noted:

*“When microaggressions, alienation, stereotypes, and miscommunication become far too frequent to be coincidences, there is a temptation to blame oneself for the unfavorable circumstances. Words cannot fully capture the relief and validation that washes over a student, faculty, or staff who discovers that the things they experience are not a figment of their imagination and that they should not have to shoulder the full weight of making right the wrongs that have been perpetuated over the years.*

*A prevailing sentiment of equity will persist when the burdens and frustrations of the most disadvantaged and vulnerable members of our campus community are not viewed as a ‘them’ problem, but rather an ‘us’ problem. There is nothing quite so freeing as the validation of pain, sadness, and disappointment.”*

Recently, Church and university leaders have spoken out against racism and prejudice in explicit and public ways. This is important. Public and explicit university messaging clearly states that such behavior does not belong at BYU, and further supports those who experienced the discrimination. Please continue to send public and explicit university messages from the President when discriminatory incidents occur. This is another important tool in matters of inclusion, equity, and diversity on this campus.

## Appendix B

### Understanding the Needs of our Diverse BYU Community

In any organization, individuals with diverse backgrounds may struggle to fit in and feel accepted. Here are data from a few diverse groups on campus that informed our committee.

A recent pilot climate survey was conducted by Dr. Rugh and his SOC 323 research assistants<sup>24</sup> ( $n = 596$  students; weighted by college, year at BYU, gender, and race), 84% of students of color and 56% of White students agreed with the statement “racism is a problem at BYU.” The majority of students surveyed also agreed with the statement “BYU should prioritize making its campus more diverse” (White women: 77% agree; men of color: 82% agree; women of color: 89% agree). Further, on a 12-item belonging index, three items identified significantly lower scores of belonging among students of color, especially among Black students, suggesting that students of color are less likely to feel they belong at BYU. Only 32% of DACA and International students reported that faculty understand their experience. In a small subsample of 8 in-depth interviews with DACA students, 7 of 8 reported experiencing discrimination on campus.<sup>25</sup>

The survey also underscored that while the needs of students of color sometimes intersect with the needs of other groups (such as 1<sup>st</sup> generation college students, international students, LGBTQ students, etc.), this is not often the case. For example, 2 in 3 respondents of color were *not* 1<sup>st</sup> generation college students (weighted to reflect BYU). Thus, meeting the complex needs of many different groups requires the attention and care of someone well-versed in the broad array of inclusion and diversity needs.

Meeting the needs of diverse groups exists not only among the student population, but also among faculty and staff. In April 2018, the Faculty Women’s Association (FWA) held several focus groups to explore how BYU faculty and staff perceived the impact of culturally defined gender roles/stereotypes in the workplace. They also explored how gender discrimination had been or could be addressed. Similar themes came from each focus group. They expressed that discrimination at BYU is rarely hostile or intentional, but such discrimination is still painful. They shared frustration that they did not feel safe to say or do anything within their departments/colleges for fear of bringing negative attention to themselves or being labeled by negative stereotypes. They also thought their male colleagues feared that being friendly with a female colleague would be perceived as inappropriate, thus their male colleagues would not interact or collaborate with them. As a result of these experiences, women felt isolated; some felt less efficacious. One participant shared:

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<sup>24</sup> Dr. Jacob S. Rugh and SOC 323 Research Assistants, “BYU Racial Equity Inventory: Findings and Recommendations,” delivered to BYU College of FHSS, Diversity, Collaboration, and Inclusion Committee, April 30, 2020.

<sup>25</sup> As another data point, please see the commentary by outgoing President of the BYU Black Student Union, Déborah Alexis, published in the Salt Lake Tribune Wednesday June 17, 2020: <https://www.sltrib.com/opinion/commentary/2020/06/17/dborah-alexis-byu-must-act/>



*“Most individuals do not realize how the little day-to-day things add up over time and how appropriate or inappropriate behavior toward women affect their long-term success here at BYU and their own individual self-worth.”*

The FWA focus groups revealed that small acts of discrimination and social isolation lead to feelings of depression, anger, frustration, and negatively impact the ability of women to advance. In the safety of the focus group, women were able to share how these situations made them feel. Something they cannot do in their own departments or colleges. Too many women at BYU suffer in isolation because they have no safe place to go to share their concerns and they have no University advocate to turn to for support. Some women simply leave BYU to take faculty positions at other Universities to escape. As one highly decorated professor with CFS said before taking a faculty position at another university,

*“I love BYU and its students, but I am leaving because I am done with the male politics in my department. I have no voice and no support.”*

This focus group was just a snapshot of women faculty and staff needs; we do not have access to official data about the diverse needs of all faculty, administrators, or staff.

With permission from our colleagues, we offer a few poignant experiences shared through personal correspondence. They have asked to remain anonymous. Their experiences are written in italics below. We hope these experiences, along with the data we shared previously, offer an important view toward understanding the diverse needs of our BYU community.

*“BYU’s reputation is on the line every time one of our graduates makes a comment or acts in a manner that reveals ignorance or insensitivity to diversity and disrespect for people who may not conform to the cultural norms that many BYU students are used to. . . . Such knowledge and skills, taught, properly demonstrated, and assessed, are the stuff of well-educated college graduates, in particular those who are members of a world-wide faith community such as the Church of Jesus Christ of Latter-Day Saints.”*

This individual then said:

*“I teach teachers. . . . Teachers teach Heavenly Father’s children in all of their racial, sexual, socio-economic, religious, and linguistic diversity. If the teachers who I prepare are not educated to professionally and ethically provide nurturing pedagogy and equitable access to academic curriculum to all students, then they are in no way prepared professionally to teach. State and national teaching accreditation standards dictate dispositional criteria for teachers regarding working with diverse students, families, and communities.”*

For many colleagues, the pedagogy of diversity and inclusion were not part of our primary academic training; we know we could better meet the needs of our students and colleagues with more training and support. As another colleague suggested:

*“Teaching diversity knowledge and skills (for example identifying and critiquing personal biases and privileges and recognizing and changing inequitable and unkind actions that are often taken for granted) can be tough . . . . Pockets of support and understanding on campus help, but BYU needs more! Here are some ideas:*

- A university-wide strategic plan identifying knowledge and skills essential to interacting with diverse people across personal and professional settings would add powerful clout to such issues.*
- A university office of inclusion and diversity could serve as a rich resource for providing support for students’, staff’s, and faculty’s sense of inclusion and academic/professional success at BYU.”*

Other anecdotal evidence suggests that our colleagues who identify as members of minority groups need more representation at BYU, relief from the added emotional, mental, social, and sometimes physical exhaustion of being a member of an underrepresented group, and an official office at the university that could provide this support.

*“From the perspective of a long-time employee who comes from an underrepresented population, who has seen a relatively significant number of underrepresented faculty and administrators **leave** the university, from my vantage point, there are three things that the university needs at this time:*

- 1) More faculty/admin who look like, but more importantly, can identify with our underrepresented populations. As one of a few minority faculty/admin on campus, I have had minority students seek me out or be referred to me because of concerns, frustrations, incidents, or just plain loneliness. Often as we speak . . . they express this being the first time they have felt heard and understood. . . . I do not feel that . . . recruiting ethnic minorities, faculty in particular, will change much until the perspectives that come from ethnic/diverse backgrounds are valued.*
- 2) Relief for exhausted underrepresented students, faculty, administration, and staff who bear the brunt of educating the campus community. It is mentally, emotionally, socially, and sometimes physically exhausting to constantly be “on”. When you are most often the only one of color in a classroom, meeting, or other academic setting, and something is said or done that is callous, uninformed, or discriminatory, you have to decide whether or not you are going to address it. . . . Because of the competitive environment, prevailing sentiments and stereotypes, and the relatively small population of ethnic minorities, I reiterate that ethnic minorities are exhausted. If their performance is sub-par, it proves many prevailing stereotypes. If their performance is good, then they demonstrate that their admission or hire was not a mistake. If they are excellent, then they are considered what an average BYU student, faculty, or administrator should be.*
- 3) An official office of diversity and inclusion, complete with a chief diversity officer. . . . I feel that over time, an office of diversity and inclusion would lend credence to many of these sentiments, and pave the way for a more robust dialogue regarding really essential issues at BYU.”*

Similar conversations were heard in the 2018 focus groups:

*“As a woman, until you have CFS you do not really feel safe to say or do anything that might bring negative attention. And many women with CFS feel powerless to say anything because they don’t dare jeopardize the relationships they have been able to cultivate. We cannot call out when gender or sexual discrimination is taking place. We need a safe place to report our concerns and issues and to get help. That place does not exist at BYU. Discrimination is rarely blatant or vicious, it is just ignorance or personal bias that has been carried by some individuals for most of their life, and you would not report that to Title IX. We need a safe place to report problems, with individuals who can safely intervene and point out inappropriate behaviors and ideas. Someone needs to be given authority by the University to address discrimination issues, otherwise nothing will change and the behavior will continue. This will result in more minority faculty and students leaving BYU and possibly the church.”*

Regarding the experience of LGBTQ students on campus, a student shared this account with a FAC member via e-mail:

*“I can easily say that being gay at BYU was the biggest trial of my life. From the social pressure to marry in the temple to the incessant sense of anxiety and inferiority, being in that place was my personal hell. I tried for many years to shape myself into the person I was expected to be in the Church and in society, which was not unlike a fish trying to climb a tree. . . .*

*I wouldn’t trade my experience at BYU for anything. After all, without BYU I wouldn’t have my education, some of my good friends or the resiliency I gained through the experience. That being said . . . no student should ever have to endure the hell that I had to endure in that environment.”*

An informal survey of BYU LGBTQ students concluded that these students are at a higher risk than other students for depression and suicide, with 52% of those surveyed reporting having “considered self-harm,” and the same percentage reporting that “they felt they didn’t have a go-to friend.”<sup>26</sup>

Thus, a cursory examination of the needs of diverse groups provides evidence that:

- discrimination exists at BYU.
- underrepresented groups still feel they do not “belong.”
- limited education on diversity and inclusion negatively impacts the university reputation as well as the individuals who need further knowledge/training.
- there is a group of individuals who take on a heavy load to meet individual needs as they arise, but this heavy load exists in addition to their already mandated

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<sup>26</sup> Olson, Jessica. (2017, 20 Jan.) Study shows LGTB BYU students at higher risk for depression, suicide. *The Daily Universe*. Retrieved from <https://universe.byu.edu/2017/01/20/lgbt-byu-students-at-higher-risk-for-depression-suicide1/>

responsibilities, thus the heavy load may lead to burn-out or contribute to a decision to leave the university.

- efforts to help all students will disproportionately help more advantaged students.



## Appendix C

The following was shared at the Diversity Network meeting by Dr. Lori Wadsworth, MPA Director and Associate Professor Romney Institute of Public Service and Ethics.

It seems to me that there are three purposes for our Diversity and Inclusion efforts:

1. (and most important) provide a strong learning and working environment that is respectful and inclusive of all faculty, staff, and students;
2. inspire a shared commitment across the entire university community to diversity and inclusion; and
3. signal to the rest of the world (e.g., recruiters, potential applicants, and accrediting bodies) that we care about diversity and inclusion.

In order to accomplish these purposes and build our strength in diversity and inclusion, I believe we need the following structural components (most of these were discussed at today's meeting):

1. Make sure our Mission and Aims clearly state how inclusion and diversity fit in the culture of BYU. There is a statement on the detailed "Aims" page that includes "treating all other people with dignity and fairness", which certainly relates to Inclusion. But it feels pretty buried in the much larger document, and there is very little detail or context about how that might be applied.
2. An Inclusion statement for the University should be written that clearly articulates the value and priority placed on how we treat others. This statement should be available on BYU's home page and accessible on syllabi. The Marriott School had the following Inclusion Statement approved by President Worthen in December 2018:

At Brigham Young University's Marriott School of Business, we embrace the university's mission to "assist individuals in their quest for perfection and eternal life." We strive to foster an environment that is respectful of all backgrounds, perspectives, and voices, that "all may be edified of all" (D&C 88:122). By extending a spirit of consideration, fellowship, and charity to everyone, we enable the discovery of common values and unique insights as we each pursue our worthy secular and spiritual goals.

3. A D&I officer (or director) should be appointed at the University-level. The Office of Student Success and Inclusion is an important part of this, but I don't think it substitutes for the D&I officer. When we went through the accreditation process two years ago, the members of the external team were very surprised that we didn't have an official D&I Officer. Not having one sends two possible messages: 1) we think we don't need one; or 2) we just don't care. Instead, I think we should be sending the message that yes, we need one (almost every university and large business has one) and we definitely care about these issues.

4. The D&I Officer would head a council comprised of people across the campus who care about these issues and who could coordinate efforts to create an inclusive and more diverse community. There should be at least one person from each college, and representatives from the following: FAC, Faculty Center, Staff Advisory Council, Admissions office, Graduate Studies, CAPS, etc.

5. Assess our staff and faculty on their inclusion efforts, whether this be small or large, in the classroom or outside. What are they doing to create a more inclusive environment at BYU?

6. With the changes in GE curriculum, we should require some form of “cultural competence” for our students. Many universities have already moved that direction. Cultural competence helps to prepare our students to successfully work and live in diverse cultural settings, which seems even more important as part of the worldwide Church of Jesus Christ of Latter-day Saints.

# Evaluation of Administrators

## Faculty Culture and Support of Faculty Roles Committee

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Approved by executive committee for FAC  
consideration: 2/25/2020  
Full FAC discussion: 2/20/2020  
Vote to close discussion: 6/16/2020

Full FAC vote: June 20, 2020  
Status: Passed  
Last revised: June 19, 2020

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### Proposal

To recommend annual evaluation of Brigham Young University administrators.

### Background

The evaluation of deans', directors', and department chairs' leadership effectiveness is extremely important due to the critical role of administrators in helping universities achieve their vision and mission objectives. Such an evaluation should not be seen as threatening. We realize that most administrators at BYU, especially at the department level, serve on a volunteer and temporary basis as a citizenship duty; nevertheless, it is vital for leaders to receive feedback on their performance in order to improve their leadership skills and impact. Brigham Young University does not have an annual evaluation practice of their administrators. Some administrators solicit feedback from those they supervise by asking questions related to their capabilities as an administrator, including performance and expectations. The literature research for this proposal demonstrates the importance of developing a systematic process to evaluate administrators. This proposal only concerns evaluation of line administrators, and not what might be termed "service" administrators (e.g., CSRs, human resources personnel, etc.) A regular evaluation would benefit these positions as well and we recommend that this issue be taken up at a later date.

### Justification

The American Association of University Professors (AAUP) (1984) recommends that institutions develop procedures for periodic performance review of presidents and other academic administrators.

The following guidelines were provided:

- Evaluations should be periodic, regular, and collaborative, and based on principles shared by all parties involved in the procedure.
- The degree of faculty participation should be appropriate to the nature of the administrative office whose holder is under review.
- The review should provide both for the orderly transmission of faculty concerns and for the fair and equitable treatment of the administrator equivalent to what we expect in the case of faculty members.
- The review should be constructive and provide the supervising administrator or body with adequate grounds for reaching an informed decision when continuance of the person being reviewed is at stake.

- The consequences flowing from such a report should be understood by all parties and should allow for further exchange and feedback as the review may require for ensuring administrative effectiveness and responsiveness to the faculty voice.

## **Literature Review**

There are many studies related to the skills required to be an effective leader; however, there are few studies that focus on the development of valid and reliable measures of leadership effectiveness.

In her 2003 study, Vicki Rosser evaluated the leadership effectiveness of 22 academic deans and directors. Her results showed the possibility of measuring leadership effectiveness at both individual and unit levels. During the study, a survey was sent to faculty and staff members who reported directly to the deans and directors. The results of this study suggested that one of the main problems was that deans and directors were not aware of their leadership performance in their various functions, tasks, and duties. Rosser recommended that “universities would be well served to systematically invest in, formally train, and fairly and accurately evaluate their academic leaders” (Rosser, 2003).

In another study, the Mount Royal University of Canada developed an evaluation framework to assess academic leadership, job satisfaction, retention, and leadership continuity. The assessment consisted of distributing online surveys, conducting exit interviews of outgoing chairs, and gathering human resource statistics. The results demonstrated that leadership evaluation brings greater understanding of the roles and challenges of leaders. The results also provided information about the changes needed in order to support the leaders’ growth and success. This study demonstrated that institutions need to evaluate their administrators because the new information gained could be used to help them improve in their associated responsibilities (London, 2011).

A report published by the IDEA Center contained findings from an instrument created to evaluate department chairs. The data collected consisted of both department chairs’ self-ratings and faculty ratings of the chairs’ performances. Their administrative responsibilities, methods, and personal characteristics were evaluated. The results demonstrated that chairs are more likely to improve if they receive feedback. The feedback also helped leaders prioritize responsibilities and identify strengths and areas for improvement (Archie, 2018).

One study in particular could be very beneficial to BYU. In a study by Langford, leadership of the Big 5 was evaluated using the Voice Leadership 360 survey. There were five leadership factors for promoting and developing success: voice (expressing and striving towards mission and values), organization (planning, implementing, and monitoring), innovation (exploring, learning, and improving), connectivity (involving and developing others), and enjoyment (managing stress, health, and wellbeing). The study presented a leadership model that consisted of a broader range of leadership behaviors related to organizational outcomes. (Langford, 2017).

## **Recommendation**

After reviewing the literature and best industry practices, the committee recommends an annual 360-degree appraisal. *The Voice Leadership 360 Survey* used by the Big 5 is a good option. The



survey can be customized to match BYU's unique competency framework. Recently the company that runs *The Voice Leadership 360 Survey* partnered with Qualtrics, and BYU already has an established relationship with Qualtrics.

Here are some areas an administrator could be evaluated on:

- Success in creating a sense of unity, civility, and purpose, as well as campus momentum and growth
- Choosing and working with administrators and encouraging good morale
- Promoting affirmative action
- Establishing good relations with faculty, staff, and students
- Supporting the academic mission
- Maintaining and enhancing relations with alumni, foundations, and state and federal agencies
- Projecting “an attractive image of [the] institution” to the citizens of the state and members of the Church. Assisting the department/college/campus in development, planning, and policy
- Supervising the overall allocation of department/college/campus resources such as budget, personnel, and physical plant; and.
- Working successfully with other administrators of the multi-campus system and the governing board

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## **Website for Seminars Across Campus**

### **Faculty Culture and Support of Faculty Roles**

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Approved by executive committee for FAC  
consideration: 2/25/2020  
Full FAC discussion: 2/19/2020  
Vote to close discussion: 6/16/2020

Full FAC vote: June 20, 2020  
Status: Passed  
Last revised: March 18, 2020

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### **Proposal**

We propose that the University establish and maintain a single website that has a list of all the colloquia and seminars on campus. The site should list the seminars ordered by date and give the title, presenter, host department, location and abstract.

### **Justification**

The main justification is to promote learning and a sense of community across the campus. We hope it will also encourage collaboration between different communities and disciplines. It will also make it easier for people to find seminars of interest and enhance the dissemination of the information.

### **Implementation**

Nate Walton, BYU Website Manager, has a team which can develop the initial website and provide some training on how to maintain the website. We propose that college or department secretaries will weekly populate the site with the information about seminars. The site will be overseen by BYU University Communications. After the initial set up, the time to maintain and populate the information are the only costs. Maintaining the site should be minimal. There are about 90 departments listed on BYU's website. Each would need someone to spend up to 15 minutes each week to populate the information.

# Parental Leave Policy

## Family-Friendly Policies Committee

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Approved by executive committee for FAC  
consideration: 2/25/2020  
Full FAC discussion: 2/25/2020  
Vote to close discussion: 3/10/2020

Full FAC vote: March 10, 2020  
Status: Passed  
Last revised: March 10, 2020

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### Proposal

In this proposal we suggest a new language for the BYU parental leave policy to (1) bring this policy more in line with our institutional priorities of supporting families and (2) ensure the parental leave policy functions as an attractor, rather than a detractor, when attempting to recruit, hire and retain “individuals from diverse backgrounds.”

### Justification

The FAC is keenly aware of the university mission “to assist individuals in their quest for perfection and eternal life” and the central role of families in this quest. In addition, the FAC recognizes that there are important family-related challenges associated with the university priority to “recruit, hire and retain faculty members—with particular emphasis on individuals from diverse backgrounds—who have a strong commitment to the university mission and demonstrated potential for faith-based teaching and student centered research.” In particular, we believe it is critical to ensure that family related policies, such as the parental leave policy, are consistent with our core underlying purposes as an institution.

### *The Current Policy Language*

The current opening paragraph of the parental leaves policy reads as follows (emphasis added to highlight aspects we will discuss below):

“Parental leave accommodates eligible, full-time faculty while minimizing the impact on students, colleagues, and departments. When a full-time faculty member who has continuing faculty status (CFS), or is on-track for CFS, becomes the parent of a child, either by childbirth or by adoption of a child as defined by the Family and Medical Leave Act (FMLA), that faculty member usually will qualify for a parental leave of one semester ***for the purpose of serving as the child’s primary caregiver*** (as used herein, “semester” is interchangeable with the combined “spring/summer terms”). ***If a faculty member and his or her spouse are both faculty and eligible for parental leave, either one, but not both, may take this leave. The other spouse not taking parental leave may request an unpaid leave in accordance with the university’s policy on personal leaves or the FMLA.*** (See “Personal Leave” section below; Administrative and Staff Employee Leaves Policy.) Non-CFS track faculty, who may also qualify for FMLA, may apply for parental leave depending on the unique circumstances of their employment. The request will be evaluated on the basis of the department’s ability to accommodate such a request.”

We note that this policy is more generous than the 12 weeks of unpaid leave required by the FMLA.

### *FAC Concerns with the policy as stated*

We have three concerns with the current wording of the policy:

First, the stated purpose is for the individual to serve as the “primary caregiver” for the child. After discussing this issue with the benefits committee, it appears that to be a “primary caregiver”, the faculty member must be responsible for 51% of the childcare. Faculty likely do not quantify their time in this manner, so this is difficult to understand. Additionally, the difference between someone who takes 49% of the childcare, compared with 51% is likely arbitrary, but very meaningful when determining a leave.

Second, the stated purpose seems focused on the practical responsibilities of caregiving rather than the deeper spiritual purpose of strengthening families. We believe there is an opportunity to elevate our sights with the policy to be more mission consistent rather than practical. Specifically, we believe there is an opportunity to make the leave policy more consistent with our institutional emphasis on supporting families and, therefore, making this a more attractive place for diverse faculty and staff.

Third, we are concerned with the language indicating that only one BYU employee may take a paid parental leave. This creates clear disincentive for two working spouses to both work at BYU. If a spouse works elsewhere, then the BYU employee qualifies for a leave regardless of whether the spouse also qualifies at his/her place of employment. We view this qualification as arbitrary and unnecessary, and creates a disincentive for dual employed spouses at BYU. It also treats married employees as a *team* rather than as *individuals* with separate employee contracts. A traditional employment contract is between the organization and the employee, and not a triadic relationship between the organization, an employee and a spouse. Each spouse is entitled to a unique and independent relationship with the employer when both spouses are employed by the same organization.

