

2020-2021

# Annual Report

BYU FACULTY ADVISORY COUNCIL



Presented to the AVP Council  
of Brigham Young University  
May 19, 2021

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# Letter from the Co-chairs

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

We appreciate the opportunity to serve as co-chairs of the Faculty Advisory Council (FAC) for 2020-2021. We have reflected many times over the course of the year what a privilege and honor it is to serve with so many amazing faculty across our beautiful campus. They are passionate, bright, and articulate, and it is a joy to be affiliated with so many wonderful individuals.

We also appreciate the opportunity to work closely with AVPs Shane Reese and Laura Bridgewater as we represent the faculty voice to the administration. They have been outstanding to work with as we have shared our ideas and we have counselled together to consider things that might strengthen the campus as a whole.

It has been a wild year (to say the least). We were never able to meet in person with the entire FAC, but enjoyed meeting on Zoom. There were many interesting backgrounds shared, technological glitches, and lots of passionate discussion in the chat that made for a truly unique year.

Faculty and student stress were likely at an all time high and we could feel this anxiety in our meetings as we grappled with big issues on campus. However, our work moved forward despite these unique circumstances.

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We created seven committees who each completed significant work that you will see represented in this packet. These committees were similar to last year, although we added a “faculty culture and support of faculty roles” committee and also tasked one of the committees to also examine student cost issues.

Several committees worked with different entities on campus including the Student Advisory Council (SAC), the Faculty Center, the Benefits office, General Education, and the new Sustainability office. Each committee was led by two co-chairs who facilitated group discussion and reported back to the two of us in executive committee councils. We hope you can appreciate the large amount of work that went into each proposal and seriously consider each request.

In addition to creating specific proposals, we worked heavily with the Integrity and Compliance Office to review and provide feedback on a large number of policies. These included diverse topics such as final exams, background checks, nursing mothers, scholarly work, child protection, clubs and policies, and the surveys on campus policies. We were grateful to be asked to provide feedback on these policies and to be the voice of the faculty on these important procedural issues on campus.

This is a year none of us will ever forget. Anxiety is high, but we put our trust in the Lord. We feel His hand in the work at this university and trust in His wisdom and care. We find peace in His embrace as individuals seeking to do what is right and good in turbulent times.

We are so grateful to work at a place where the administration cares about the faculty. We feel your concern and support and it is an absolute delight to work at this university.

Warmly,

Eva Witesman  
Sarah Coyne





# 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. Recommendations of the FAC are considered by the administration and decisions made regarding FAC recommendations are reported back to the body each fall.

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.



# 2020-2021 FAC Committees



## COMPENSATION & BENEFITS

Co-Chairs: Julie Allen, [Eric Jensen](#)

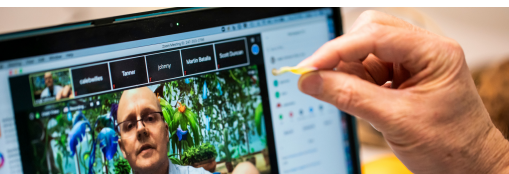
Members: Brad Bundy, [Jamie Horrocks](#), John Dallon



## DIVERSITY & INCLUSION

Co-Chairs: Erin Holmes, Denise Stephens

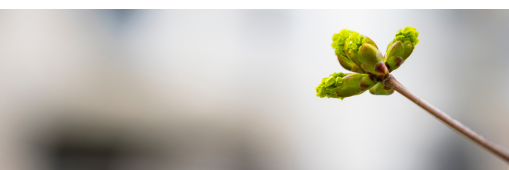
Members: Jacob Rugh, [Mark Graham](#), Laura Catharine Smith



## FACULTY CULTURE & SUPPORT OF FACULTY ROLES

Co-Chairs: Jennifer Wimmer, Pamela Brubaker

Members: Dean Duncan, [John Hilton III](#)



## ENVIRONMENTALLY SUSTAINABLE CULTURE & EMERGENCY PREPAREDNESS

Co-Chairs: Jeff Hardy, Larry Baxter

Members: William Christensen, [Rebecca Sansom](#)



## STUDENT COST & INCENTIVES / FAMILY FRIENDLY POLICY

Co-Chairs: David Kryscynski, Brian Jackson

Members: [Michael Whitchurch](#), [Rebecca de Schweinitz](#),  
[Evan Thacker](#)



## MENTAL HEALTH

Co-Chairs: [Jonathan Cox](#), Byron Adams

Members: Brianna Magnusson, [Blaine Winters](#), Leticia Camcho



## TEACHING

Co-Chairs: [Teresa Leavitt](#), [Greg Anderson](#)

Members: Kerry Muhlestein, [Randy Beard](#)

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..