### **Recommendations**

There is a growing body of empirical evidence showing that parental leave (even by non-primary caregivers) is associated with a host of positive child and family outcomes. This includes better father-child relationships and more time spent with the infant (Haas & Hwang, 20018; Tanaka & Waldfogel, 2007), better child health and cognition (Danzer et al., 2017; Bono, et al., 2016); child higher educational outcomes (Ginja, et al., 2019) and more equal co-parenting and division of labor between spouses (Kotsadam, & Finseraas, 2011; Rehel, 2013). We have two key recommendations.

First, we recommend replacing the primary caregiver language with a higher statement of purpose and intention behind the leave. We believe that the intention behind the parental leave is to release BYU employees from university duties temporarily in order to shift the time and energy associated with those responsibilities to the care and well being of the family after the



major transition of adding a child. In some cases, the faculty member may be providing 100% of the care for the new child, and in other cases the faculty member may be providing physical and emotional support to a spouse, and in other cases the faculty member may be providing care for other children already in the home during the family transition. There are myriad situations in which it would be highly beneficial for the spiritual, emotional and physical health of the family for the faculty member to temporarily re-allocate time and energy away from university responsibilities and towards the family. Thus, we recommend shifting from a technical description of “primary caregiver” to a more careful articulation of the purpose of the leave.

Second, we recommend removing the constraint on only one leave per family.

### **Recommended new wording (emphasis indicates changes and/or additions from the original)**

“Parental leave accommodates eligible, full-time faculty while minimizing the impact on students, colleagues, and departments. When a full-time faculty member who has continuing faculty status (CFS), or is on-track for CFS, becomes the parent of a child, either by childbirth or by adoption of a child as defined by the Family and Medical Leave Act (FMLA), that faculty member usually will qualify for a parental leave of one semester *for the purpose of temporarily reallocating time from formal university activities to providing for the spiritual, emotional and physical health of the family* (as used herein, “semester” is interchangeable with the combined “spring/summer terms”). *The implicit understanding of the parental leave is that faculty will invest the time released from university responsibilities to directly focus on the care and wellbeing of the family, not simply reallocate this time to other work related tasks such as additional research, creative works, and so forth.*

(See “Personal Leave” section below; Administrative and Staff Employee Leaves Policy.) Non-CFS track faculty, who may also qualify for FMLA, may apply for parental leave depending on the unique circumstances of their employment. The request will be evaluated on the basis of the department’s ability to accommodate such a request.”

### **Additional Recommendation Regarding Policy Implementation**

We are sympathetic to the potential stigmas associated with parental leaves in a professional environment, and we believe it is substantively important at BYU to counter those stigmas as much as possible and to align our culture, policies and practices with our shared belief system that focuses on the wellbeing of the family.

If the above changes to the wording of the policy are approved, we further recommend two key actions to help shift the culture and eliminate stigmas associated with parental leaves:

1. Clear communication plan to share the language changes with faculty, making it clear to all, especially Deans and Department Chairs, that parental leave to support family well-being is sanctioned and supported by the university.
2. Encouraging Deans and Department chairs to actively encourage faculty to consider whether a leave will help their family. In other words, when we become collectively aware of the addition of a child we can actively reach out to our colleagues and

encourage them to consider claiming the leaves. The explicit goal of this approach is to shift the culture from “I am so weak that I need to request a leave” to “It is normal for people to take leaves during these life transitions.”

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# Exploring Options for Child Care

## Family- Friendly Polices Committee

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Approved by executive committee for FAC  
consideration: 2/25/2020  
Full FAC discussion: 5/18/2020-6/16/2020  
Vote to close discussion: June 16, 2020

Full FAC vote: June 20, 2020  
Status: Passed  
Last revised: June 8, 2020

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### Proposal

In response to the 2019 FAC proposal, BYU administration asked the FAC to complete an internal study of the feasibility and demand for child care on campus. This proposal reports the results of a survey of over 1100 faculty and staff (see Appendix 2) and shows overwhelming support and demand for a BYU supported child care option. As an example, one faculty member reported:

*“As a University sponsored by the Church of Jesus Christ of Latter-day Saints whose emphasis and highest value is the family, and simultaneously emphasizes and encourages education for both men and women, I think it is highly appropriate and congruent with the value system of the Church, for BYU to offer/provide child care options and assistance on campus. What will be the hardest part? My guess is the overwhelming demand there will be; which demonstrates how extensive the need really is!”*

The administration described risk, licensure, and cost as barriers to child care on campus. In response to these concerns, we have also developed a robust matrix (see Appendix 1) showing the various childcare configurations BYU could adopt in an effort to provide childcare support for students, faculty and/or staff.

***We propose that BYU conduct a formal risk and cost assessment for each key dimension of the matrix to identify whether there are childcare configurations that would respond to the very clear requests from students, faculty and staff for BYU to provide some form of meaningful childcare support on (or close to) campus.***

The FAC would be delighted to participate in this assessment, but lacks the insight and resources internally to conduct this assessment on our own. This proposal is also supported by the BYU Faculty Women’s Association (FWA – See Appendix 3).

### Justification

Creating a viable, affordable option for child care will bless the lives of students and faculty and send a clear message that this institution wants families to thrive while studying and working here. Considering our eternal commitment to supporting families and our unparalleled married student population (five times the national average, by graduation), BYU should be a national leader in this regard.

In the modern economy, now more than ever couples “are obligated to help one another as equal partners” (The Family: A Proclamation to the World), which often means making difficult decisions about how and when to start a family and finish an education. In a recent devotional address (14 Nov 2017), Elder M. Russell Ballard echoed President Gordon B. Hinckley’s advice to young women in the Church to “get as much education as possible and plan on being employed sometime in your life after college” while “at the same time, prepar[ing] for marriage and family.” He noted, additionally, that since “some married women will become single” due to death or divorce, the skills they gain in school are essential to the economic well-being of their families.

As a tangible support for this kind of advice, on-site child care, a feature in most universities in Utah except ours (the University of Utah has six separate facilities), helps faculty and students juggle family and professional responsibilities. Affordable child care would help students complete their programs in a timely manner.

Below we provide preliminary data related to comparable institutions, internal surveys, risk, licensure, and cost.

### ***Comparable Institutions***

A study by BYU’s Faculty Center of all U.S. universities with a student body of more than 20,000 finds that 97% of comparable universities have either a childcare facility (75%) or a preschool (22%) that runs full-time hours and also provides childcare. Indeed, BYU is one of only 3% of comparable universities that do not have this type of facility (with the other universities either in discussion of providing full-time programs or receiving compensation for qualified childcare expenses).

The 2019 FAC proposal details seven child care programs at the following Utah colleges: Salt Lake Community College, Snow College, Southern Utah University, University of Utah, Utah State University, Utah Valley University, and Weber State University. It is, in fact, a humbling experience to see what our peer institutions have done to provide affordable child care—specifically so that students can raise families and finish their degrees. While some institutions, like SUU, are in the early stages of child care offerings, others have advanced programs that offer both by-the-hour child care or full-semester contracts. Despite some reports that suggest that university childcare facilities are closing, this does not seem to be the case in Utah. Indeed, the University of Utah opened up another drop-in facility January, 2020.

We provide an example of one comparable university for ease here:

#### ***University of Utah***

University of Utah currently has *six* full service childcare facilities for faculty and staff, and *three* part-time, drop-in childcare centers for students and other members of the community (with another drop-in center opening this semester). These facilities service nearly 500 children full-time and 15,000 children part-time. Administration of these centers are housed in the Center for Child Care and Family Resources, under Student Affairs. The mission of the center is to “support and coordinate information, program



development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.” The centers are primarily funded by faculty/staff child tuition and grants received from the U.S. Department of Education (for the student drop-in centers).

Additionally, the center provides many other resources for parents including “UMatch”—an electronic bulletin board to match babysitters and nannies with families, free childcare during finals, activities for student parents, a Headstart preschool on campus, parent “night out” with free childcare, and referrals to other community childcare and resources for parents. The center has an excellent website with a description of all programs, prices, and other resources (<https://childcare.utah.edu/>).

### ***Internal Surveys***

As shown in the detailed summary of the FAC Childcare Survey to BYU Faculty and Staff (shown in Appendix 2), there is very strong support for BYU childcare, according to both the quantitative (Appendix 2a) and qualitative (Appendix 2b) data. Almost 45% of respondents strongly agree that BYU should offer childcare for students (more than 70% at least somewhat agree), and more than 60% strongly agree that BYU should offer childcare for faculty and staff (more than 80% at least somewhat agree). The majority of respondents also report that finding affordable and high quality child care in Utah county and close to BYU is challenging. Thus, there seems to be a very real desire and need for high quality child care close to BYU. Based on only these responses (a sample of BYU employees), faculty and staff report that they are extremely likely to enroll more than 380 children in a potential BYU child care option for an average of around 20 hours per week.

Additionally, the data starkly indicate the importance of BYU childcare for assistant/associate professors and for women faculty and staff. Women are more likely to use BYU childcare than men, and women report that they will use an average of 25 hours per week of childcare while men report that they would only use 11.5 hours per week. While there do not seem to be substantive differences between men and women in *opinions* about child care on campus, there does seem to be a clear and distinct difference in the *practical need* for child care on campus. *Note: We collaborated with the SAC to collect data on student opinion on childcare, but data collection is ongoing. We anticipate, but cannot empirically verify, that student demand for an on campus childcare solution is robust and at least as substantial as that reported in our faculty and staff survey.*

The qualitative data provides more depth on the moral reasoning and practical benefits to parents and BYU for child care. Specifically, participants reported that child care on campus would help recruit diverse faculty and help women finish their education. We provide several representative quotes at the end of this document, but include one here as an example:

*“If BYU intends to broaden the scope of its hiring pool to more aggressively recruit female faculty members, to better balance the burden on male and female faculty--where women generally (although not always) continue to be primary care-givers even when working full-time-- , to show students that we value their education as well as their family planning, to meet national standards in family-friendly policies, and to actually support LDS Church counsel to*

*put families first, it MUST implement on-campus childcare. Without it, BYU sends a clear message that it does not value its faculty and feels that work-life balance is outside the scope of its concern. It also philosophically and materially signals that female faculty of child-bearing years are unwelcome at the university, or signals an unethical lack of care for their unique circumstances. It is no surprise that BYU has one of the lowest female/male faculty ratios in the country. More damagingly, it sends a signal to young women that their contributions are less valued.” (BYU Faculty member)*

### ***Risk***

The AVP Council’s feedback on the 2019 FAC proposal revealed three areas of administrative concern: risk, licensure, and cost. We provide some initial thoughts on these areas and provide proposals for each.

The risk to the university will likely depend on the specific childcare choices laid out in the childcare matrix described above. Assessing the specific risks and liabilities of each choice is beyond the expertise and capability of the FAC without additional support from risk experts at BYU. **We therefore propose that BYU risk management works with the FAC to identify the risks associated with each level of intensity for each child care choice represented in the matrix.**

Notably, BYU already has a preschool on campus, which leads us to believe that risk management is well versed in the risks with working with children and would be capable of providing meaningful risk assessments for each level of intensity of BYU involvement. Additionally, as reflected above, other Universities in Utah appear to be successfully dealing with risks associated with providing child care.

### ***Licensure***

The state of Utah issues and renews childcare licenses through the Utah Department of Health. Guidance on the documentation necessary to apply for licensing, as well as facility, and staff requirements are available at [childcarelicensing.utah.gov](http://childcarelicensing.utah.gov). Licensing fees are minimal. An initial licensing fee is \$200 + \$1.75 per child position requested; license renewal is \$31 with the same capacity fees. Staff training requirements are clearly delineated and easily achieved. The child care center director is required to have a bachelor’s degree and 60 hours in early child education earned through college credits or training available through the Utah Early Education Career Ladder (UEECL). Child care providers other than facility directors have minimal initial and annual education provided largely online through the Utah Department of Health.

The required facility size is dictated by the desired capacity of the care center. A minimum of 35 square feet of space is required for each child in care and an outdoor play area is required. Additional facility requirements include toilet and handwashing facilities that allow for appropriate hygiene as well as appropriate food storage areas including refrigeration.

Nothing in our research seems to present issues that either BYU isn’t already successfully dealing with or could deal with in the future either as a University or through a third party.

## *Cost*

There is understandably some concern related to the cost of childcare at BYU. This cost varies widely depending on the option BYU decides to pursue. **We propose that BYU accounting does a full cost assessment for the options presented above to determine what is the financial risk associated with each one.**

A few things we have discovered that may help a full cost assessment:

1. Childcare to faculty/staff can primarily be funded by market rate tuition cost paid by parents. This is the model that the University of Utah uses.
2. Childcare to students can be funded by a number of state and federal grants. For example, the University of Utah receives several large grants each year from the U.S. Department of Education that almost entirely funds their student drop-in childcare centers.

These two pieces of information suggest that the costs of running a BYU childcare facility will be offset greatly by faculty tuition payments and grants.

## **Implementation: Understanding Potential Childcare Options**

To jump-start the risk and cost assessment we are proposing, we share here a brief framework for institutional decision-making on this issue.

There are many potential options for childcare solutions, and these different options can be summarized by three primary dimensions: (1) level of involvement with the physical facility of a childcare—this captures the extent to which BYU provides land, building, maintenance, etc. for a childcare facility, (2) level of involvement in the business of childcare—this captures the extent to which BYU is actively involved in managing, staffing, branding, etc. the child care operation and (3) level of financial support—this is the extent to which BYU provides financial support or subsidized care for students, faculty and/or staff.

For each of these three primary dimensions BYU could opt for a very high intensity option or a low intensity option. The matrix presented in Appendix 1 shows the various childcare choices along with a brief description of high, medium and low intensity levels for each choice.

These different choices reflect a host of potential child care solutions with different levels of (1) real costs to BYU, (2) real liability for BYU and (3) meaningful benefits to students, faculty and staff.

Unsurprisingly, the option that provides the greatest benefit to students, faculty and staff (i.e. an on campus full childcare facility that is fully subsidized by BYU) is also the highest cost and comes with the greatest liability. Also unsurprisingly, the option with the lowest cost and liability to BYU (i.e. offering no support for child care) is also the lowest benefit to students, faculty and staff.

The purpose of the childcare matrix in the Appendix is to identify the specific childcare choices that strike a balance between the benefits to students, faculty and staff and the real costs and liabilities for BYU.



# APPENDIX

## Appendix 1 - Childcare Matrix

Involvement Category	Involvement Sub-Category	Sub-Category Description	Highest Intensity Option	Medium Intensity Option(s)	Lowest Intensity Option
Level of Involvement with Physical Facility	Land	Extent to which BYU provides land	BYU grants, gifts or licenses land without fee	BYU leases at market or discounted fee	BYU does not provide access to BYU land
	Location	Proximity to campus	On campus	Adjacent to campus	Unconnected to campus
	Structure	The physical building	BYU takes full ownership by designing, contracting and building a new facility or designing and retrofitting an existing building	BYU leases at market or discounted fee access to a new or existing BYU structure for use	BYU provides no access to BYU owned structures
	Financing	Level of financial support for the building	BYU pays 100% for the physical facilities	BYU subsidizes and/or finances construction of the physical facility	BYU provides no financial support for the building
	Maintenance	Level of ongoing maintenance service for the building	BYU provides 100% of the ongoing maintenance required for the physical facility	BYU subsidizes and/or functions as the contracted servicer of the physical facility (e.g. day care contracts BYU to maintain the building)	BYU has no involvement in maintaining the facilities
Involvement in the "Business" of Child Care	Ownership	Level of BYU formal ownership in operating the business	BYU fully owns the child care business	BYU has joint ownership (majority or minority) with outside vendor	BYU has no ownership, outside vendor owns 100% of business operations

	<b>Management</b>	<b>Level of BYU formal involvement in managing the business</b>	BYU integrates management into the BYU org chart and manages the business as a campus department	BYU provides input in management selection and has influence without control over management	BYU has no management involvement or responsibility
	<b>Staffing</b>	<b>Level of BYU formal involvement in staffing the business</b>	BYU manages staffing, training, etc. for new employees	BYU provides mild support for staffing, but primary responsibility rests with an outside vendor	BYU has no involvement in staffing matters
	<b>Branding</b>	<b>Extent to which the BYU brand is connected to the business</b>	Fully BYU branded	Sub-Brand under BYU umbrella or joint brand between BYU and outside child care vendor	No branding involvement by BYU
<b>Level of Financial Support</b>	<b>Faculty</b>	<b>Level of subsidy for faculty</b>	Fully subsidized child care for unlimited children	Partially subsidized child care (up to a certain \$ per month, or a certain number of hours per month, etc.)	No subsidies, parents bear full financial burden of care
	<b>Staff</b>	<b>Level of subsidy for staff</b>	Fully subsidized child care for unlimited children	Partially subsidized child care (up to a certain \$ per month, or a certain number of hours per month, etc.)	No subsidies, parents bear full financial burden of care
	<b>Students</b>	<b>Level of subsidy for staff</b>	Fully subsidized child care for unlimited children	Partially subsidized child care (up to a certain \$ per month, or a certain number of hours per month, etc.)	No subsidies, parents bear full financial burden of care
	<b>Method</b>	<b>How BYU provides financial support</b>	BYU directly covers care or directly pays vendor for services	BYU provides students with vouchers that vendor can use to bill BYU	BYU reimburses faculty, staff and students directly for their qualifying expenses.

## Appendix 2 - Childcare Survey Results

### Appendix 2a – Quantitative data

#### **FAC CHILDCARE SURVEY RESULTS SUMMARY 2020**

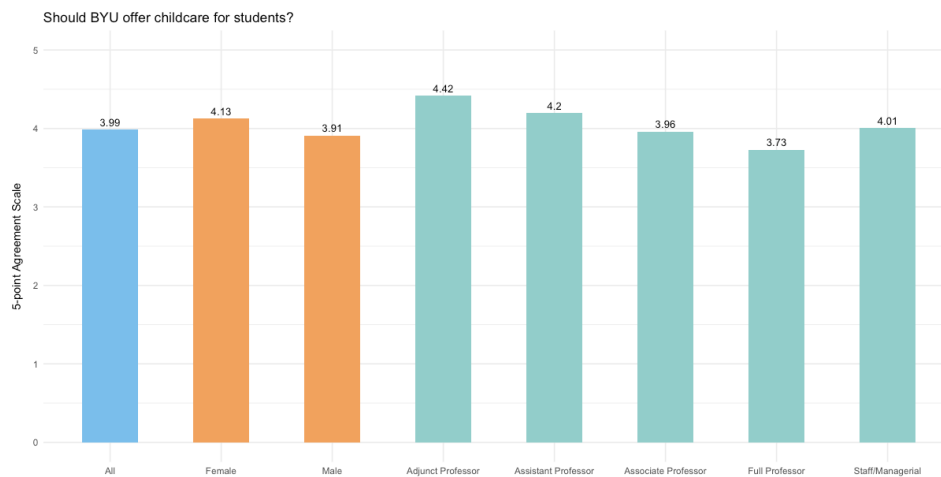
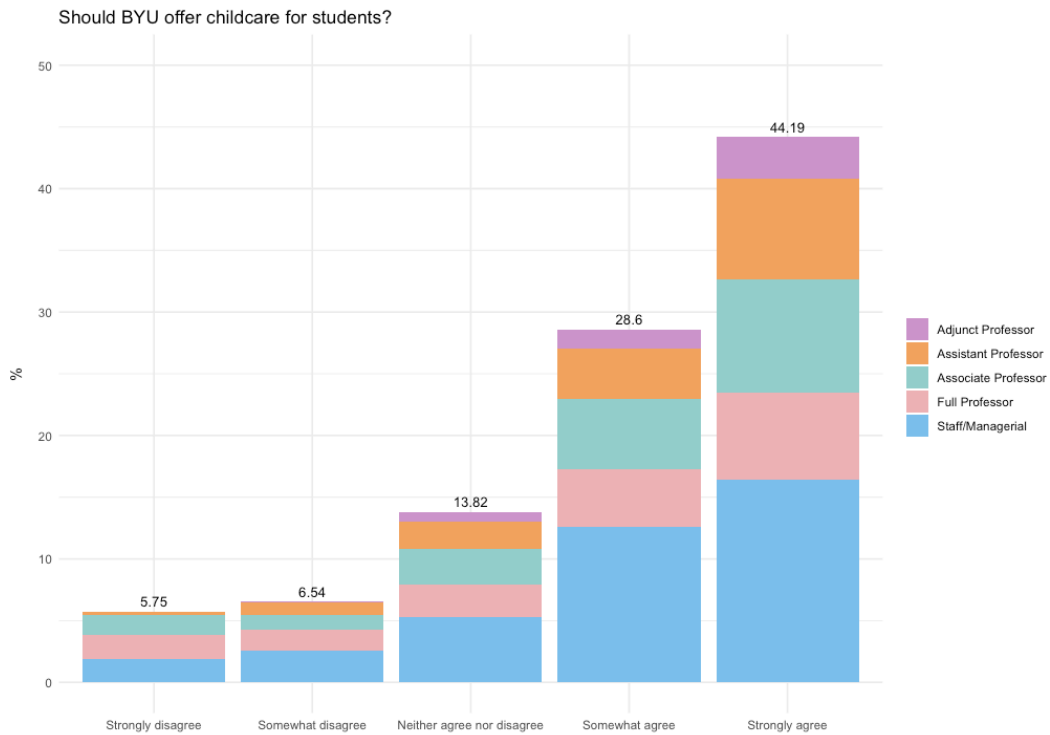
##### **OVERALL RESPONSES**

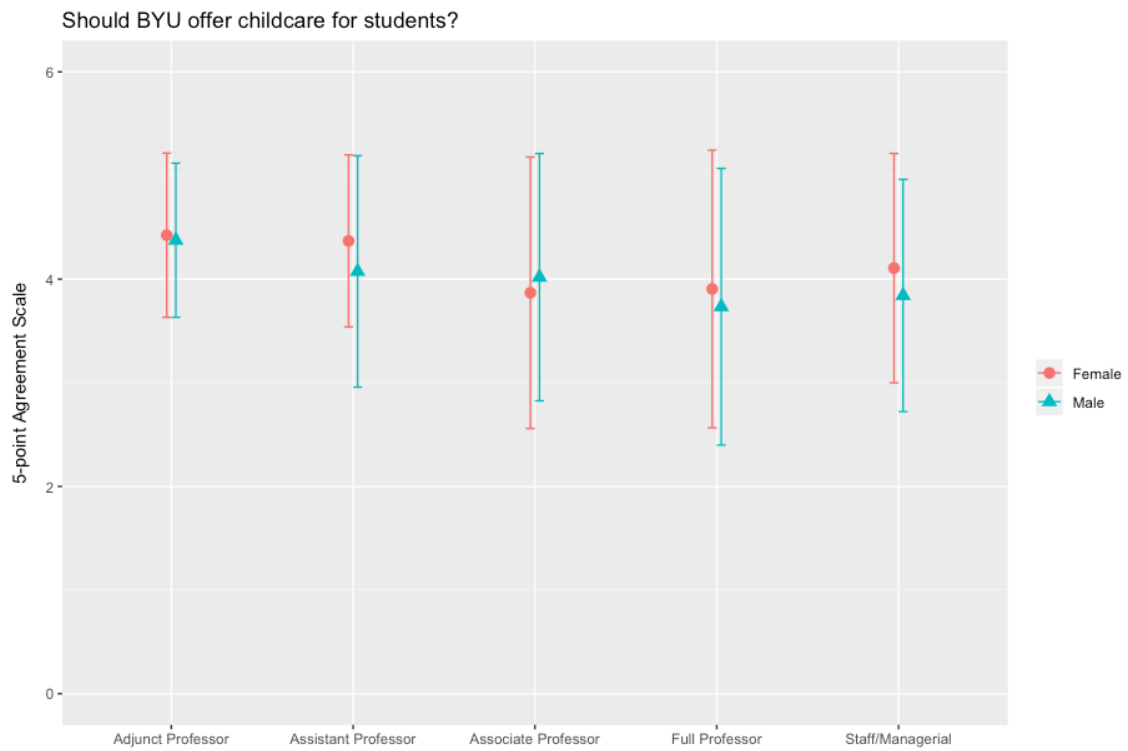
	RESPONSES	%
TOTAL	1190	
FEMALE	559	47.0%
MALE	616	51.8%
ADJUNCT	68	5.7%
ASSISTANT	189	15.9%
ASSOCIATE	241	20.3%
FULL	217	18.2%
STAFF/MANAGERIAL	462	38.8%

#### **QUESTION 2\_1 - Should BYU offer childcare for students?**

*“Please indicate the extent to which you agree with the following statements:*

*BYU should offer affordable on-campus childcare for student parents.”*

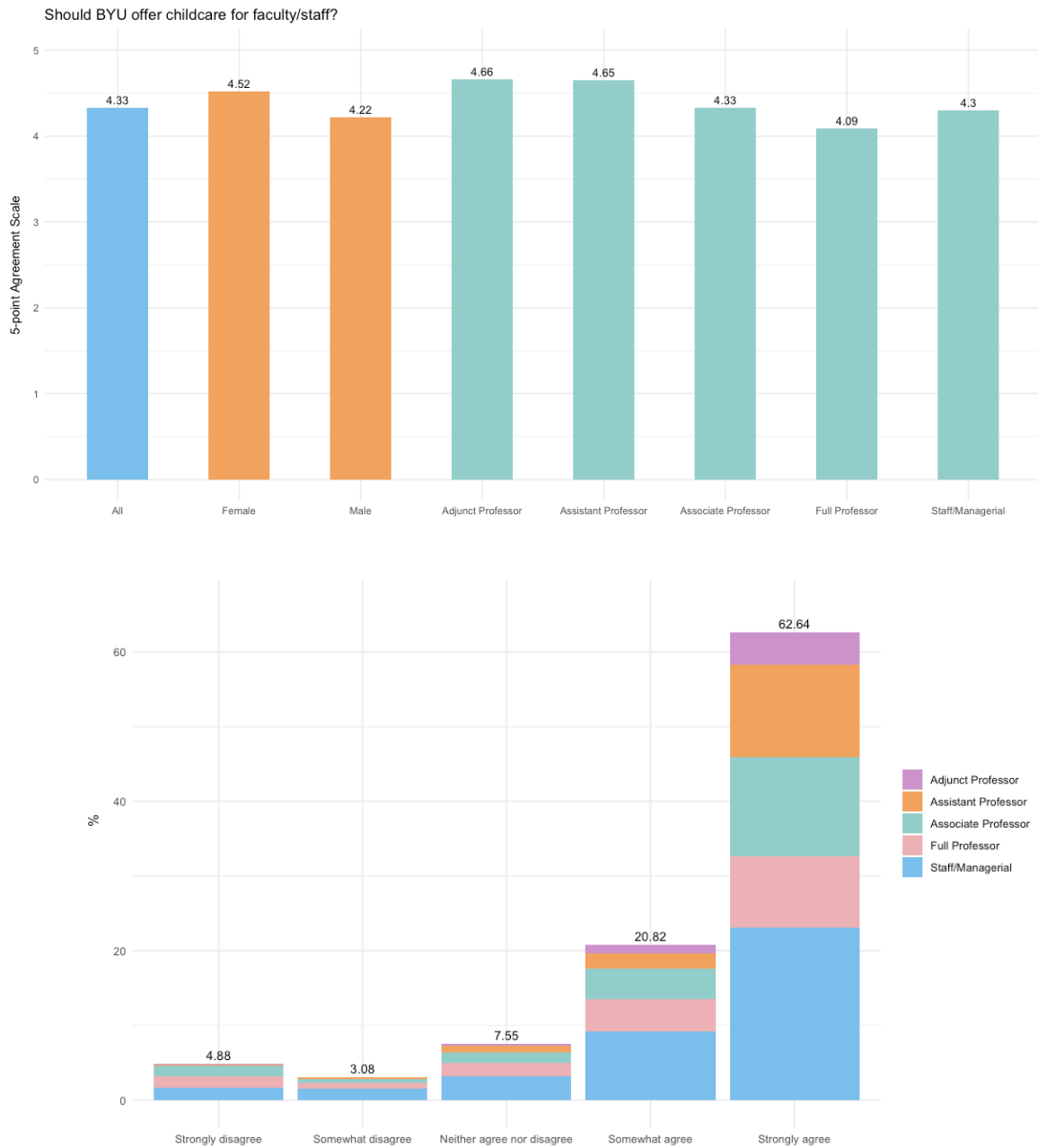


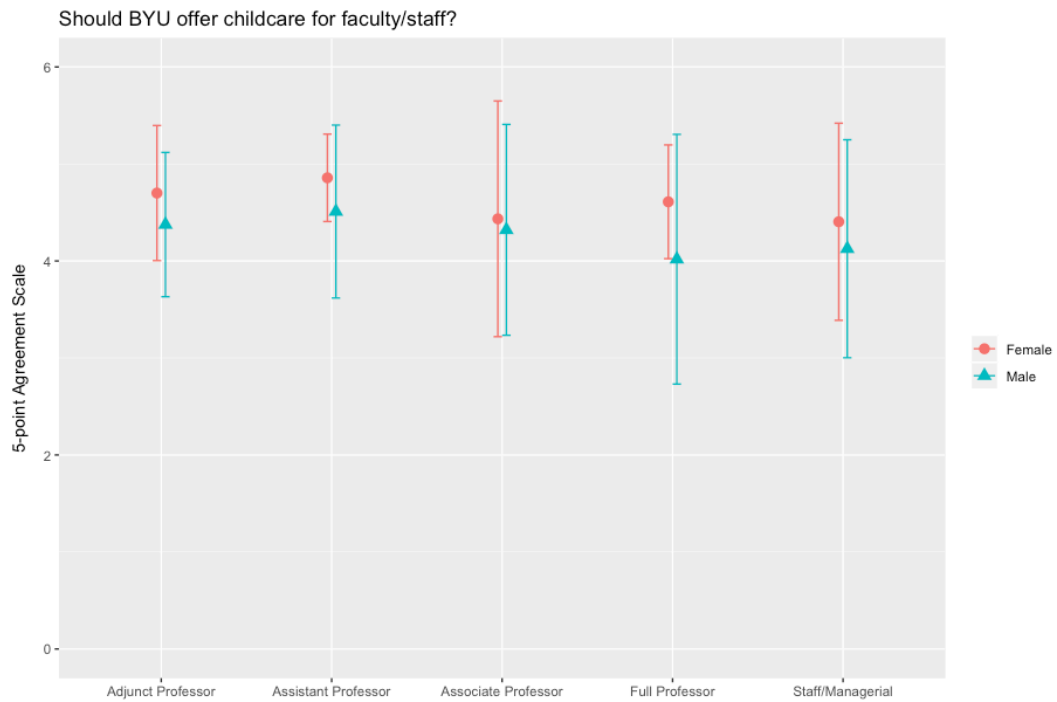


**QUESTION 2\_2 - Should BYU offer childcare for faculty/staff?**  
*"Please indicate the extent to which you agree with the following statements:*



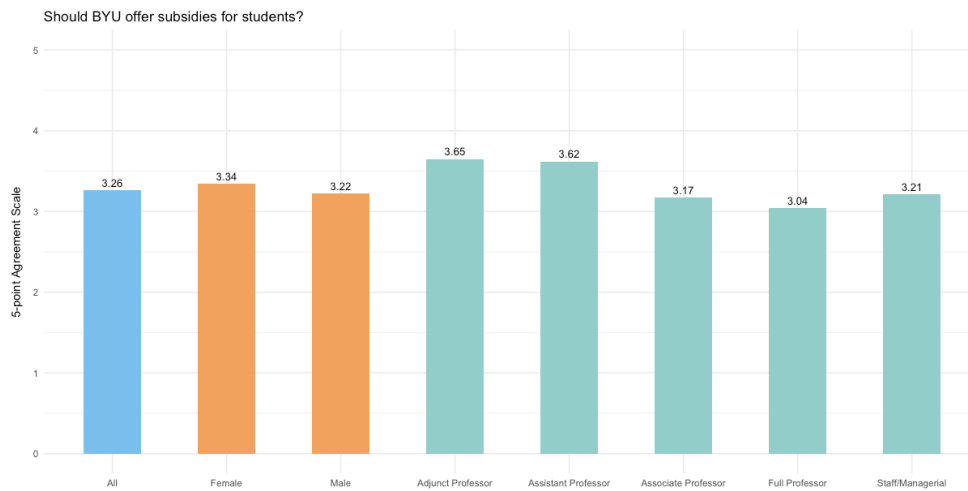
*BYU should offer affordable on-campus childcare for faculty/staff.”*

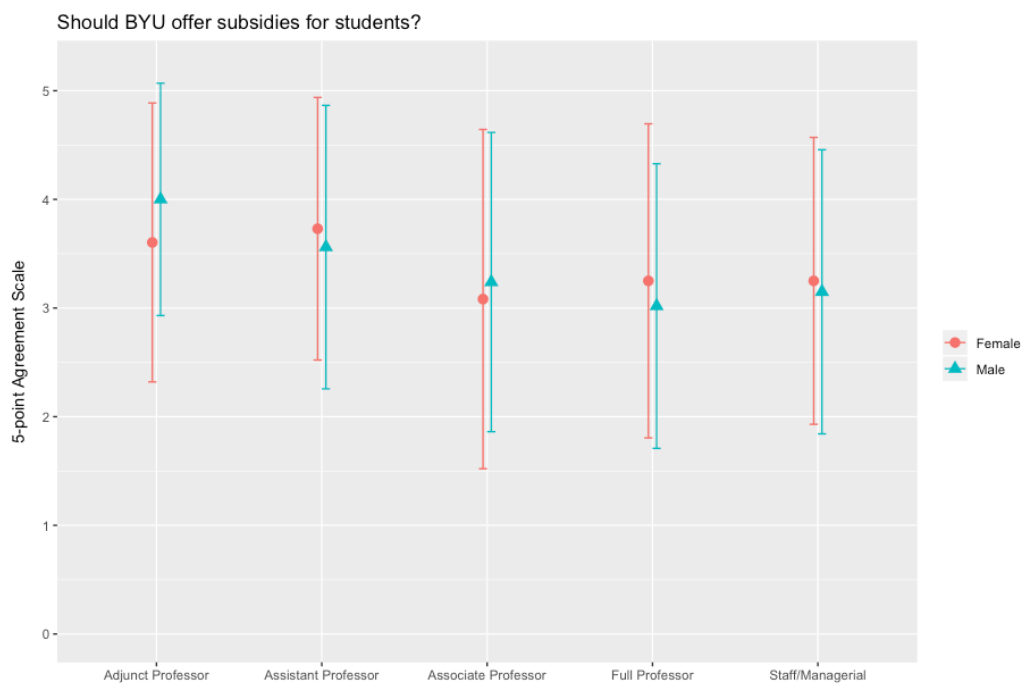
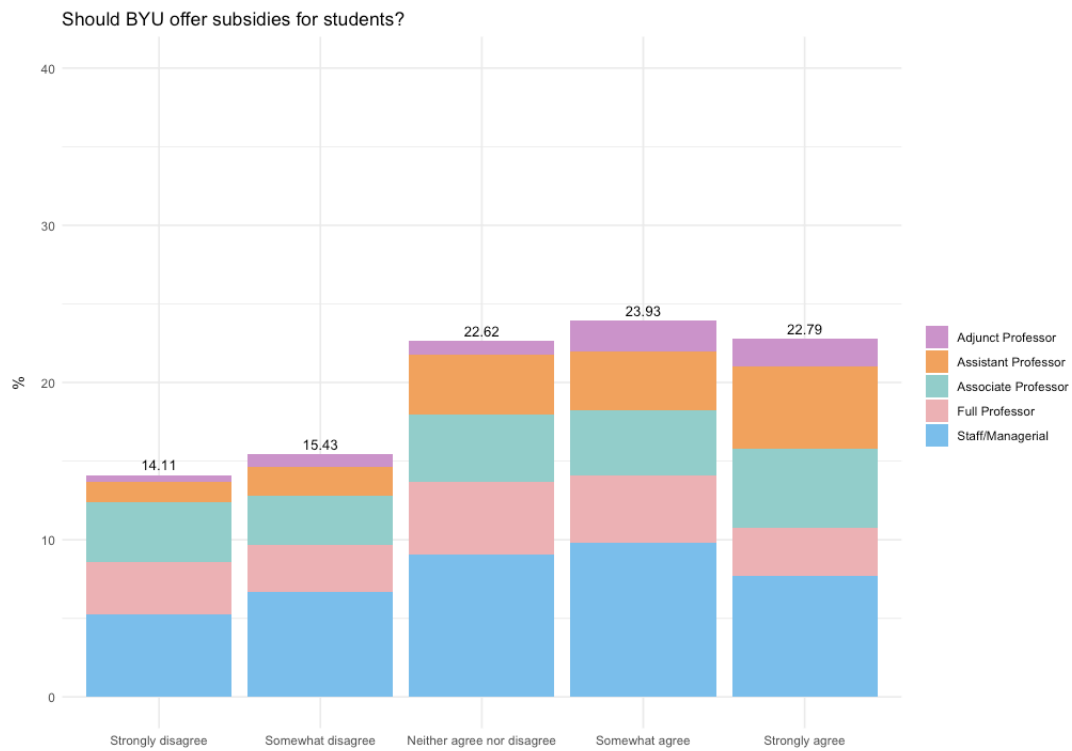




### QUESTION 2\_3 - Should BYU offer subsidies for students?

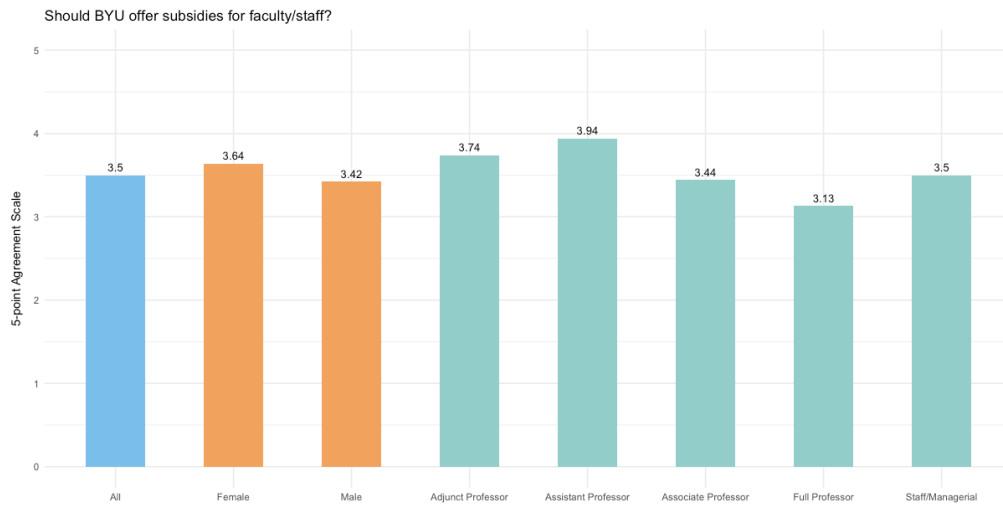
*"Please indicate the extent to which you agree with the following statements:  
BYU should offer childcare subsidies for student parents."*

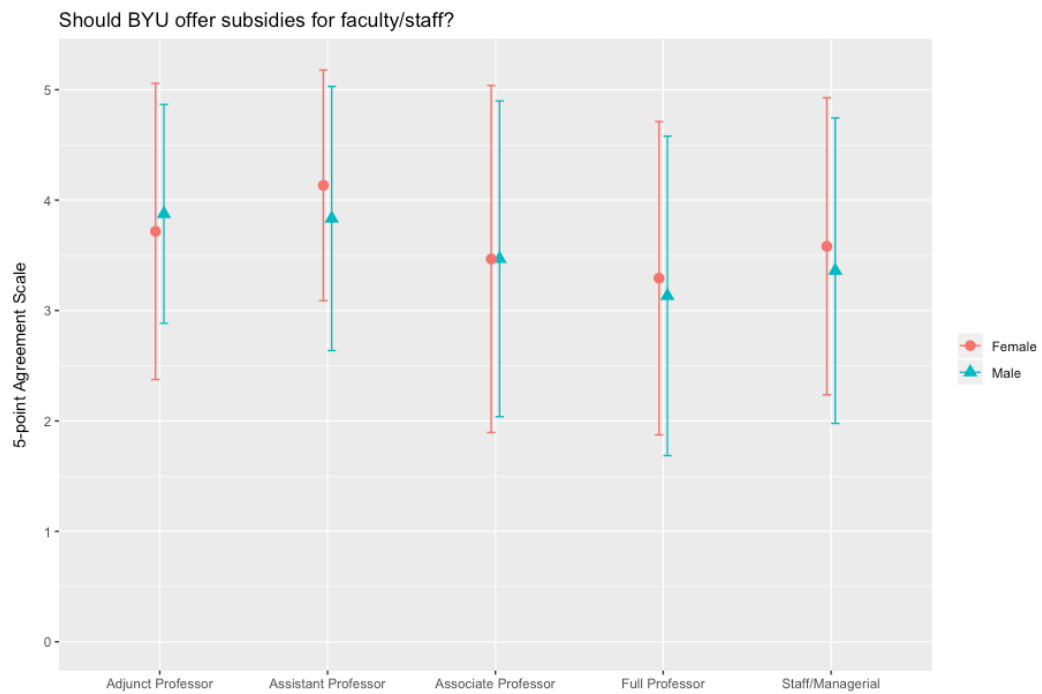
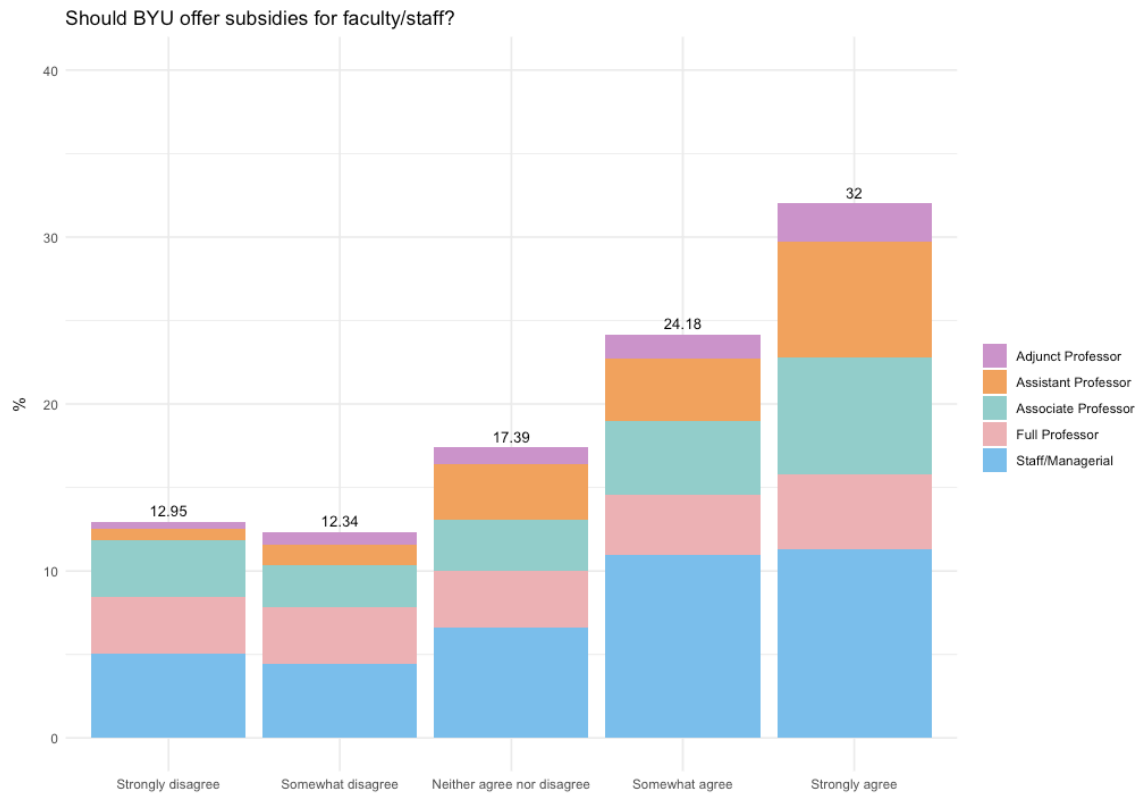