# 2020-2021 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

- Adjunct Representation on the FAC
- Suggested Guidelines to Evaluate Teaching Skills of Faculty Candidates
- Study of Out-of-State Work Policy Impacts
- Support of Third Party Child Care
- Birth Control Proposal (Not for Family Planning)
- Statement of Support of Friends of Other Faith Initiatives
- Proposal for Creation and Dissemination of Student Resource List
- Statement of Appreciation and Support for the Race, Equity, and Belonging Committee's Efforts and Report
- Clarification on the Evaluation of Administration
- Statement of Appreciation for Sustainability Efforts
- Sustainability Messaging
- FAC Input on BYU Policies



# 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 2020-2021, we reviewed seven policies.

## 2020-2021 POLICY REVIEWS

**Final Examination**  
**Clubs and Associations**  
**Surveys Initiated on Campus**  
**Minor Protection**  
**Background Check**  
**Nursing Mothers**  
**Scholarly Work at BYU**





# FAC Committee Reports





# EXECUTIVE COMMITTEE

## Achievements

- Updated FAC policies and procedures
- Completed seven administrative policy reviews
- Streamlined meeting and voting procedures
- Reviewed and amended FAC bylaws

## Initiatives

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





# DIVERSITY & INCLUSION

## Proposals and Statements

- Statement of Support for SAC Initiative from Friends of other Faiths
- Statement of Appreciation for Race, Equity, and Belonging Efforts
- Proposal for Creation and Dissemination of Student Resource List
- Wrote a letter in support of the Diversity, Equity & Belonging (DEB) and Languages & Cultures (LC) requirements of the new proposed BYU General Education( GE) curriculum, and include specific suggestions to strengthen the implementation of these requirements to ensure a successful transition among faculty who will teach these critical requirements in the coming years.

## Additional Inquiry and Discussion

- Connecting with the alumni office to better understand alumni reports about the inclusion and diversity experiences
- Exploring efforts to train faculty on how to respond to racial needs/ racial trauma/ other aspects of diversity and inclusion in the classroom
- Addressing concerns about how diversity and inclusion issues impact the spiritual development of faculty and students (including being a core part of faith crises experienced by faculty and students).
- Invited multiple individuals from campus to our meetings to inform us about current diversity and inclusion efforts (including the Student Advisory Council leaders, Chip Oscarson, Jane Birch and George Handley, and BYU Black Alumni Association Representatives).
- Met with Brad Neiger to discuss the creation and dissemination of a university approved diversity and inclusion hiring statement that will better support departments in individual efforts to hire and retain diverse faculty members.
- Presented our committee's ongoing efforts to the Student Advisory Council.
- Participated in the Faculty Center Diversity Network by attending regular meetings of the group.
- Attended events on campus that promoted inclusion and diversity, including forums, Perspectives, Fiesta, safe space events sponsored by CAPS, etc. to show our support for these efforts.