#### QUESTION 2\_4 - Should BYU offer subsidies for faculty/staff?

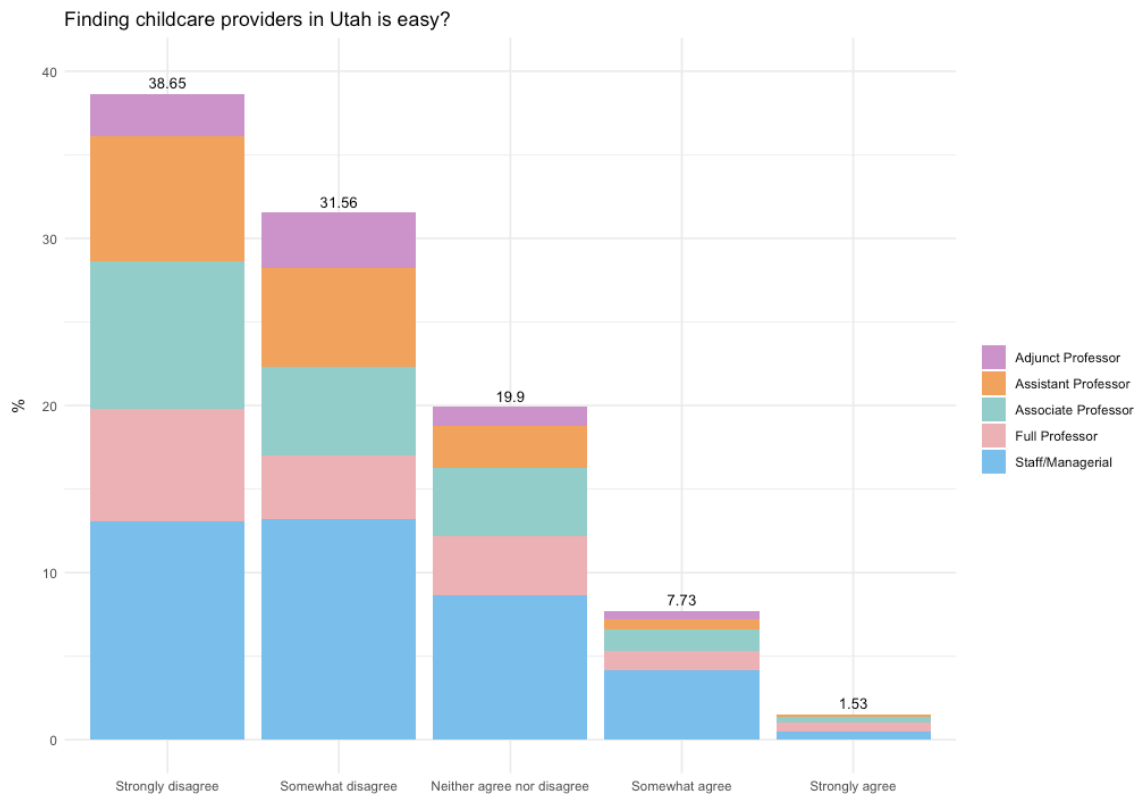
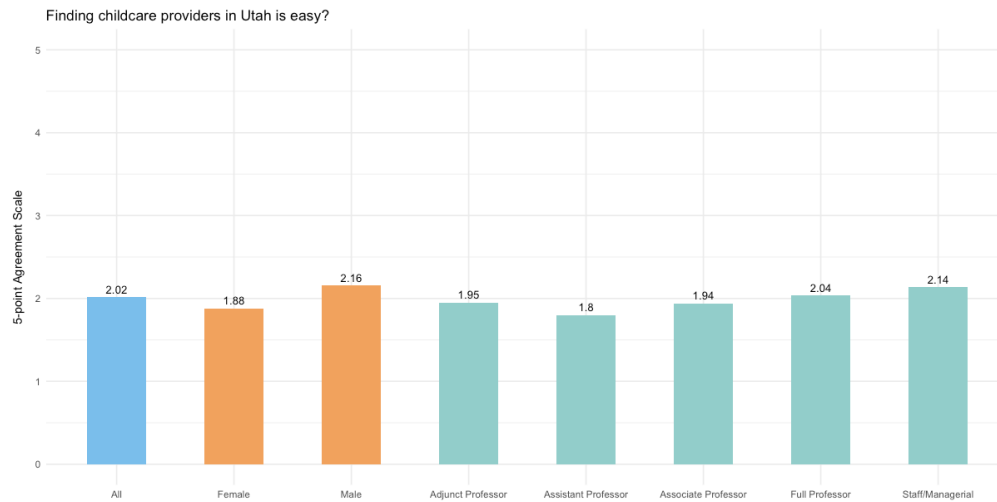
*“Please indicate the extent to which you agree with the following statements:  
BYU should offer childcare subsidies for faculty/staff.”*

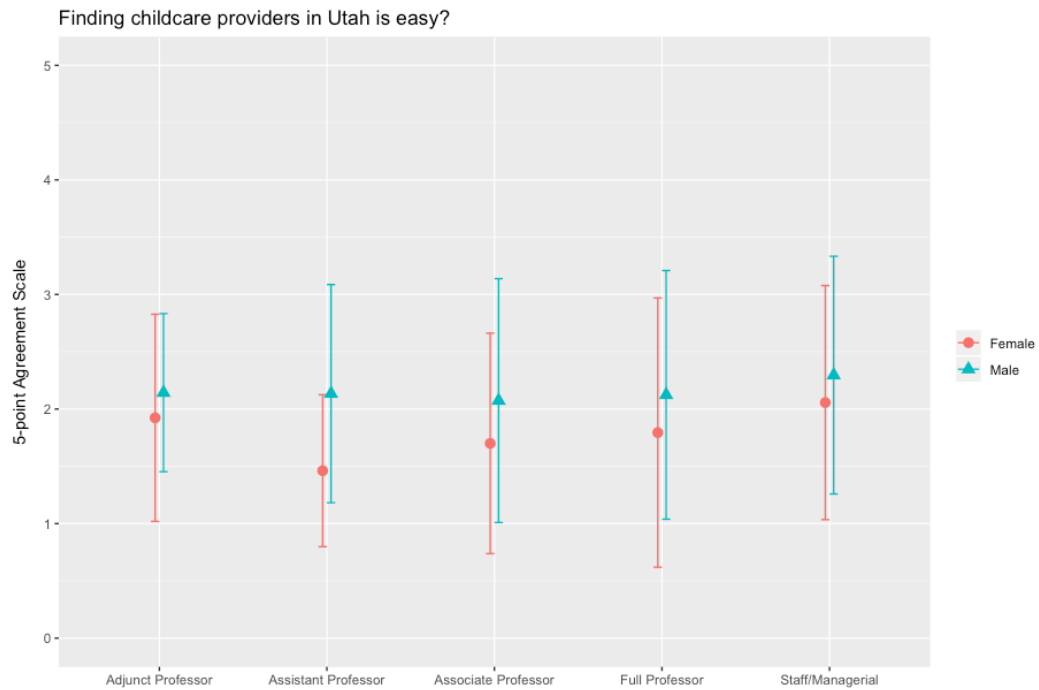




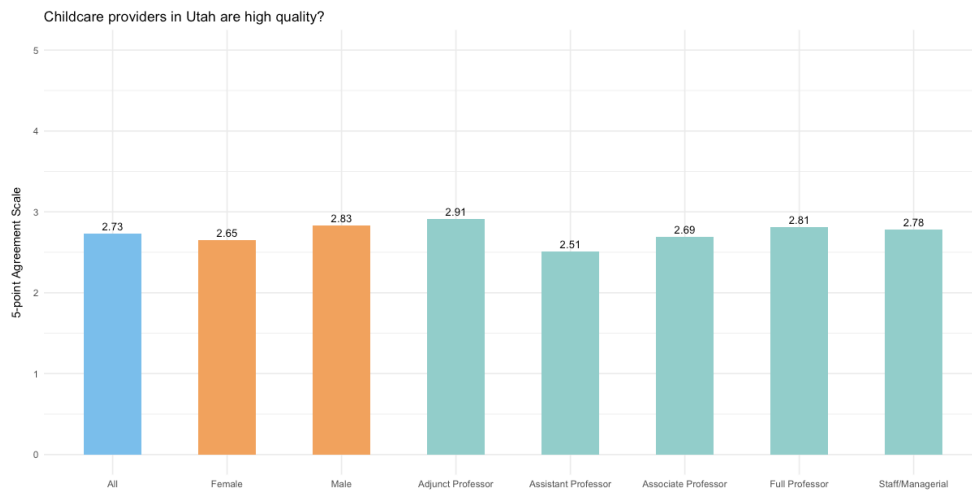


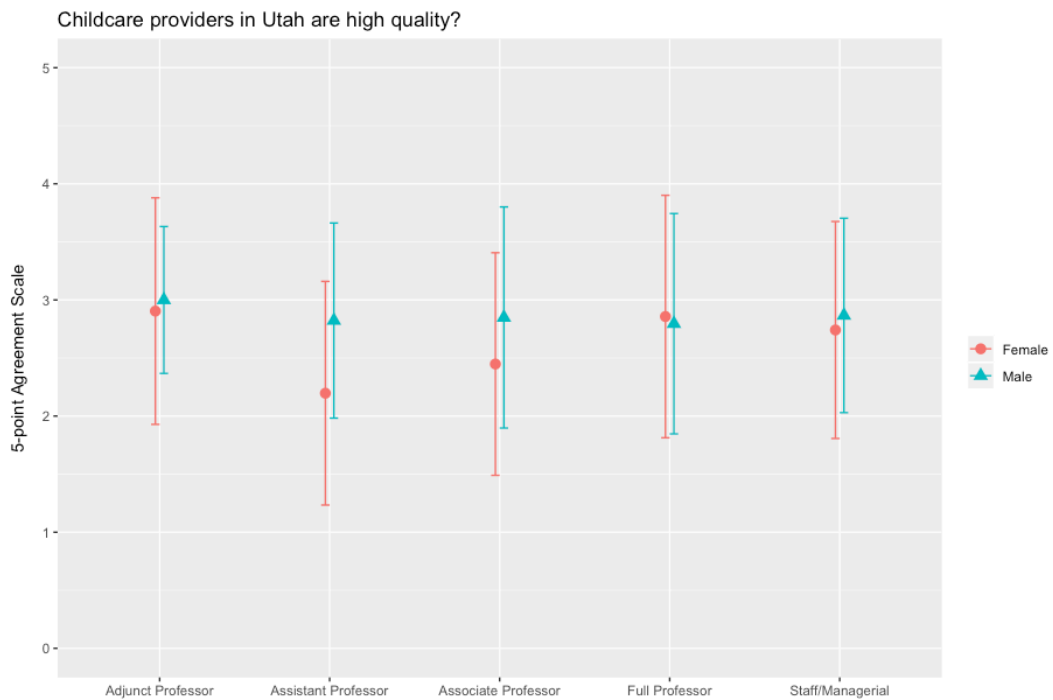
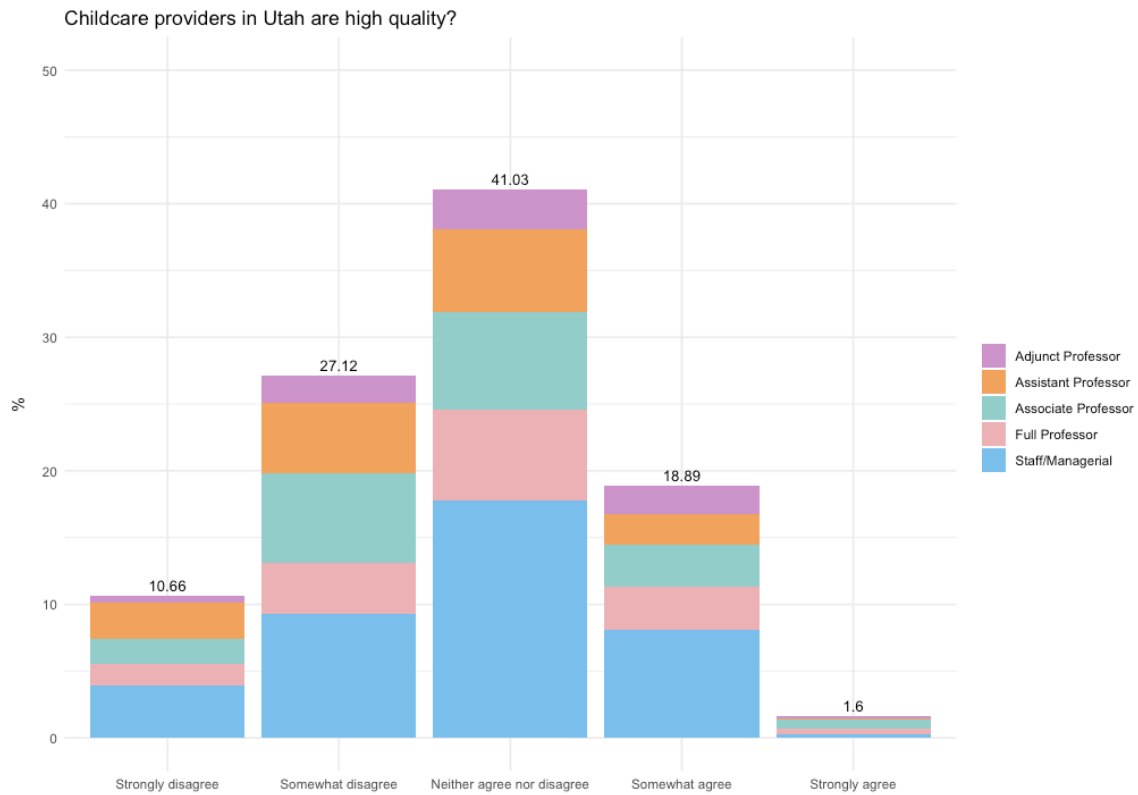
**QUESTION 2\_5 - Finding childcare providers in Utah is easy?**  
*"Please indicate the extent to which you agree with the following statements:  
 Finding childcare providers in Utah is easy."*



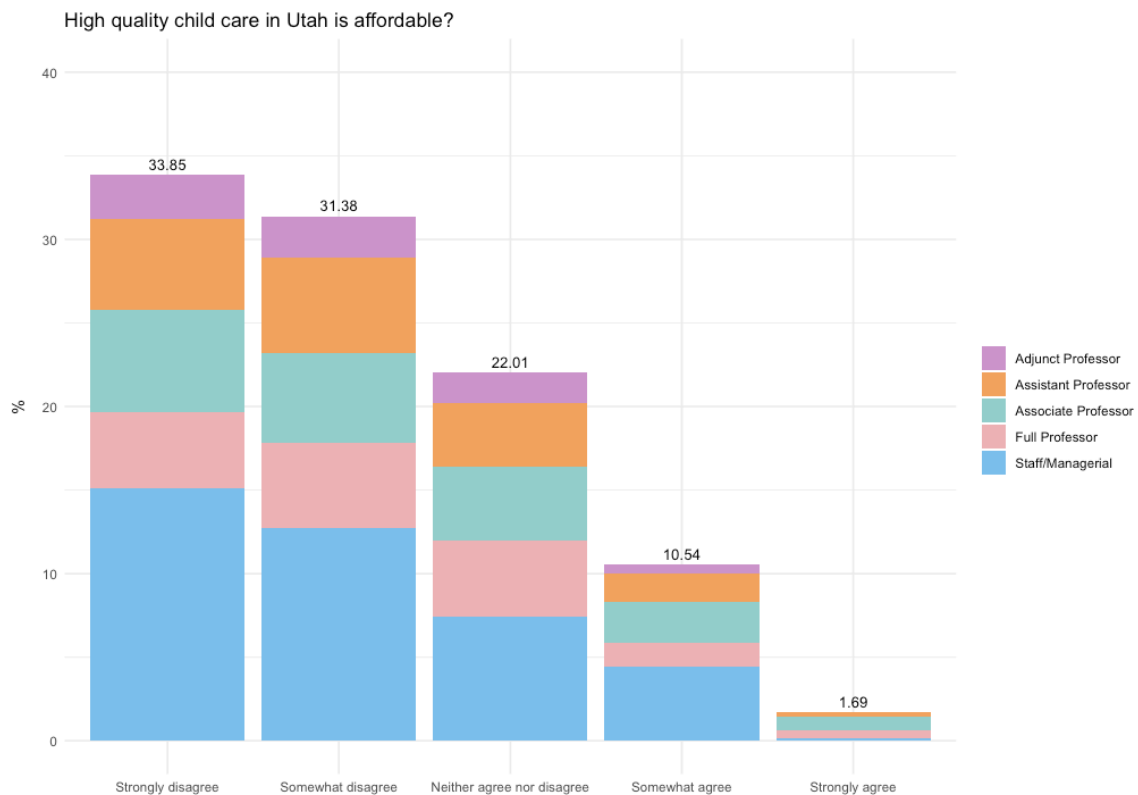
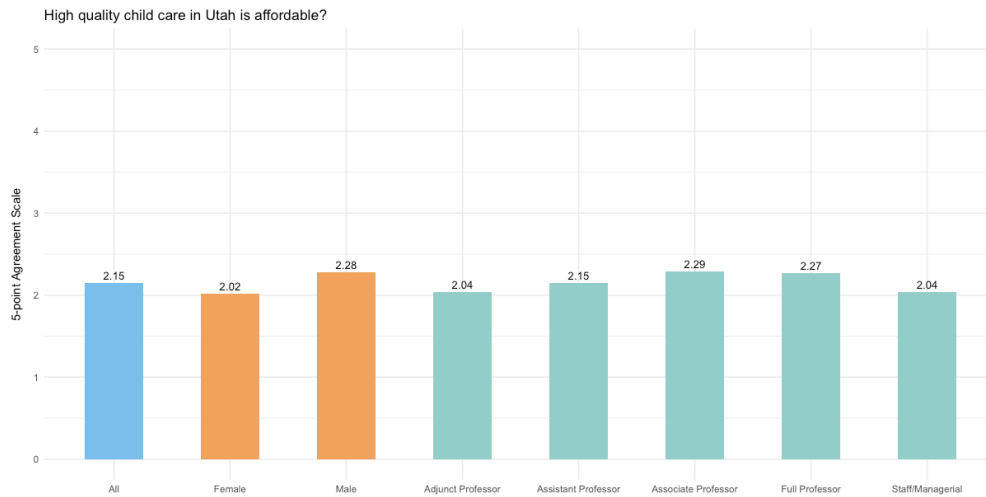


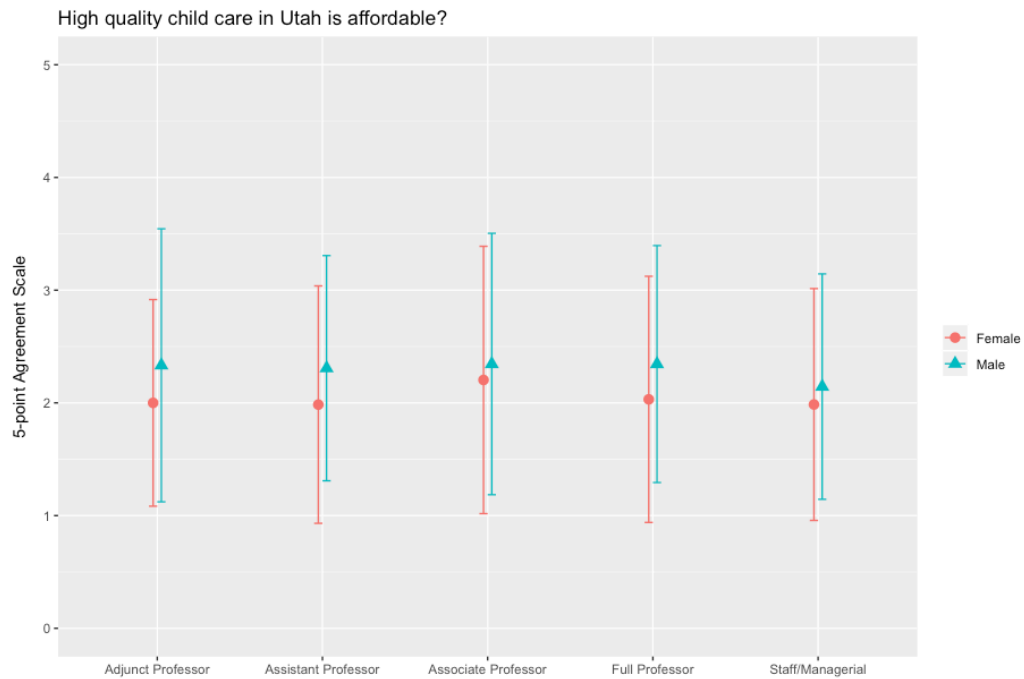
**QUESTION 2\_6 - Childcare providers in Utah are high quality?**  
*"Please indicate the extent to which you agree with the following statements:  
 Childcare providers in Utah are high quality."*



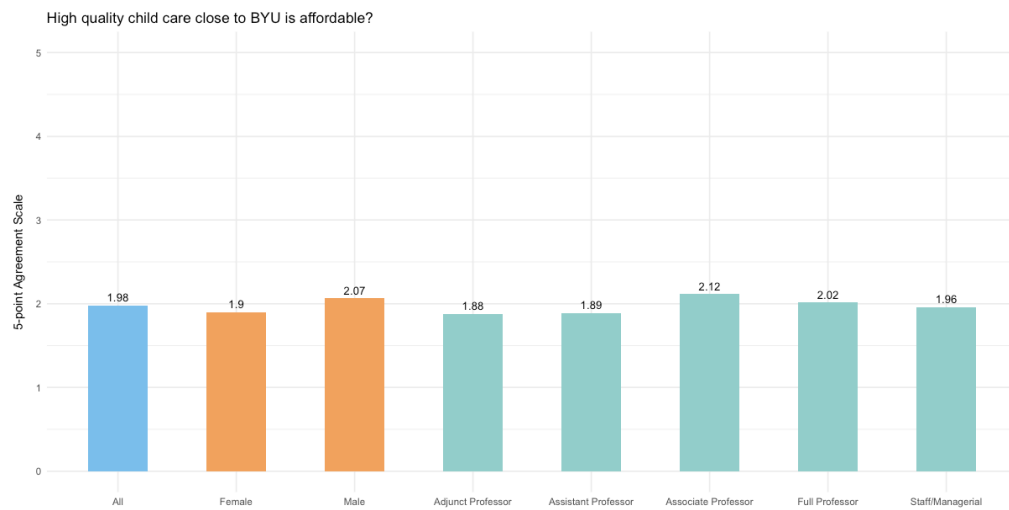


**QUESTION 2\_7 - High quality childcare in Utah is affordable?**  
*"Please indicate the extent to which you agree with the following statements:  
 High quality childcare in Utah is affordable."*

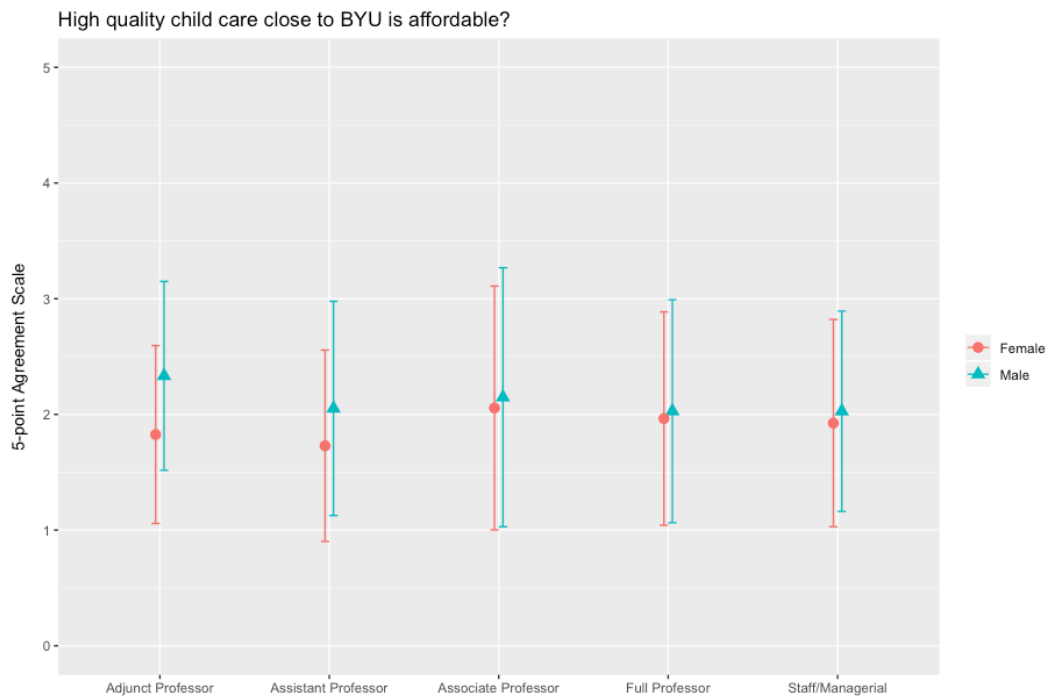
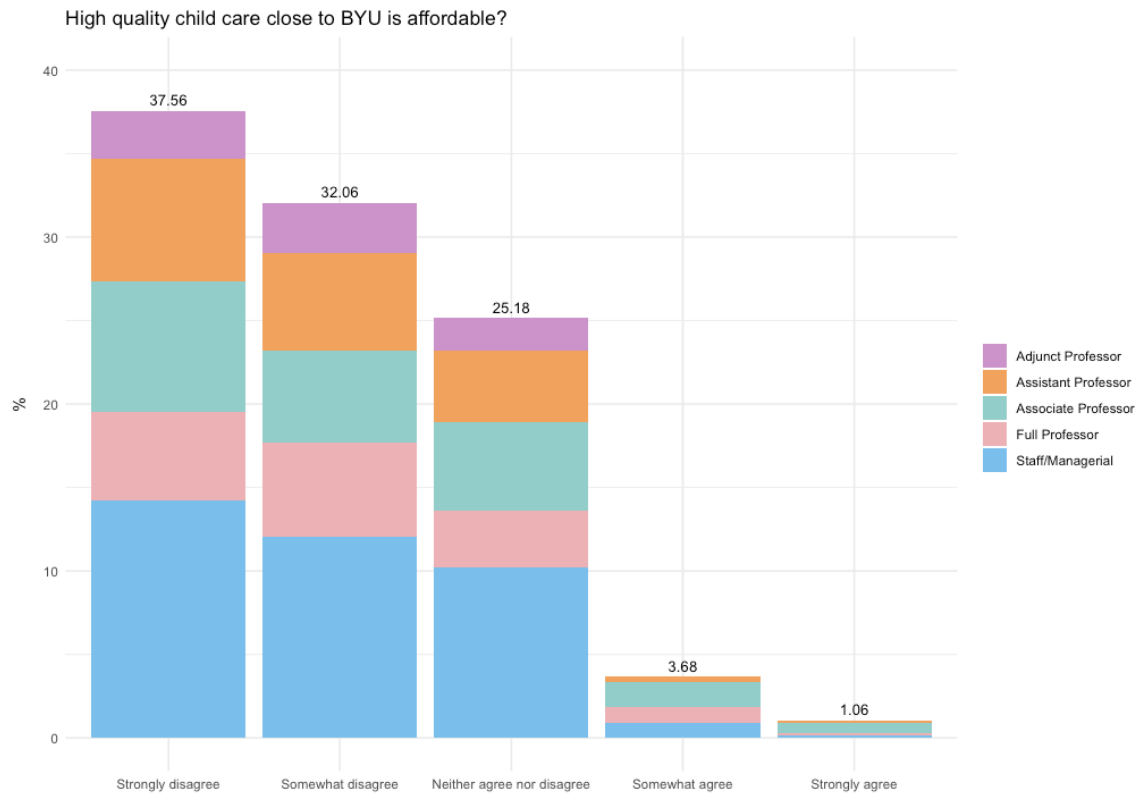




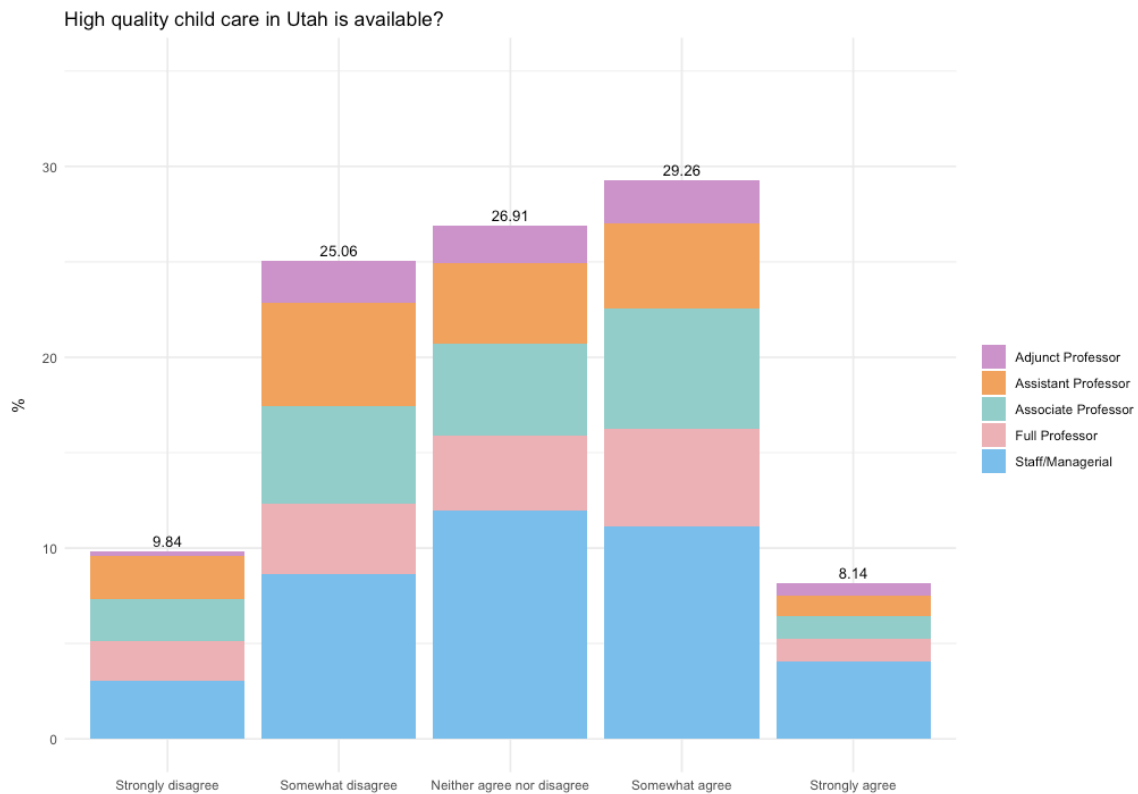
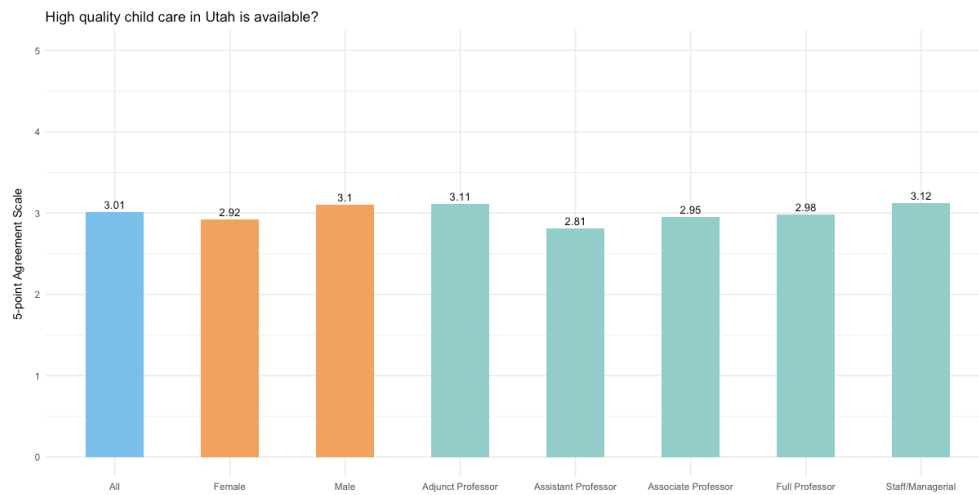
**QUESTION 2\_8 - High quality childcare close to BYU is affordable?**  
*"Please indicate the extent to which you agree with the following statements:  
 High quality childcare close to BYU is affordable."*

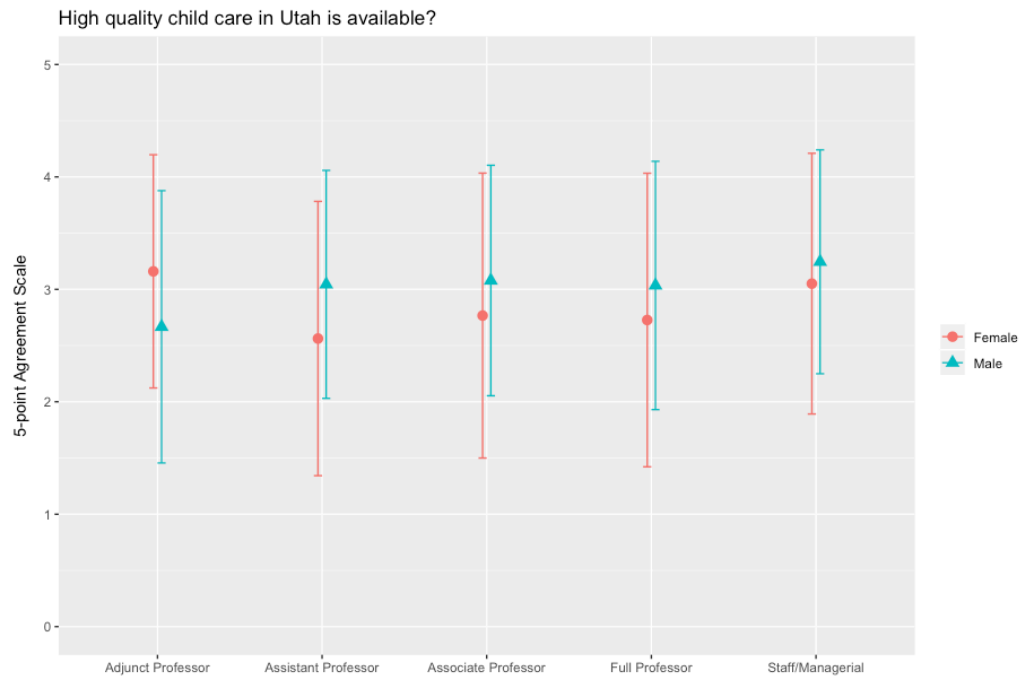




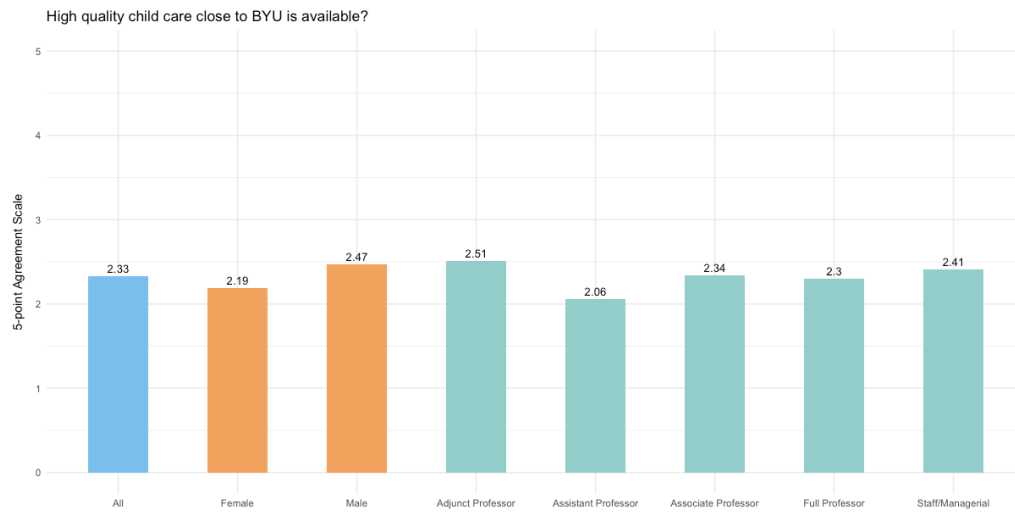


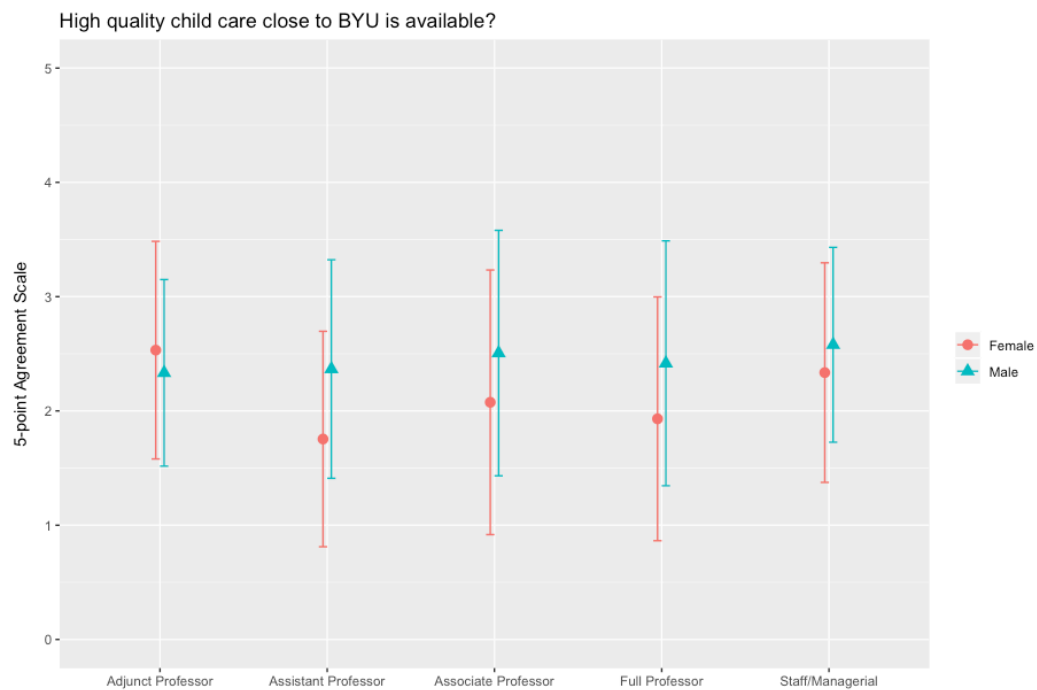
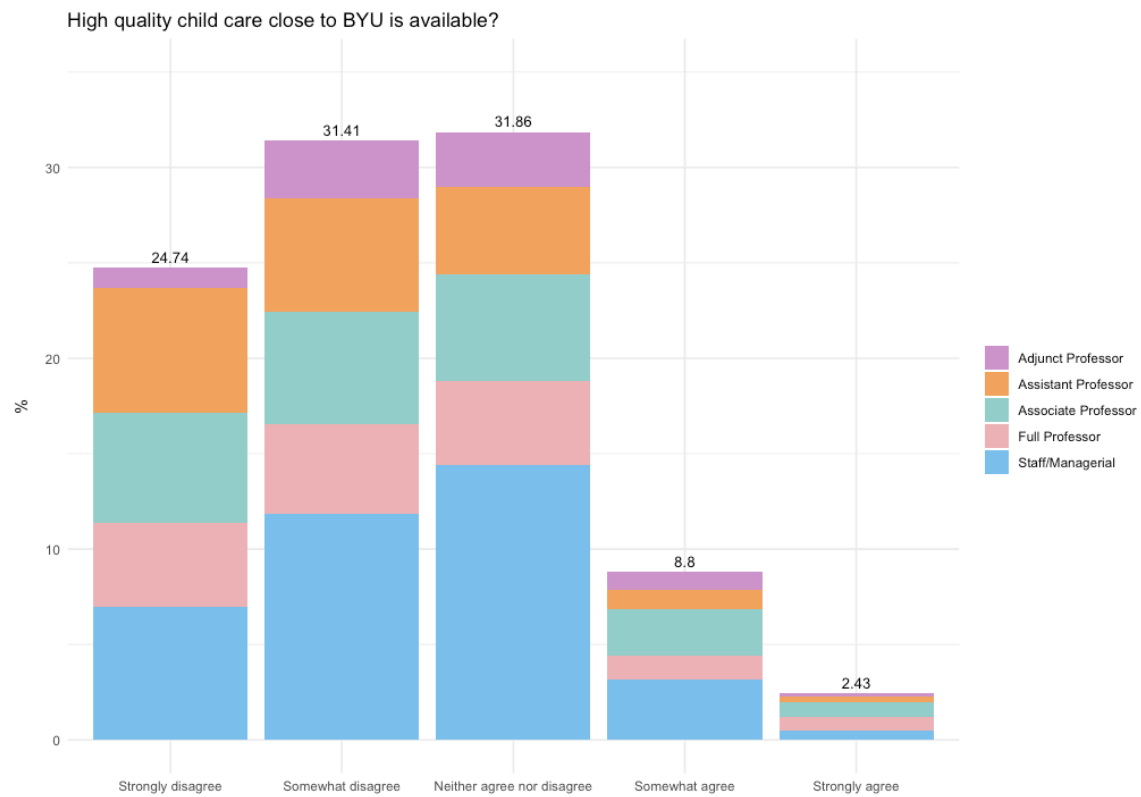
**QUESTION 2\_9 - High quality childcare in Utah is available?**  
*"Please indicate the extent to which you agree with the following statements:  
 High quality childcare in Utah is available."*





**QUESTION 2\_10 - High quality childcare close to BYU is available?**  
*"Please indicate the extent to which you agree with the following statements:  
 High quality childcare close to BYU is available."*





### QUESTION 3 – Children under 6?

*“Do you have any children under the age of 6, or anticipate having children within the next FIVE years?”*

“No”	756	63.6%
“I have at least one child under the age of 6”	340	28.6%
“I do not currently have children under the age of 6, but I anticipate having children within the next FIVE years”	91	7.7%



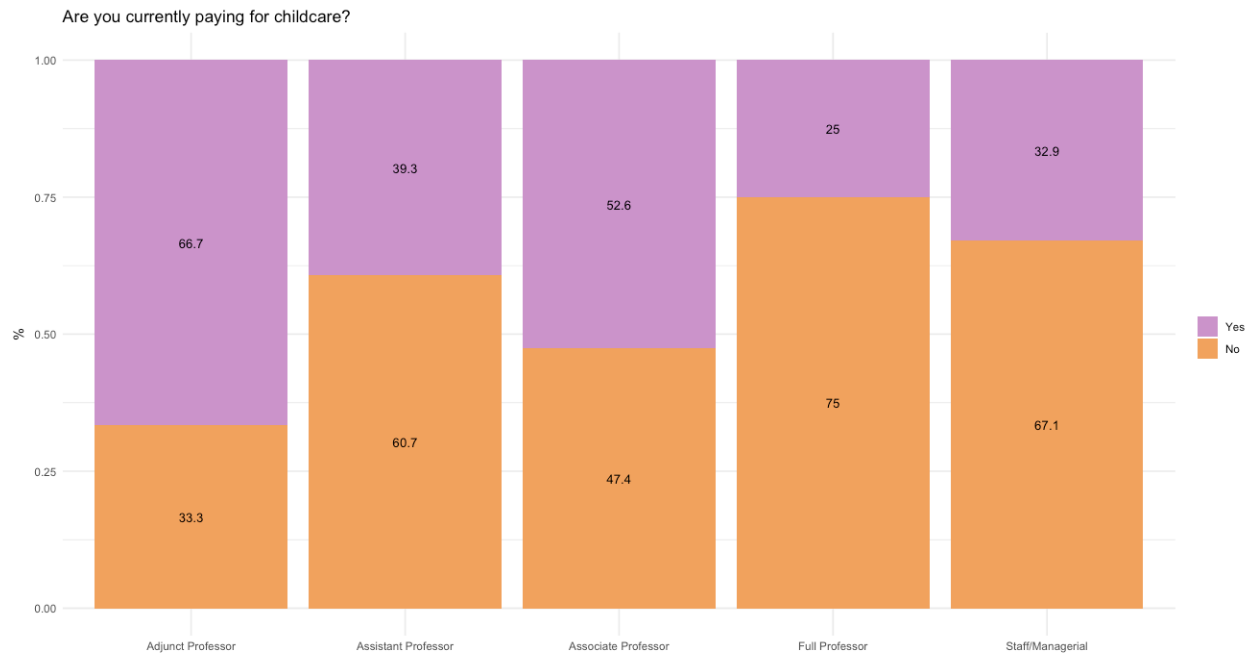
### QUESTION 4 – Of those with children, who is paying for childcare?

*“Are you currently paying for some form of childcare?”*

	RESPONSES	%
TOTAL	433	
FEMALE	222	51.3%
MALE	210	48.5%
ADJUNCT	27	6.2%
ASSISTANT	140	32.3%



ASSOCIATE	78	18.0%
FULL	16	3.7%
STAFF/MANAGERIAL	167	38.6%
"Yes"	175	40.4%
"No"	258	59.6%



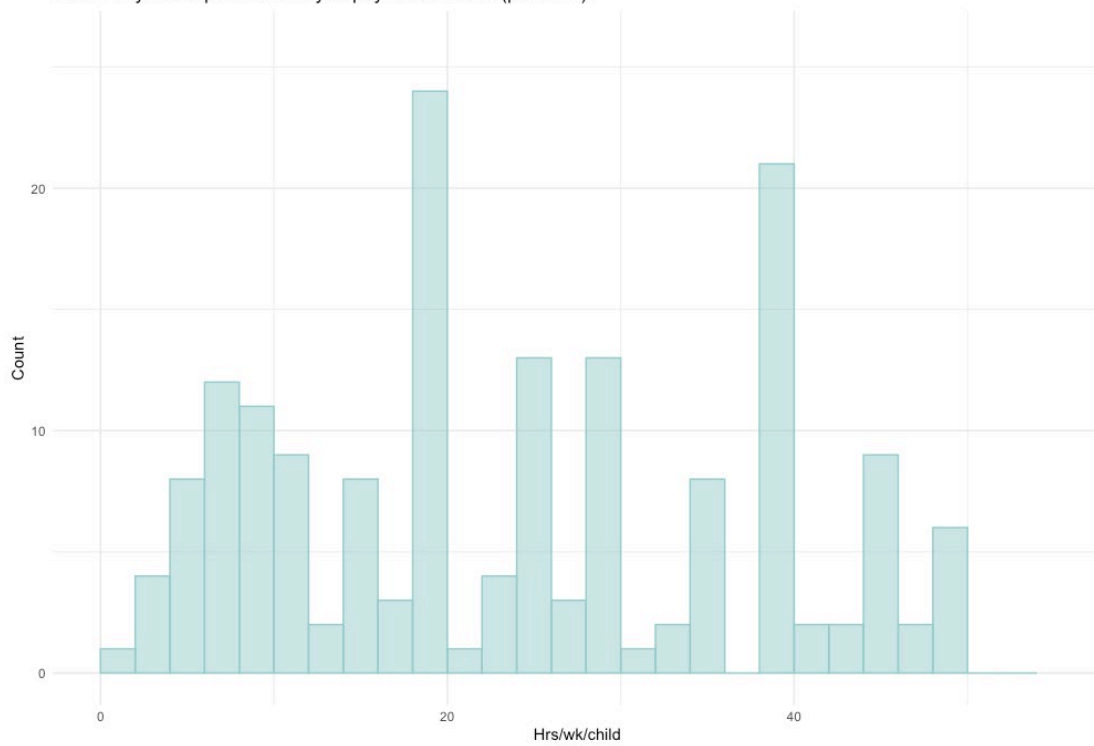
#### QUESTION 5 – Of those paying for childcare - Hrs/wk?