# MENTAL HEALTH

## Proposals and Statements

- Mental Health Resource for Faculty and Staff

## Additional Inquiry and Discussion

- **Spiritual health:** BYU faculty, staff and administrators who are members of the Church must be temple-worthy in order to maintain their employment status. Accordingly, worthiness issues that could be perceived as affecting employment status may prevent employees from repenting and becoming “reconciled to God” (2 Corinthians, 18-19). Thus, there are likely to be detrimental mental health influences brought on by the cognitive dissonance a BYU employee might experience if they desire to repent yet feel that they cannot engage in the repentance process without the threat of losing their job. Beyond repentance, there is also confusion around how faith questions and faith crises are handled. This issue would benefit from broader discussions of impediments to maintaining open, healthy, and authentic dialogue with Church and administrative leaders who mediate employment status via ecclesiastical stewardship. To this end we are developing a survey tool to better understand the prevalence, scope, and impact of this issue with the goal of informing the potential need for policy inquiries related to this topic.
- **Mental Health Minute:** We worked cooperatively with Counseling and Psychological Services (CAPS) Student Outreach Council (SOC) to improve and expand mental health messaging resources that faculty can use in the classroom to initiate and improve dialogue with students concerning topical mental health issues. The CAPS SOC has subsequently generated over 45 slides, quotes, video links and memes that can be made available to faculty who are interested in engaging, informing, and connecting their students to fundamental mental health needs. CAPS SOC plans to improve and grow these resources with subsequent input from CAPS faculty.
- **COVID-19 and Mental Health:** In response to an AVP request to explore ways to protect against the ongoing negative effects of the pandemic our committee developed a list of recommendations that included a needs-based voucher system for childcare/eldercare due to lost income, expanded support for TAs and RAs to benefit both students and faculty, wellness office (resources & awareness), faculty-faculty connection and support groups, and wellness checks by chairs and deans.
- **Mental Health Minute Resources:** Our committee worked with the Faculty Center, HBLL, and CAPS to find hosting solutions for the Mental Health Minute Resources. Our current solution is to maintain the resource repository at the CAPS “Helping Students In Distress” page, under, “For Faculty and Staff” <https://caps.byu.edu/helping-students>. Future needs include advertising and messaging for these resources so that faculty and instructors can more readily implement them in their classrooms.
- **Student Advisory Council mental health projects:** Our committee met jointly with the SAC mental health project leaders to discuss ongoing projects and to identify collaborative opportunities. These interactions complimented FAC, SAC and SOC efforts to generate and implement the Mental Health Minute resources, and informed focus group and survey research presently underway by the SAC.



## Proposals and Statements

- **Info Sheet: BYU Admission and Tuition Benefits**

## Additional Inquiry and Discussion

- **Compensation and Benefits Committee Handbook:** The Committee created a google spreadsheet that catalogued not only this year's work, but also the work of previous years and its outcomes, to the extent that we could find it, in order to create some institutional memory about what issues this committee has addressed. Our hope is that this handbook can be maintained and serve as a resource for next year's committee, informing them of what projects have been worked on in the past and descriptions of where the project currently stands.
- **Proposal for Nonpecuniary Administrative Gratitude:** In response to a request from the AVP we developed and submitted 2 suggested approaches to the FAC committee for discussion- complimentary arts/sports tickets or reduced service loads. After research and coordination with various departments and individuals on campus and FAC discussion, we determined that neither option was viable.
- **Retirement contribution levels/DROP accounts:** A few concerns were brought up regarding higher benefits levels at Utah state schools compared to BYU. This appears to be true at some level, however the levels were not deemed to be high enough to justify approaching this subject during the pandemic and feedback from the administration seemed to justify this conclusion.
- **Adjunct Pay Disparity:** In response to concerns about inadequate compensation for adjuncts, we researched this issue and found that adjunct pay levels appear to be set by each college, though department chairs may have some discretion to increase it in certain circumstances. There seems to be no standard across departments.
- **Gender Equity in Pay:** The issue of whether BYU had gender pay equity was raised and investigated by the committee. In addition to anecdotal information that implied equality in gender pay, committee members engaged several deans on this question. The answer was an unequivocal "yes." In fact, the compensation and raise program in which deans and chairs input proposed annual salaries has a function that specifically prompts the dean or chair if the program detects an unequal distribution of raises by gender and forces the dean or chair to explain the disparity. It is possible that some disparity might exist for starting pay since the program doesn't have the same function in that area, but the deans and chairs interviewed expressed no concerns with that issue either, though noting that so many considerations factor into the starting pay decision that it would be very hard to statistically determine any gender pay disparity.
- **Illness Coverage/Sick Leave:** We received a question concerning how colleges or departments covered extended illnesses and the application of sick leave. After consultation with a number of different colleges and departments, we determined that there is no uniform approach and that it is mostly determined by the college Dean or department head.
- **International travel companions:** Discrepancies exist between the Kennedy Center and BYU travel policies with respect to the possibility of getting funding for international travel companions for single faculty members, particularly on study abroad. The policy is under review, and our concerns are part of the discussion, but there is no resolution to the policy review at this point.