*"How many hours per week (on average) do you pay for childcare (per child)?"*

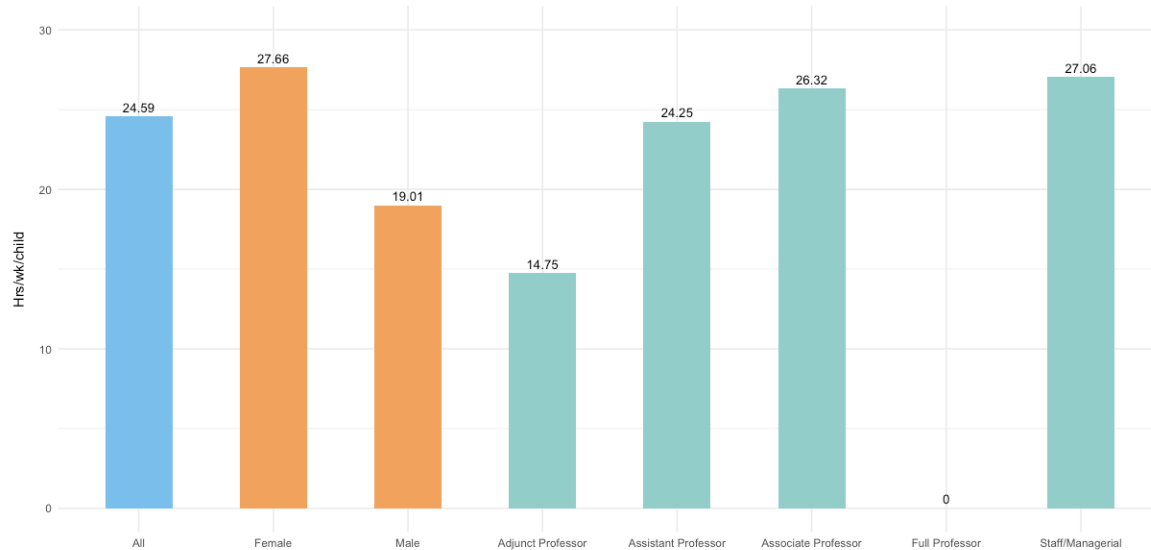
	RESPONSES	%
TOTAL	174	
FEMALE	110	63.2%
MALE	64	36.8%
ADJUNCT	18	10.3%
ASSISTANT	54	31.0%
ASSOCIATE	41	23.6%
FULL	4	2.3%

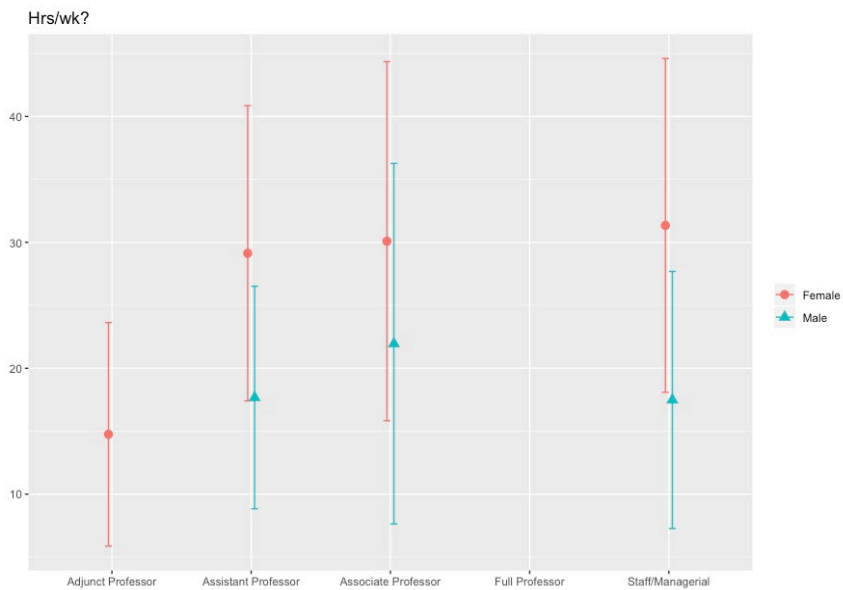
STAFF/MANAGERIAL	55	31.6%
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How many hours per week do you pay for childcare (per child)?

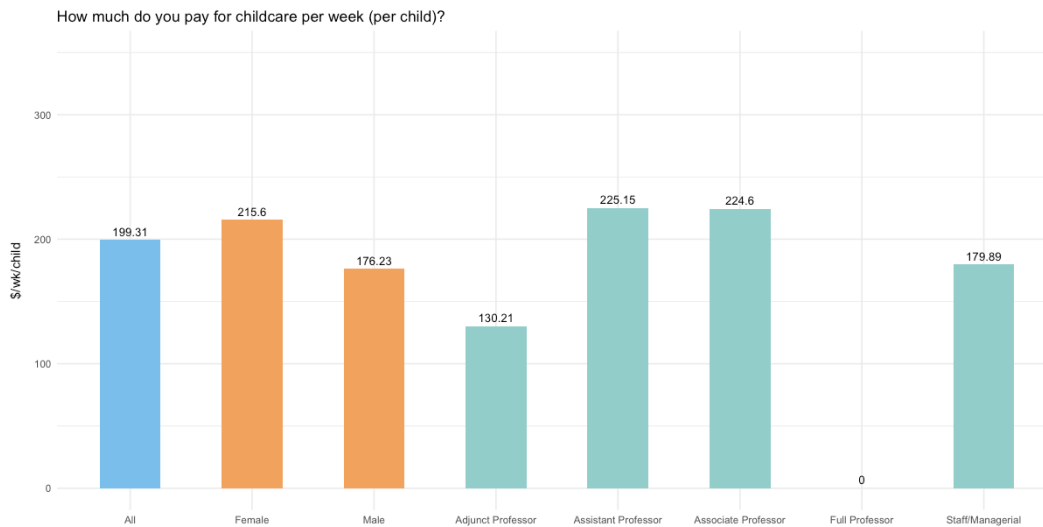


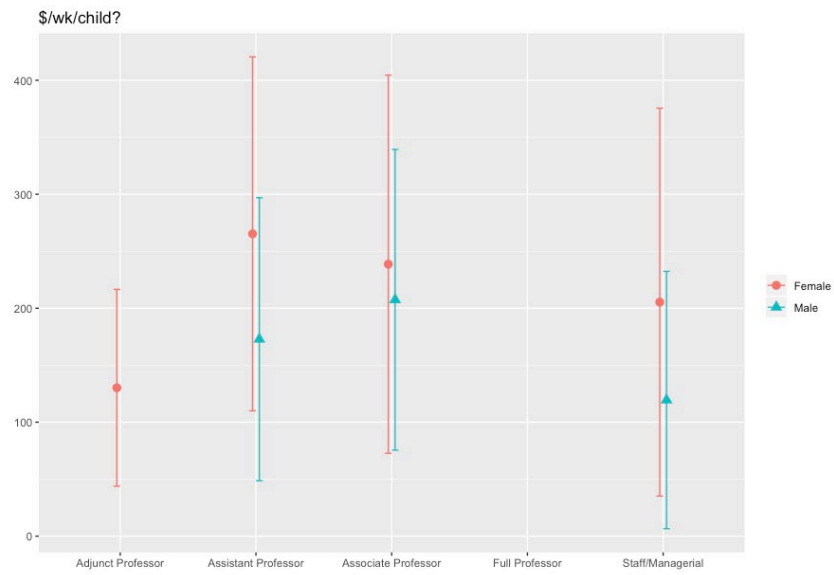
How many hours per week do you pay for childcare (per child)?



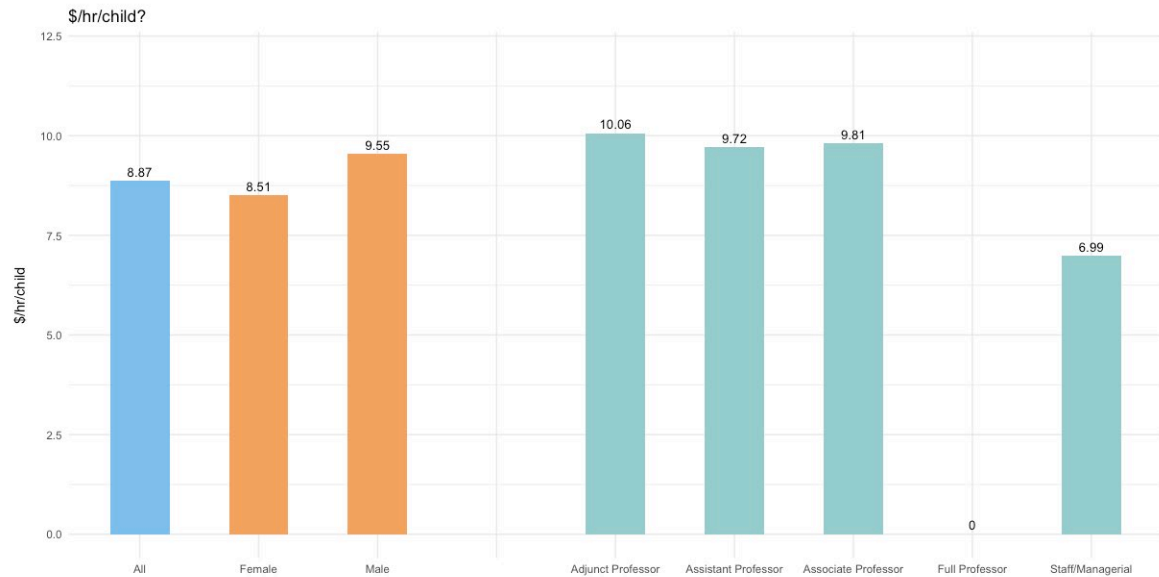


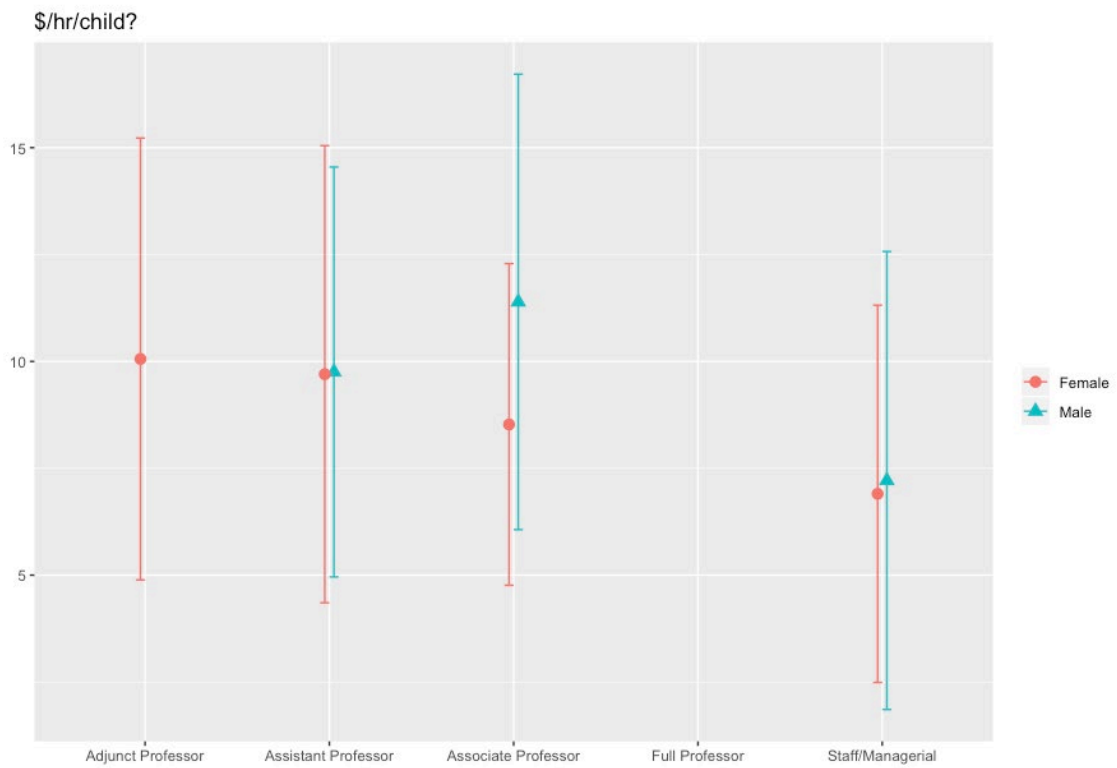
**QUESTION 6 – Of those paying for childcare - \$/wk/child?**  
*“How much do you pay per week (per child on average) for childcare?”*



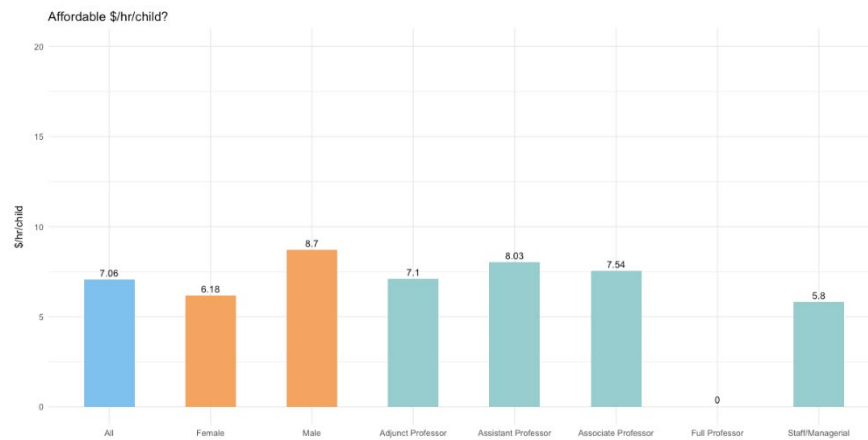
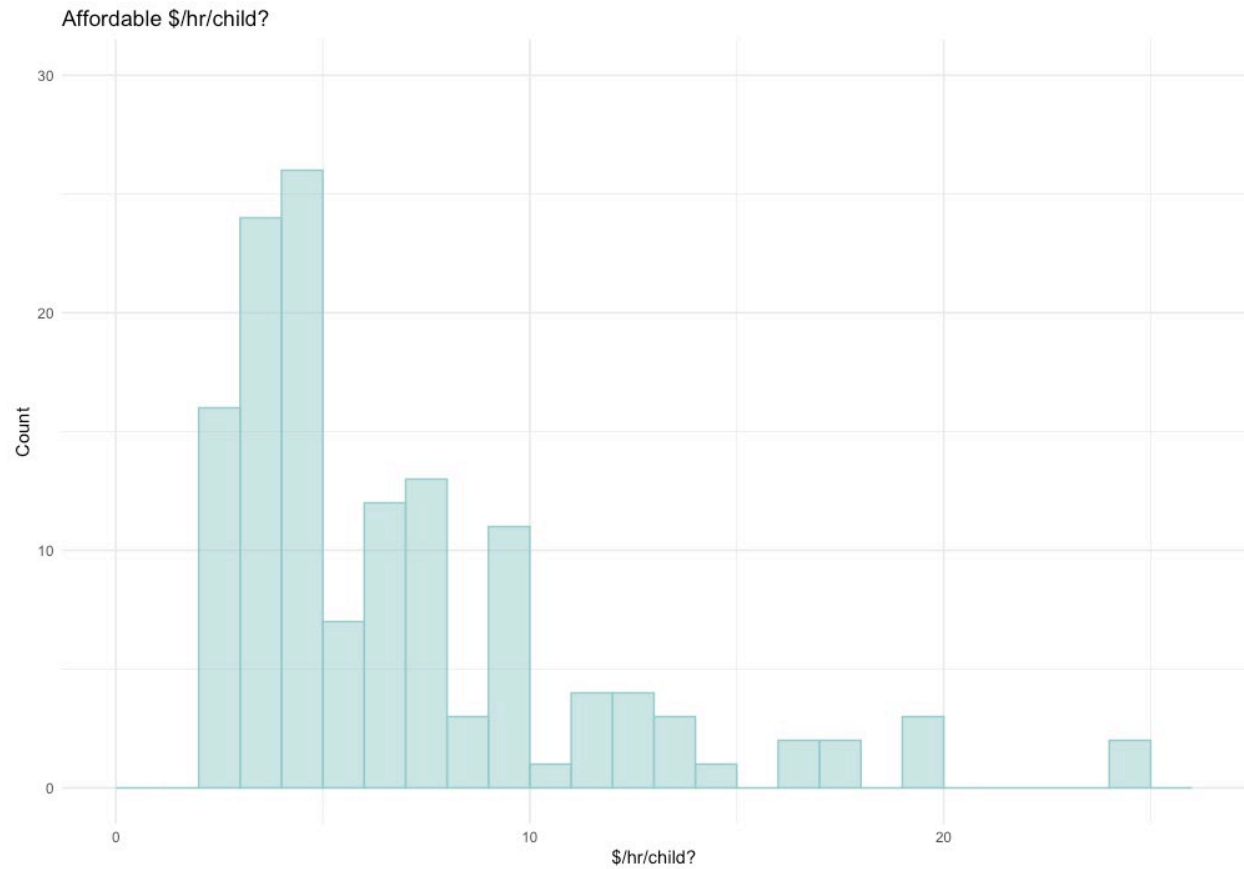


### QUESTION 6 – Normalized to per hour - \$/hr/child?

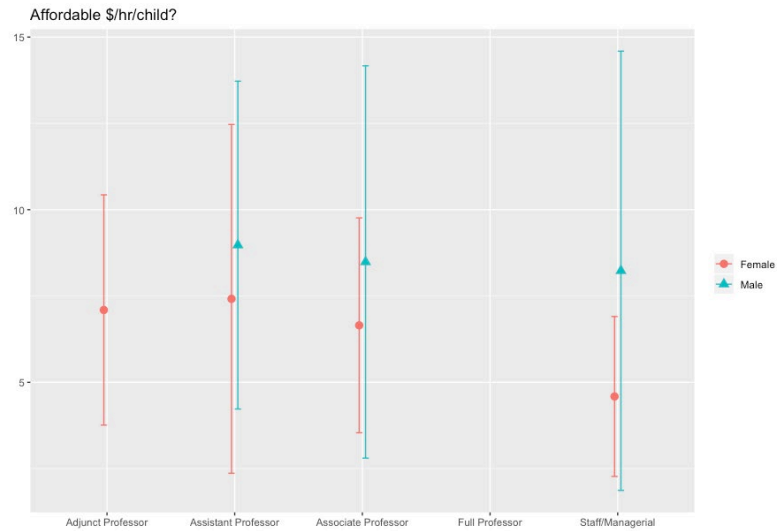




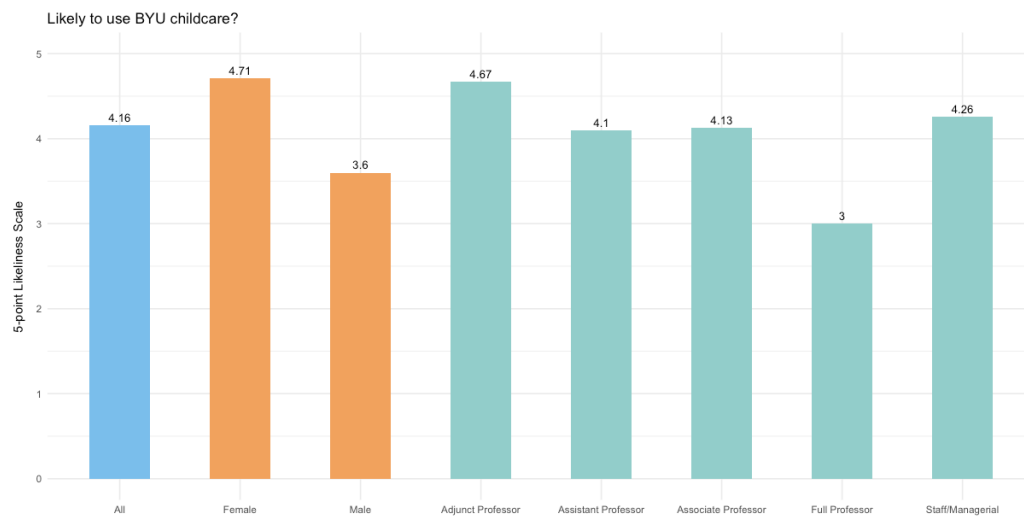
**QUESTION 17 – Of those paying for childcare - Affordable \$/hr/child?**  
*“What do you consider a fair and affordable price per week (per child on average) for childcare?”*

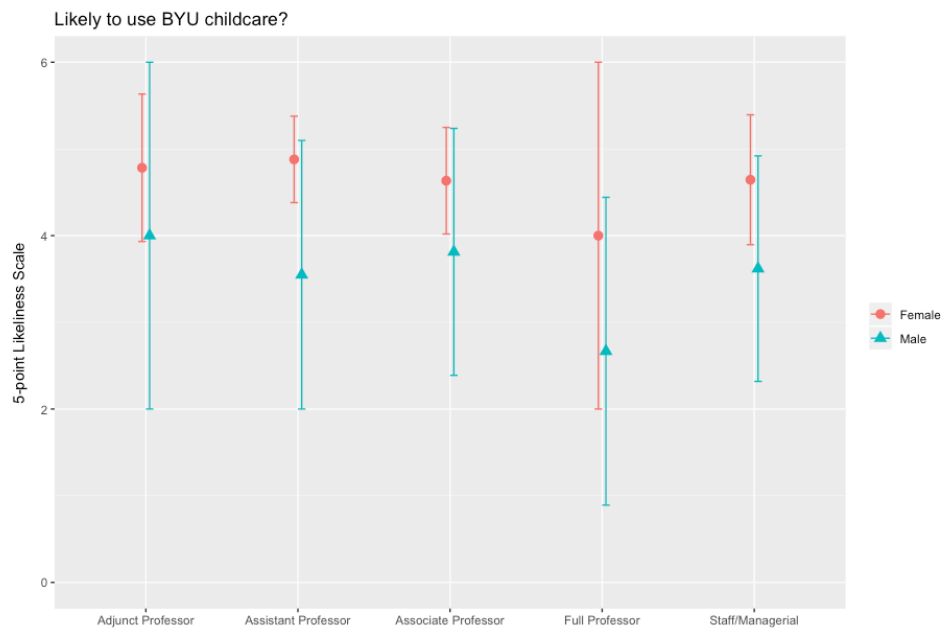
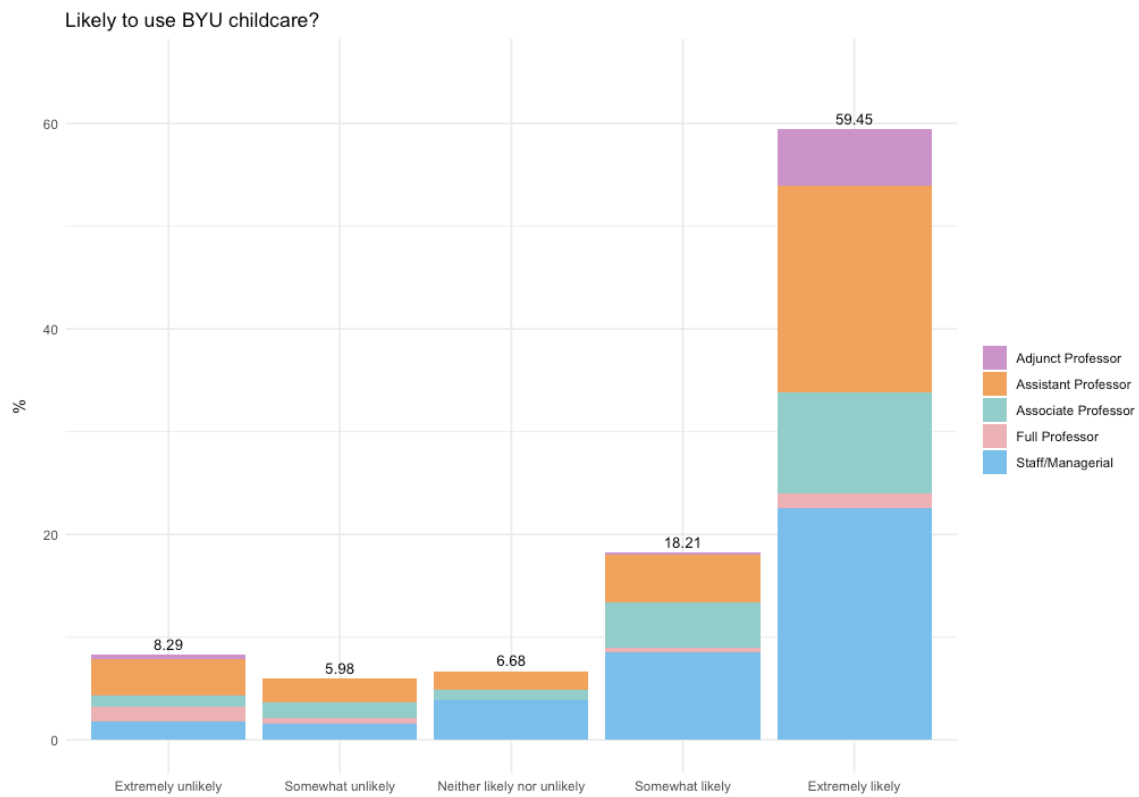