# TEACHING



## Proposals and Statements

- Suggested Guidelines to Evaluate Teaching Skills of Faculty Candidates

## Additional Inquiry and Discussion

- Professional vs Professorial responsibilities and expectations
- Teaching evaluation metrics during the faculty hiring process.
- Discuss "Learn-Do-Become" naming convention.





# FACULTY CULTURE & SUPPORT OF FACULTY ROLES

## Proposals and Statements

- **Adjunct Representation on the Faculty Advisory Council**
- **Clarification on the Evaluation of Administration**

## Additional Inquiry and Discussion

- **Statement of Concern Regarding Worthiness, Repentance and Employment Status:** We endorsed the statement of concern proposed by the Mental Health Committee, which we hope to revisit next year.
- **Mentoring for Post-CFS Faculty:** We met with George Handley and Jane Birch from the Faculty Development Center to discuss ways to support faculty as they move from associate to full professor. While such support would be open to all faculty members, informal conversations indicated this type of mentoring would be appreciated by female faculty members in particular. Some ideas included monthly speakers, providing space for groups to gather based on needs (e.g., scholarship, teaching, citizenship, emotional, family), and book groups.
- **Supporting/Sustaining Student Testimonies:** We considered the problem of faculty members who feel ambivalent about parts of the Church's doctrine, as well as the manner in which it's being communicated and administered. This relates especially, but not exclusively, to LGBT issues. Some faculty members are in turmoil about these things and may be sharing that turmoil with their students. As we thought, very seriously, about wanting to make BYU safe for faculty as they struggle and strive, we were also mindful of the pressing need to support and sustain student testimonies.
- **Better Practices for Working with Adjuncts:** In an effort to better support adjuncts, we discussed creating a list of practices for working with adjuncts that would be sent out to deans and department chairs. The ideas centered on compensation, resources, continuity/security, culture, and communication. It is our hope that the adjunct sub-committee would expand on these ideas.
- **Ombudsman:** We discussed the idea of an ombudsman that could be used for faculty who do not know where to go or how to get help with discrimination issues, regardless of whether or not the issues meet legal definitions. We tabled the idea until we know BYU's response to the report from the University Committee on Race, Equity, & Belonging.



# STUDENT COST AND INCENTIVES & FAMILY-FRIENDLY POLICY

## Proposals and Statements

- Study of Out-of-State Work Policy
- Support of Third Party Childcare Providers
- Birth Control Proposal (Not for Family Planning)

## Additional Inquiry and Discussion

- **Open-source textbooks:** We discussed how FAC could support a working group that would encourage faculty across campus to develop open-source materials for classes.
- **Textbook costs:** We met with Mark Clegg (Director of BYU Store) and Carr Krueger (Assistant Administrative VP) to discuss how to reduce costs for student materials. We discovered that (a) BYU students are paying below national averages for semester materials, in large part because of the Store's aggressive marketing for rental materials, and (b) one of the best methods for reducing material costs for students is to encourage faculty to adopt materials earlier than they do.



# ENVIROMENTALLY SUSTAINABLE CULTURE & EMERGENCY PREPAREDNESS

## Proposals and Statements

- Statement of Appreciation for Sustainability Efforts
- Sustainability Messaging

## Additional Inquiry & Discussion

- Proposals for an Emergency Preparedness Resource Guide submitted to Risk Management for Further Action
- Proposals for the Sustainability Working Group





# FAC Proposals & Statements



## **Adjunct Representation on the Faculty Advisory Council**

Proposed by the Faculty Culture and Support of Faculty Roles Sub-Committee

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### **Proposal**

The BYU community consists of dedicated full-time and part-time (adjunct) faculty committed to the mission and aims of a BYU education. Adjunct faculty play a pivotal role in the cultivation and development of our students. Some teach in our departments, schools, and colleges for decades. Others spend one or more semesters in the classroom. Regardless of an adjunct's length of service, BYU has a responsibility to better address adjunct needs and build stronger relationships with them.

The Faculty Advisory Council functions as the official voice of the faculty to the administration. We need adjunct representation for all faculty to have a voice on this council. Therefore, we recommend four adjuncts be included on the FAC. These adjuncts should represent the various interests and needs of part-time instructors across the university. Adjuncts should serve for up to three years and Colleges should rotate the responsibility of selecting adjuncts who serve on the council.

### **Why Have Adjunct Representation on the FAC?**

Adjunct representation on the FAC is but one measure BYU can implement to help the FAC, and ultimately the administration, better understand and address the needs of its part-time instructors. Adjuncts will provide the FAC a much-needed perspective that does not currently exist. Adjunct representation will also signal the value BYU places on all instructors and foster a greater sense of belonging among part-time instructors who teach at BYU.

Due to the prevalence of adjuncts on college campuses, and the significant contributions they make, an article in [Inside Higher Ed](#) recommends more universities include adjunct representation in their faculty senates (Hutchens & Jones, 2017). Additionally, it is becoming increasingly common for professional associations to call for the inclusion of adjuncts within university faculty governance (e.g., the [American Association of University Professors](#), the [American Historical Association](#), and the [Conference on College Composition & Communication](#)). By including adjuncts on the FAC, BYU has an opportunity to better represent the needs of all faculty and strengthen the campus community.

### **Time Commitment**

#### ***Length of Service***

We anticipate adjuncts will serve on the FAC for up to three years, similar to the service rendered by full-time faculty. This length of service will provide the adjunct continuity. It will also give the adjunct committee members the same weighted voice as full-time faculty who serve for three years. Like the full-time faculty, this continuity will give adjuncts an opportunity to see many proposals through to implementation.

Because adjunct contracts are renewable on a semester and term basis, BYU cannot guarantee the contract renewal of adjunct faculty who serve on the FAC. As a result, an adjunct's length of service ultimately depends on two factors:

- a. The adjunct must meet the FAC adjunct eligibility requirements each semester (see *Eligibility Requirements*).
- b. The renewal of a FAC contract each semester.

If for some reason an adjunct is not eligible to serve on the FAC during an upcoming semester during their intended three-year period of service, or their FAC adjunct contract is not renewed, the adjunct will be replaced by another adjunct from the same college on the nomination list (see *Selecting Adjuncts*).

**Hours Per Week.** During the academic school year (fall and winter semesters), adjuncts are expected to work on the FAC approximately 2.7 hours per week. During this time the adjunct will attend meetings and fulfill committee assignments. As Figure 1 shows, 2.7 hours per week is equivalent of one semester credit hour. Of note, during a term, this service would be equivalent to 2.7 weekly hours or a half credit. This means adjuncts who serve on the FAC can teach a maximum of 9.5 credit hours per semester.

## Eligibility Requirements

To work on the FAC adjuncts must meet the following eligibility requirements.

- a. **Minimum Credit Hour Requirement.** Each semester an adjunct serves on the FAC he or she must have a semester-long, adjunct contract for at least 1.5 credit hours (4 weekly hours) from the College that appoints them. This requirement is needed when an adjunct's non-teaching hours are the equivalent of one credit hour or 2.7 weekly hours. Service on the FAC constitutes non-teaching hours.
- a. **Maximum Credit Hour Limit.** Adjuncts who serve on the FAC can only teach 9.5 credit hours a semester. This maximum credit hour limit will keep adjuncts from going over the 10.5 credit hour limit as one credit hour will be dedicated to working on the FAC. Per the Affordable Care Act guidelines, adjuncts are limited to teaching 10.5 credit hours per semester or 5.25 credit hours per term. This is equivalent to 28 weekly hours (see Figure 1).
- b. Adjuncts selected to serve on the committee should not be employed full-time by the university.

Three measures will be put in place to help adjuncts meet both eligibility requirements.

- a. Upon appointment, adjuncts will be told about the need to monitor their credit hour minimums and maximums.
- b. Adjunct FAC members from each college will be asked to check-in and report to their respective dean/associate dean each semester.