**QUESTION 7 – Of those with children - Likely to use BYU childcare?**  
*“If BYU had on campus childcare with fair prices for childcare, how likely would you be to use it?”*

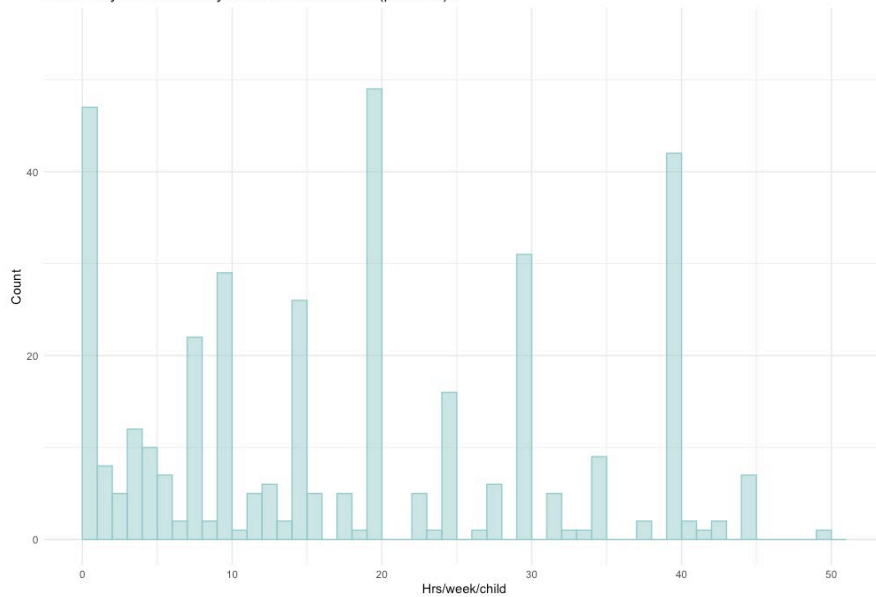




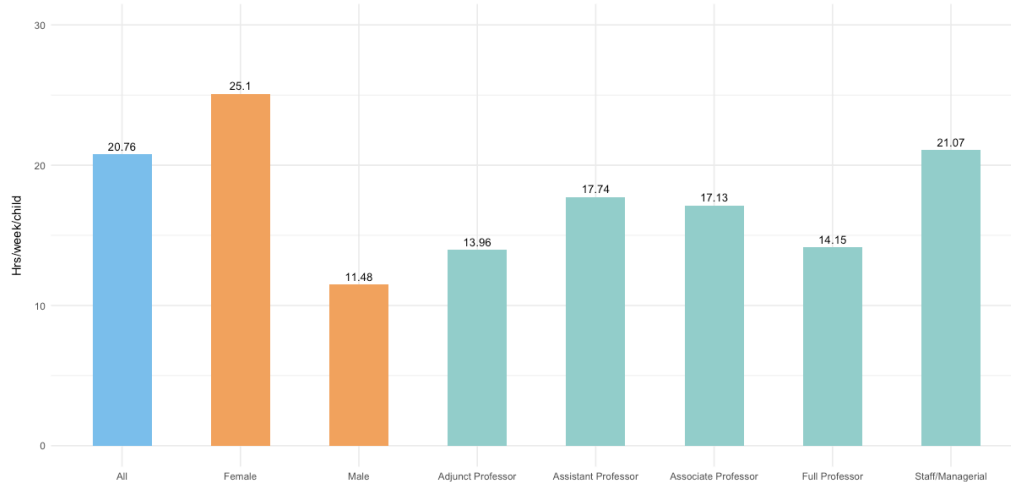
**QUESTION 8 – Of those with children - How many hrs/wk would you use BYU childcare (per child)?**

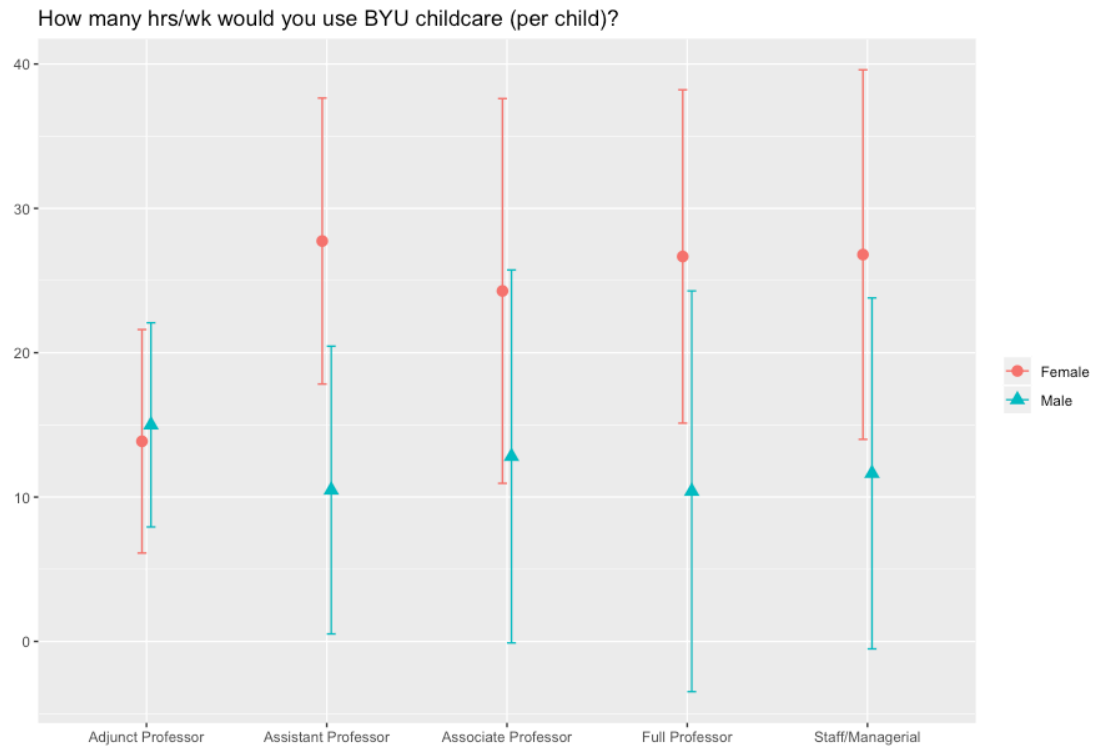
*“If BYU had on campus childcare, about how many hours per week (per child) would you use?”*

How many hrs/wk would you use BYU childcare (per child)?



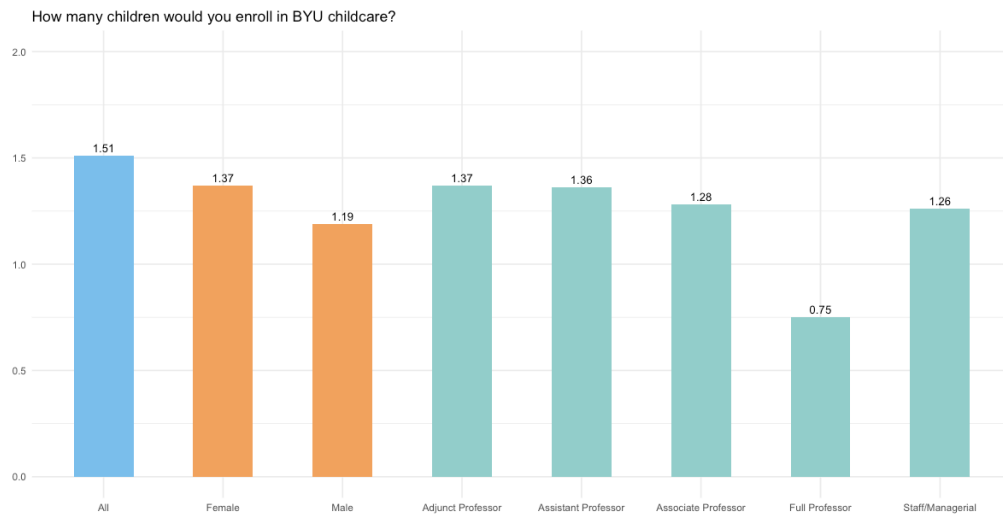
How many hrs/wk would you use BYU childcare (per child)?



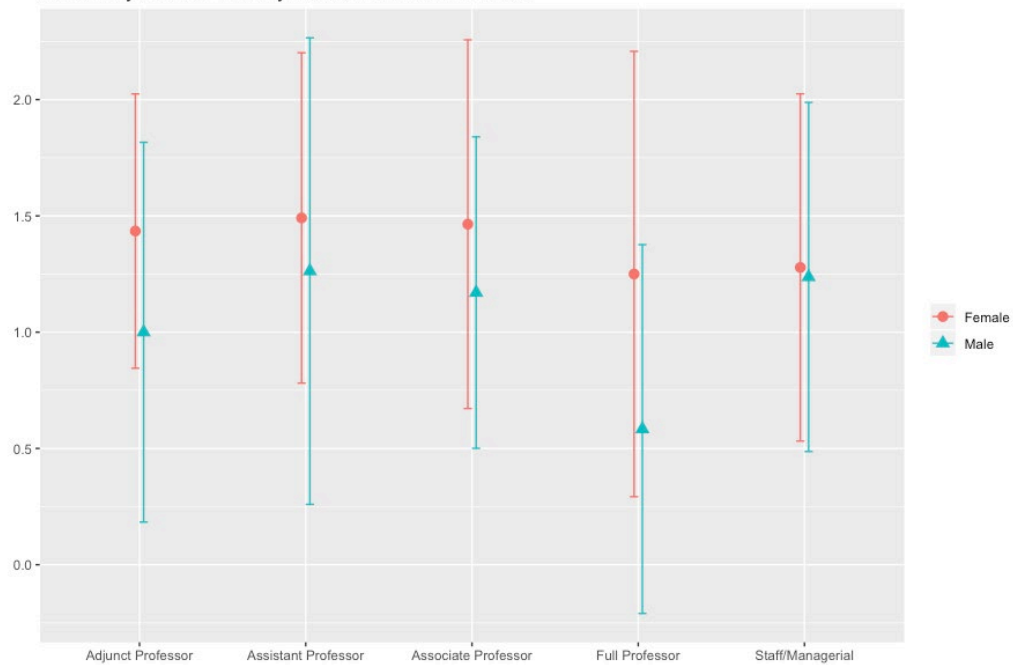


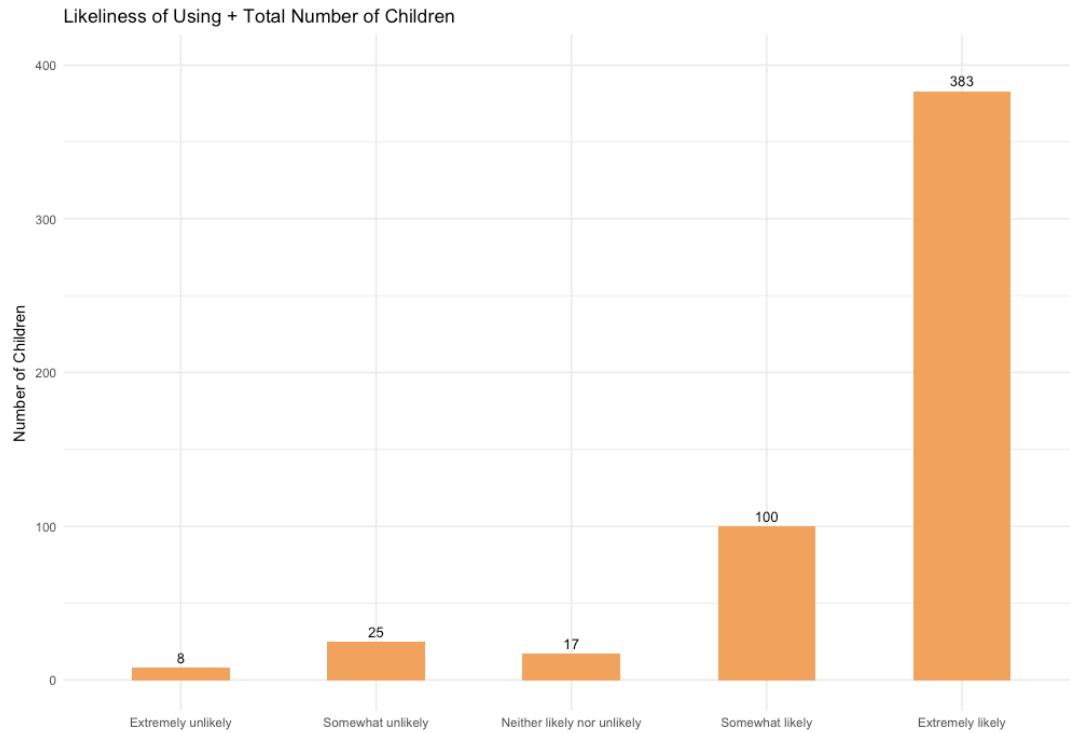
**QUESTION 9 – Of those with children - How many children would you enroll in BYU childcare?**

*“How many children would you enroll in on campus childcare?”*



How many children would you enroll in BYU childcare?







## Appendix 2b - Qualitative coding

Faculty and staff were asked to add any other information about their feelings about childcare about BYU. There were 895 individuals who provided additional contextual information (approximately 75% of the overall sample). Data were analyzed using a grounded theory approach which provides a systematic process in which analytic codes and categories are inductively derived from the data rather than from preconceived hypotheses (Charmaz, 2006). Data analysis consisted of three stages: initial, focused, and selective coding. Responses could have more than one code and some responses could not be placed in the categories below (with most of these simply expressing support for the policy). The results of this process are described below. Representative quotes and full statistics can be found in Table 1.

*The vast majority of faculty responses were highly supportive of childcare at BYU.*

Many respondents described **moral issues** in support of childcare. We placed these in three categories. First, 19% of responses mentioned that childcare aligns well with the value that BYU and the wider church places on family values. Additionally, 13% described how childcare at BYU would allow student parents to finish their education. Others described how childcare at BYU would allow for a greater work and family balance (15%), allowing parents greater time with children, greater father involvement, and allowing faculty to be physically closer to children throughout the day. A number of **practical benefits of BYU childcare to faculty, staff, and students** were also described including financial support (19%), accessibility (22%) and ability to use a high quality service (13%) that many perceive is lacking in Utah county. There were also a number of **practical benefits for the university** that were described by respondents. A number of respondents (7%) described BYU childcare as a way for the university to benchmark with comparable universities, many of whom have provided childcare for years. Another benefit to the university is greater work productivity for faculty and staff (8%). A number of respondents (12%) also described BYU childcare as a way to recruit and then retain female faculty, adding to the overall diversity of the university.

There were also a number of comments in *opposition to childcare at BYU*, though these were significantly fewer in number. The most typical response from those in opposition referred to the **moral responsibility of BYU**, describing that childcare was not the university's core business (8%) and that current parents make a choice to have children and the responsibility should lie with them completely (4%). Others mentioned **practical concerns**, such as the financial burden to the university (4%) and that BYU could not keep up with the overwhelming demand (2%). The majority of these responses were given by male full professors. In sum, though there are a number of faculty with strong objections, the vast majority of respondents described significant benefits to faculty, children, and the wider university as a whole should BYU decide to support childcare in some format.

*Table 1: Representative responses by faculty and staff on the need for childcare at BYU*

Coding themes	Percentage (and number)	Representative response(s)
<b><u>Responses in support of childcare at BYU</u></b>		
<b><u>Moral obligation</u></b>		
Family values of BYU and the Church of Jesus Christ of Latter-Day Saints	19% (n = 168)	As a University sponsored by the church of Jesus Christ of Latter-Day Saints whose emphasis and highest value is the family, and simultaneously emphasizes and encourages education for both men and women, I think it is highly appropriate and congruent with the value system of the Church, for BYU to offer/provide child care options and assistance on campus. What will be the hardest part? My guess is the overwhelming demand there will be; which demonstrates how extensive the need really is!
Facilitating student parent graduation	13% (n = 114)	Since the brethren are consistently encouraging our students to have families and at the same time get an education, I feel we should help them accomplish these goals.
Work/family balance	15% (n = 133)	This is a family issue, not a women's issue, the university should support every employee when it comes to childcare, regardless of gender. This is a standard at many other universities, and it baffles me that a school sponsored by an institution that puts such a strong emphasis on the family won't support employees and students (who are so strongly encouraged to get married and have children) who have children. Having child care on campus would increase the time I can spend with my kid while also providing for my family. There are so few resources in the community for childcare and it would relieve a significant burden to have more resources for employees. I would also be able to focus better at work knowing that my child is taken care of close by and by an institution that I trust and value.
<b><u>Practical benefits for families</u></b>		
Financial	19% (n = 167)	On campus childcare at BYU is very much needed. Finding quality affordable childcare in the Utah Valley area is extremely difficult and expensive. From my own personal

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		experience as well as hearing from colleagues and students, finding childcare is often one of the biggest obstacles regarding work and school. Paying for expensive childcare takes up a significant amount of family income and driving your children to various locations takes away from my productivity as an employee or student.
Accessibility	22% (n = 195)	I work full-time at BYU and it would bring peace of mind knowing that I don't have to go far to take my child to a care facility for a couple hours a day and to a place that I know I could trust.
Quality	13% (n = 120)	As a faculty member who is also a mother, I cannot express how much having high quality childcare on campus would improve my life. It would address many of my daily stressors and wrestles. There are almost no high quality child care options in Provo, Utah. I toured every childcare facility in Orem, Provo, and Springville upon moving here and was so discouraged about our options. It has been the only thing that often pulls me to consider quitting. We found a good option for our family (high quality and nearby), but that facility only enrolls four children at a time (not a viable option for all of BYU). I would pay quite a lot to enroll my child in a quality childcare facility on campus.
<b><u>Practical benefits for the university</u></b>		
Benchmarking with other universities	7% (n = 62)	I have worked on-campus for several years and have been almost embarrassed by the lack of support around this issue. Up the road other institutions are very much on top of this and BYU has been very slow to move in an area they should wholly embrace.
Work productivity	8% (n = 75)	Every other university I've ever worked at subsidizes on-campus or near-campus child care. Family support including quality child care may be critical for promoting diversity and inclusion at BYU including hiring of female faculty and staff and minority faculty and staff. Research that I've been involved with previously shows that employers who support on-site or near-site child care have higher rates of employee productivity and retention and that the value of employee productivity outweighs the cost of subsidy. I

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can't think of any more helpful support for women and for families than quality child care nearby.

Recruitment/retention of diverse faculty 12% (n = 110)

If BYU intends to broaden the scope of its hiring pool to more aggressively recruit female faculty members, to better balance the burden on male and female faculty--where women generally (although not always) continue to be primary care-givers even when working full-time--, to show students that we value their education as well as their family planning, to meet national standards in family-friendly policies, and to actually support LDS Church counsel to put families first, it MUST implement on-campus childcare. Without it, BYU sends a clear message that it does not value its faculty and feels that work-life balance is outside the scope of its concern. It also philosophically and materially signals that female faculty of child-bearing years are unwelcome at the university, or signals an unethical lack of care for their unique circumstances. It is no surprise that BYU has one of the lowest female/male faculty ratios in the country. More damagingly, it sends a signal to young women that their contributions are less valued.

#### **Responses in opposition of childcare at BYU**

##### **Moral reasoning**

Not BYU's business

8% (n = 68)

Providing child care is not the Universities responsibility.

Parent responsibility

4% (n = 40)

It would have been nice to have had earlier in my life, but I didn't have it, so I had to make it work, I did that, and I feel that is just part of life. Whatever you do for people with childcare, subsidies, etc... you need to compensate those of us without that in another way. \*It seems like everyone today wants everything to be easy, and free (or affordable) and as a single mom of 4 who has never received a dime of child support, no one ever made it "easy" for me, provided anything for me, I have had to do it on my own, have just scraped by and "made it" for the past 10 years, but I've made it work. You do what you have to do.

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**Practical concerns**

Financial	4% (n = 40)	It is a nice convenience for faculty/staff definitely, but I'd be concerned if it took away resources (budgets, space, personnel) from other campus services that are more core to its primary mission.
Overwhelming demand	2% (n = 19)	I think our resources (including physical space) are too limited to expand to childcare. With increasing enrollment, we need to focus space on learning and related support services. FTE are also limited; should they be used to manage a childcare program?

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### **Appendix 3 – Letter of Support from the BYU Faculty Women’s Association**

May 2020

Dear Faculty Advisory Committee (FAC) and Upper Administration,

On behalf of the BYU Faculty Women’s Association (FWA), we would like to thank you for all of your hard work to attend to issues that impact the daily quality of life and teaching, citizenship, and scholarship of women faculty members.

We write this letter in support of the recent FAC recommendation regarding the need for and benefits of childcare services on campus. Many members of the FWA are mothers or primary caregivers in their home setting for young children while successfully pursuing rank and status advancements at the university.

We are confident that the FAC report and recommendation have provided all of the relevant statistics and literature on this topic. So, we will simply add our collective voices as women faculty members to attest to the importance of having childcare services on campus.

Thank you again to the FAC for raising this crucial issue on behalf of women faculty members. Thank you in advance to the upper administration for carefully and prayerfully considering the FAC recommendation for childcare on campus.

Sincerely,

The Board of the BYU Faculty Women’s Association



# Improving Student Mental Health through Faculty Involvement

## Mental Health Committee

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Approved by executive committee for FAC  
consideration: 2/25/2020  
Full FAC discussion: 2/19/2020-6/16/2020  
Vote to close discussion: June 16, 2020

Full FAC vote: June 20, 2020  
Status: Passed  
Last revised: June 16, 2020

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### Proposal

Given our close and daily interactions with students, faculty are an underutilized resource in BYU's efforts to promote student mental health. We propose greater coordination between administration and faculty and providing needed resources to the faculty. These efforts could take the form of more emphasis and instruction on mental health at University Conference, widespread QPR training, provision of internet resources to provide information to faculty, and communication between the administration and faculty when an outreach effort, social media campaign, devotional, or other initiative related to mental health will be happening.

### Justification

- Students are experiencing increased challenges with respect to mental health, both at BYU and nationally. For instance, diagnoses of mental health illnesses for college students nationwide have risen from 22% to 36% in the last 10 years.<sup>27</sup> There is further evidence that the recent move to remote instruction has exacerbated such challenges for some students.
- CAPS and the BYU administration are making substantial efforts to educate students in mental health-promoting principles. These include outreach campaigns (e.g. the You Are Loved campaign in November 2019) and skills classes for students in counseling. In addition, the Church itself provides mental health messages and resources for members (e.g. [www.churchofjesuschrist.org/mentalhealth](http://www.churchofjesuschrist.org/mentalhealth)).
- Faculty are an underutilized resource in these efforts. We have direct contact with every student, especially those that are facing challenges who are not clients of CAPS. Not only do students regularly seek our advice on a multitude of issues, but also faculty reaching out to struggling students may identify a developing crisis. In either case, we love the students and want to help. We understand that we are not trained mental health professionals, but a modest amount of training and access to curated resources that can be shared with students would be a great benefit.

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<sup>27</sup> Lipson SK, Lattie EG, Eisenberg D, "Increased Rates of Mental Health Service Utilization by U.S. College Students: 10-Year Population-Level Trends (2007-2017)," *Psychiatr Serv.* 2019 Jan 1, 70(1):60-63.

- Our committee has been developing and piloting the use of simple 5-minute mental-wellness messages that faculty can use throughout the semester during class time. Some materials were adapted from CAPS instructional modules (a faculty member in CAPS was on our committee); others came from faculty with a longstanding interest on the topic. The intention of these short classroom discussions is to educate, reduce stigma, encourage resilience, and invite students to seek help when needed. When CAPS director Steve Smith was informed about this project, he was enthusiastic. However, campus-wide faculty engagement in this effort will require greater resources and administrative support.

### **Implementation:**

We therefore ask the administration to assist with the following resources to enable faculty to promote student mental health:

1. Giving emphasis and instruction in University Conference on how faculty, in partnership with the administration, can contribute to student mental health, use existing campus resources like CAPS, and appropriately respond in times of a campus tragedy or classroom crisis. We anticipate that the most benefit would be obtained if this information were shared in a general session, rather than a breakout session.
2. Widespread QPR (suicide prevention) training for faculty, administered through colleges and departments. CAPS is already offering free instruction (see [caps.byu.edu/training-on-helping-with-suicidal-concerns](https://caps.byu.edu/training-on-helping-with-suicidal-concerns)), but a larger roll-out would require additional management and resources and perhaps direct encouragement to departments and colleges.
3. An easily accessible web platform where faculty can find suitable classroom messages, conversation-starters, links to archived videos and social media about mental wellness issues, or other resources. While there is already much helpful information on the internet (including on CAPS' website), it is not necessarily in a single place and in a form designed for faculty and classroom use. The intention is for materials already assembled by our committee to be supplemented over time by CAPS or by other BYU community members with appropriate moderating or curating of submitted content. The Faculty Center has agreed to be a host for such content, pending approval.
4. An associated message board or other social media tool to enable ongoing faculty discussions and sharing of ideas on mental health topics. We envision this as a place where faculty with an interest in this topic, due to personal, family, or professional experiences, will be able to meet.
5. Coordination and communication between the administration and faculty when an outreach effort, social media campaign, devotional, or other initiative related to mental health will be happening. With appropriate coordination, faculty across campus can amplify the positive effects. Participants in the coordinating effort could include the FAC Mental Health Committee and CAPS Student Outreach Council.

# University Antiracism Statement Proposal

## Diversity and Inclusion Committee

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Approved by executive committee for FAC  
consideration: 11/19/2019  
Full FAC discussion: 3/10/2020-6/24/2020

Full FAC vote: June 25, 2020  
Status: Passed  
Last revised: June 22, 2020

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### Proposal

We invite the administration to codify the university's position against racism and bigotry by 1) creating a university wide institutional statement against bigotry and racism and 2) explicitly identifying discrimination and hate speech as against the CES honor code under the "respect" clause. As members of the FAC, we are committed to working with university officials to address these concerns and to implement policies and procedures that protect the safety and well-being of all members of the university community.

### Justification

We support the efforts of the BYU administration to take clear, formal action against racism, sexism, homophobia, and all forms of bigotry on campus. We believe in creating a safe educational environment for our students and hope to cultivate a nurturing spiritual environment where students, staff, and faculty alike can deepen their faith and better deal with life's challenges. We laud the formation of the committee to examine race and inequality at BYU. We are also grateful for the statements against racism and bigotry that have been shared in various formats by President Worthen, BYU social media, departments and colleges on campus, and other individuals and groups in the campus community.

As faculty members, we have been watching recent events surrounding white supremacist propaganda on campus,<sup>28</sup> racist comments made in the black and immigrant panel,<sup>29</sup> concerns expressed about institutional racism at BYU,<sup>30</sup> student responses to recent honor code changes,<sup>31</sup>

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<sup>28</sup> Liesl Nielsen, "'White supremacist' propaganda found on BYU campus," KSL.com article, 27 November, 2019. <https://www.ksl.com/article/46681941/white-supremacist-propaganda-found-on-byu-campus>

<sup>29</sup> Katie Shepherd, "'Why don't we have a white history month?': BYU condemns 'racist, anonymous comments' aimed at black students," The Washington Post, 11 February, 2020. <https://www.washingtonpost.com/nation/2020/02/11/byu-condemns-racism/>

<sup>30</sup> Déborah Aléxis: BYU must act to make black students feel safe and welcome Salt Lake Tribune, 18 June, 2020. <https://www.sltrib.com/opinion/commentary/2020/06/17/dborah-alxis-byu-must-act/>

<sup>31</sup> Scottie Andrew, "Brigham Young University removes 'homosexual behavior' as an honor code violation, so same-sex couples might be allowed to kiss and hold hands," CNN, 21 February, 2020.

and the confusion surrounding those changes.<sup>32</sup> During this time, we have also been ministering to many marginalized students who feel pain and hurt as the result of these events. We are finding that these incidents are interfering with students' learning and are even causing some of them to question elements of their faith, wondering whether the university and even its sponsoring institution cares for them.

Our experience has been that simply saying such harmful behavior is against the spirit of the Honor Code is not sufficient. Whereas the current code details specifics of Word of Wisdom infractions, violations of our obligations to love one another are simply implied in the code's injunction "to respect others." Providing additional language that interprets respect to include racist or homophobic words and actions is a needed clarification to strengthen our expectation of civility, respect, and Christlike love in our campus community.

We appreciate the university's response to recent incidents in which hostility toward one or more groups has been expressed. However, these individual responses do not gain the kind of university-wide traction that an official statement would. By directly linking racism and bigotry to the respect clause of the honor code, the university would make it clear that this kind of behavior is unacceptable and could result in university action.

We find a further justification for such formal action in the impact that *not* having a clear statement against bigotry is having on our faculty. First, many of our colleagues are being affected professionally as professional organizations have censured or are promising to censure our university, have excluded job postings from their journals, and may exclude our faculty because of perceived discrimination on the part of our institution. Others, as the public face of the university at conferences and in professional interactions, are criticized or being forced to explain our lack of action. But perhaps more importantly, some faculty here on campus are starting to suffer the emotional toll of watching our students and colleagues struggle. Others are beginning to experience cognitive dissonance when these experiences counter the beliefs we hold. This could result in some faculty leaving and might discourage prospective hires from coming to BYU.

## Implementation

We believe that a formal university statement will continue to contribute to the kind of BYU culture President Ballard invited from each of us when he said, "[The Lord] is anxious to heal any 'wounded souls' on this campus and to bring together each and every one of you in love and peace. *We can help in the process as we love, seek forgiveness, offer forgiveness and seek to build bridges of understanding*" (emphasis added).<sup>33</sup> As President Ballard taught, loving one

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<sup>32</sup> Alicia Lee, "Mormon Church delivers stinging rebuke to BYU students with letter stating homosexual behavior is 'not compatible' with its principles," CNN, 5 March, 2020. <https://www.cnn.com/2020/03/05/us/byu-homosexual-behavior-not-compatible-trnd/index.html>.

<sup>33</sup> M. Russell Ballard, "Children of Heavenly Father," BYU devotional address, 3 March, 2020. <https://speeches.byu.edu/talks/m-russell-ballard/children-heavenly-father/>

another as disciples of Christ “does not deny the need for open and honest discussion on campus to resolve issues and deal with challenges. What this provides is the antidote to anger, ill feelings, distrust, hate and demonizing one another.”

### **Statement of support**

As members of the FAC, we are committed to working with university officials to address these concerns and to implement policies and procedures that protect the safety and well-being of all members of the university community. We would like to find more ways of bringing together groups of students with strongly differing viewpoints and encouraging them to listen to and learn from each other. We view the recent divergent movements on campus as symptomatic of a larger problem in our society where groups with opposing viewpoints criticize, attack, and even demonize each other without attempting to understand each other’s views. At BYU we enjoy the blessing of belonging to a community whose members are committed to living the gospel of Jesus Christ, and we believe that common commitment can serve as a foundation for teaching open-mindedness, respect, and charity toward all members of our community. Again, we express our commitment as members of the FAC to work with university officials toward achieving these goals.

## **Request for Administrative Direction & Clarification Regarding Experiential/Inspiring Learning**

### **FAC Teaching Committee**

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Approved by executive committee for FAC  
consideration: 2/25/2020  
Full FAC discussion: 2/19/2020  
Vote to close discussion: 6/16/2020

Full FAC vote: June 20, 2020  
Status: Passed  
Last revised: June 16, 2020

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#### **Request:**

The FAC requests that the administration provides additional guidance and support regarding experiential/inspiring learning, specifically in the areas of 1) definition; 2) categorization; 3) position within the rank & status/annual review process; and 4) professional development. Each of these is described in detail below.

#### **Justification:**

One of four priorities of the university, according to direction from AVP Reese to the deans of the university August of 2019 included: “Describe your efforts in student-centered research, including your efforts to incorporate student-centered research into evaluation of faculty, including rank and status. More broadly, what are you doing to encourage a culture of student-centeredness in your teaching and research?” The justification for this request is to provide faculty a clearer understanding of what is considered experiential learning, how it impacts load and annual review/R&S expectations, and how/where to report such efforts. This will also aid administrators (department chairs and deans, specifically, but also others such as R&S committees) in evaluative responsibilities. It is important to have a level of consistency across the campus community, while also allowing for discipline-specific influences. Such a codified understanding will allow faculty to be more deliberate in their allocation of time and resources and freer to provide additional experiential learning opportunities for students.

#### **Implementation:**

We suggest the administration determine and communicate to the campus community the requested information and professional development as early as the August 2020 University Conference, or as soon thereafter as possible.

#### **Background:**

President Worthen’s 2016 University Conference speech unmistakably brought experiential learning—a term he used interchangeable with “inspired” or “inspiring” learning—to the center of attention for BYU faculty, staff, and administrators. He stated,

Some of the most important inspiring learning opportunities occur outside the formal classroom setting through experiences that are, in that sense, extracurricular. And, without implying either that we have fully perfected classroom instruction or that we are going to emphasize classroom instruction less, let me suggest that one way we can enhance the quality of inspiring learning at BYU is to expand both the quantity and quality of the kind of learning that occurs outside the formal classroom—the kind of



instruction that many call “experiential learning.” Just like classroom learning, experiential learning can produce the kind of inspiring learning that our mission statement challenges us to provide. (Worthen, 2016)

This admonition represented a call to the University campus at large to consider more carefully how to expand the experiential learning opportunities of students and how to ensure that these experiences are relevant, well-supervised, and productive. Similar messages about experiential learning have continued through subsequent years. Similar messages about experiential learning have continued through subsequent years, and currently, the home page of LDS Philanthropies announces to potential donors that President Worthen “has launched an initiative to transform the educational experience of BYU students through mentoring, experiential learning, and innovative teaching” (“Our Vision”).

A search of “experiential learning” on the BYU website yields 7,980 results, including newspaper articles and a number of links to information from a variety of campus units. Some pages include information on the types of experiential learning opportunities available, while others describe available funding for students. It is evident that the call to develop and expand experiential learning is widespread across campus. Indeed, Dave Waddell, Director of Experiential Learning & Internships reports that faculty are already engaged and committed to President Worthen’s new initiative and don’t need to be convinced of the value of experiential learning. Generally speaking, faculty have embraced the central belief expressed in President Worthen’s 2016 speech, the notion that, “Learning by experience is a central purpose of our mortal journey.”

Various BYU resources exist to provide information about experiential learning, including the Office of Experiential Learning & Internships and BYU Career Services (which has rebranded itself “BYU Careers and Experiential Learning” on its website). After meeting with representatives from these offices, attending the 2019 Experiential Learning Summit, and reviewing recent literature published in the *Journal of Experiential Learning* and other peer-reviewed publications, members of this committee have discovered that despite widespread administrative support and faculty buy-in, there remains a general lack of clarity regarding the practice and supervision of experiential learning at BYU. BYU currently lacks a specific directive and/or protocol for developing, reporting, and evaluating experiential learning activities. Definitions of what constitutes experiential learning are largely missing, and assessment of experiential learning activities differs widely from department to department. Most importantly for faculty members, however, questions surrounding experiential learning’s placement and recognition in the Rank and Status and Annual Review process remain unanswered.

With a desire both to enable the continued development of experiential learning at BYU and to clarify when, where, and how this development might take place, the FAC submits a request for further direction, guidance, and support.

### **Detailed Description of Request**

We recognize there must be allowances for adjustments and changes going forward; however, providing formal, codified answers to these queries would be immensely helpful as a starting point.

1. **Definition:** While we must allow for differences between disciplines, it would be helpful for faculty and administrators to have guidance on what kind of activities constitute experiential learning and thus warrant University resources and/or support. Because experiential learning varies so widely from discipline to discipline, it has been difficult for even those working in this field to define, describe, or otherwise taxonomize experiential learning. While activities like yurt-building offer highly visible, tangible product outcomes, we recognize that the majority of experiential learning activities will not lead to similar results. And yet these less public—and occasionally even unsuccessful—activities often prove valuable for our students. Knowing, then, which activities are to be considered as experiential learning activities and what the outcomes of such activities should be would greatly improve the ability of faculty and administrators to allocate resources and develop suitable programs.
2. **Categorization:** Determine in what category experiential learning is to be reported (teaching, citizenship, scholarship/professional service). Additionally, how is experiential learning to be reported and considered (particularly in terms of load) if/when it spans multiple semesters? How might heavy involvement in experiential learning activities impact overall load or required number of course preparations? Is there a point at which a faculty member might qualify for a release of partial load based on heavy, ongoing experiential learning work? We suggest it may be helpful to involve deans and/or department chairs in these conversations as R&S procedures in different colleges will be directed by different disciplinary norms. Direction from central administration ensures a level of consistency across the university community. Communication of these decisions and clarifications to all deans, department chairs, and faculty is vital.
3. **Position within Rank & Status/Annual Reviews:** Clarification on a faculty member's participation in experiential learning and how it impacts performance reviews is crucial. Anecdotally, we have learned that some junior faculty are encouraged to not participate in experiential learning activities until they have received CFS. This is likely because it is unclear how such efforts are to be evaluated and recognized. Such policies (whether written or understood) limit the contributions of our junior faculty to experiential learning endeavors, ultimately decreasing the number of opportunities available to our students.
4. **Professional Development:** Additional opportunities to explore and refine potential experiential learning endeavors might be very beneficial in furthering efforts. Ideas include: workshops during university conference week, occasional organized meetings at the university level during the semester for interested faculty to collaborate/receive feedback (similar to a “Lunch and Learn”), continued seminars on experiential learning in the new faculty seminar series, and meetings with faculty members in various colleges who have been successful in implementing experiential learning (regardless of scale of project or end result) to share with other faculty regarding the process. Providing other resources through avenues such as BYURadio, BYUTV, podcasts archived with BYU, etc. may also provide additional support and information. One additional thought is that

perhaps it would be beneficial to bring experiential learning experts from other institutions to campus to build our university's capacity and/or send a team from BYU to those institutions for the same purpose.

**References:**

“Experiential Learning.” Brigham Young University, <https://www.byu.edu/search-all?q=experiential+learning>. Accessed 3 Mar. 2020.

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Worthen, Kevin J. “Inspiring Learning.” University Conference, 22 Aug. 2016, Brigham Young University, Provo, UT. *BYU Speeches*, <https://speeches.byu.edu/talks/kevin-j-worthen/inspiring-learning/>.

## **Family-Friendly Paradoxes: A Statement of Concern**

### **Family-Friendly Policy Committee**

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Full FAC discussion: 2/25/2020-3/3/2020  
Full FAC vote: March 3, 2020

Status: Passed  
Last revised: March 3, 2020

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This year the FAC has formed a “family-friendly practices” committee to examine the various practices and policies designed to support families at BYU. The assumption of the FAC in forming this committee is that BYU supports families and encourages its employees to actively care for, support, and build their own families as a core part of our institutional mission “to assist individuals in their quest for perfection and eternal life.”

In addition, the FAC recognizes that there are important family-related challenges associated with the University Priority to “recruit, hire and retain faculty members—with particular emphasis on individuals from diverse backgrounds—who have a strong commitment to the university mission and demonstrated potential for faith-based teaching and student centered research.”

When evaluating plans to recruit, hire, and retain women faculty in particular, we acknowledge the pressures and challenges associated with the dual demands of motherhood and professional advancement in a university setting. If recruiting, hiring, and retaining women faculty is a clear priority for the university, then we need to examine carefully the extent to which our university policies and practices enable faculty investments at home and at the university simultaneously. Only by enhancing family-friendly practices for all faculty will we make BYU a more attractive place for women faculty.

We note that BYU lags behind many comparable institutions on family-friendly policies and practices including but not limited to:

- Parental leave policies
- Birth control and family planning resources
- Child care support
- Implicit policies and practices limiting flexibility of when and where faculty can work (e.g. expectations for in the office face time)
- Lack of flexibility related to part-time faculty positions

We assume that BYU, more than any other institution, values the emotional, physical, and spiritual health of families. Indeed, Elder Cook remarked in the April 2011 General Conference: “I would hope that Latter-day Saints would be at the forefront in creating an environment in the workplace that is more receptive and accommodating to both women and men in their responsibilities as parents.” Yet we observe an uncomfortable paradox that our actual family-related policies and practices are simply on par with and in some instances significantly lag peer institutions. Philosophically we might expect BYU to be ahead of peer institutions in creating family support.

This embedded inconsistency is more than just uncomfortable or inconvenient. Our research and discussions this year suggest at least two important concerns:

1. We have encountered numerous faculty members (both men and women, but especially women) who feel these inconsistencies acutely, and who see BYU's policies as a broader reflection of the Church. In other words, our willingness to proclaim family support while not actually implementing family support in our policies and practices may be harming the long term spiritual well-being of faculty members in our campus community.
2. Anecdotally, we have encountered a host of stories from qualified potential faculty members who are sufficiently concerned about these policies that they prefer not to explore employment at BYU, and this sentiment is particularly pronounced among women. For example, in a single department's annual hiring cycle, three women candidates voiced concerns about BYU's family policies, and one potential hire decided against applying to BYU, her primary reason being that BYU does not have on-campus childcare and appears not to support working women.

In other words, it appears that our current policies and practices may be directly at odds with one of our four key university priorities. Our policies may be very well situated for families with a single wage earner who is a man, but may create numerous pain points for families with a woman as the primary wage earner and/or for families where both spouses work outside of the home.

We also point out one specific paradox embedded within our policies: we provide no birth control or family planning support AND we provide no child care support. In other words, we currently do not support any efforts to manage the timing and number of children that come into families, but we also do not do anything to help families to care for those children when they come (i.e. child care support). This policy pairing may make sense for a family in which the man is the only wage earner and the woman is a full time homemaker, but it sends an uncomfortable message to women who are physiologically affected by pregnancy and childbirth and who are also disproportionately affected by the caretaking demands of newborns and infants.

We note, importantly, that our concern is not motivated by faculty desires for additional benefits. Instead, as FAC members, we are concerned with the extent to which the current state of our practices and policies (both formal and informal) stand in the way of our key university priorities and moral imperatives. We are committed to continuing to identify specific policies and practices (both formal and informal) that stand in the way of both our university mission to support families and our priority to increase diversity among our faculty.

## **COVID-19 Gratitude Statement**

### **FAC At-large**

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Approved by executive committee for FAC  
consideration: June 24, 2020  
Full FAC discussion: June 24, 2020

Full FAC vote: June 25, 2020  
Status: Passed  
Last revised: June 22, 2020

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### **Statement**

On behalf of the faculty, we express gratitude to the administration and staff of Brigham Young University for exceptional care and support as the campus made a rapid and unanticipated transition to on-line teaching in Winter of 2020. The faculty noted extraordinary efforts on behalf of university, college, department, and other unit administrators to provide resources and support during this transition. Full-time, part-time, and student staff served the campus community with grace and diligence in a difficult time. Though we may not all agree with every decision made on campus in response to the pandemic, we laud the service performed in our behalf, and recognize the burden of decision making in a high-risk, low-information environment. Thank you, administration and staff of Brigham Young University, for working so hard to help us achieve the mission and aims of this university even amid a global health threat. We appreciate you.





Let me assure you that the Lord is aware of you. He loves you. He is concerned about you individually and collectively. He is anxious to heal any “wounded souls” on this campus and to bring together each and every one of you in love and peace.

We can help in the process as we love, seek forgiveness, offer forgiveness, and seek to build bridges of understanding.

The Savior taught, “By this shall all men know that ye are my disciples, if ye have love one to another.”

This does not deny the need for open and honest discussions on campus to resolve issues and deal with challenges. What this provides is an antidote to anger, ill feelings, distrust, hate, or demonizing one another.

Of all the universities in the world, BYU should be where Jesus’s teachings and commandments are proclaimed, discussed, and lived.

**Elder M. Russell Ballard**  
**"Children of Our Heavenly Father"**  
**BYU Devotional, March 3, 2020**