- c. Prior to the beginning of each semester, when an adjunct FAC contract is being renewed, adjuncts will be asked by their respective dean/associate dean if they expect to meet the minimum credit hours and not exceed the maximum credit hours.

If needed, FAC co-chairs can also verify whether or not adjuncts are in compliance by checking in with Holly Gibson, Faculty Compensation Specialist. She oversees adjunct contracts at the university.

### **Selecting Adjuncts**

Deans or associate deans over faculty should recommend adjuncts who serve on the FAC. Before making a recommendation, the respective dean/associate dean should solicit nominations from their directors and chairs. Directors/chairs can determine if they want nominate adjuncts or allow other departments/schools to provide recommendations.

To obtain nominations, directors/chairs should solicit nominations from the full-time faculty in their departments/schools. As needed, directors/chairs can hold elections among their full-time faculty to determine which of their qualified adjuncts would be the best fit. From there recommendations should be made to the deans/associate deans. An election should not be held at the college level as the scope of an adjunct's university service is typically limited to the departments and schools in which they serve. Deans/associate deans can determine which adjunct to put forward based on the faculty recommendations that come from the directors/chairs who put the adjuncts' names forward.

Adjuncts should be selected from those who are likely to have a two-semester teaching contract for Fall and Winter semesters, rather than adjuncts who typically have contracts for Fall or Winter semester only. They should not be full-time BYU employees.

The selection of adjuncts should take place around the same time as the selection of full-time FAC members, at the end of Winter semester or during Spring term.

### **FAC Adjunct Representation**

Adjunct representation on the FAC is intended to give adjuncts a voice. While we cannot represent each College at the same time, we can rotate adjunct representation among the Colleges. Table 1 provides an overview of the Colleges that should rotate the responsibility of selecting eligible adjuncts each service term, which can be up to three years.

Currently, almost half of the adjuncts are employed by the College of Humanities and the College of Fine Arts & Communications. Therefore, we recommend having regular adjunct representation from both of these Colleges. We recommend rotating the Colleges that provide adjunct representation for the other two committee positions.

## Compensation

Adjuncts will receive compensation for the service they render. Adjuncts will be paid via a teaching contract or a supplemental contract that is renewable each semester. Holly Gibson, BYU Faculty Compensation Specialist, and Tom Patterson, Assistant to AVP-Faculty will determine whether or not adjuncts are paid using supplemental or teaching contracts. Both individuals are acquainted with this proposal.

BYU cannot guarantee the contract renewal of adjunct faculty who serve on the FAC. Contracts are temporary; they must be renewed each semester. Adjuncts cannot serve for more than three years from their first appointment.

Adjunct compensation could come from the BYU Faculty Center or each adjunct's College.

There are two possible compensation options:

**Option 1.** As the FAC is a university assignment, it is possible to standardize compensation and give all FAC adjuncts the same per credit hour pay.

### *Example of Standardized Compensation*

Pay based on 1 credit hour; 2.7 hours per week

1 adjunct, 15 weeks = \$1,000 per semester

4 adjuncts, 15 weeks = \$4,000 per semester

**Option 2.** Another option is to compensate adjuncts by matching their per credit hour pay. Adjuncts could receive the same amount of money they would make teaching one credit hour in their respective College(s).



Figure 1. Conversion of credit hours into weekly hours by semester and term

SEMESTER HOURS			TERM/BLOCK HOURS		
Credit Hrs	Weekly Hrs	FTE	Credit Hrs	Weekly Hrs	FTE
0.5	1.3	3.4	0.5	2.7	6.7
1	2.7	6.7	1	5.3	3.4
1.5	4	10.0	1.5	8	10.0
2	5.3	13.4	2	10.7	26.7
2.5	6.7	16.7	2.5	13.3	33.4
3	8	20.0	3	16	40.0
3.5	9.3	23.4	3.5	18.7	46.7
4	10.7	26.7	4	21.3	53.4
4.5	12	30.0	4.5	24	60.0
5	13.3	33.4	5	26.7	66.7
5.5	14.7	36.7	5.25	28	70.0
6	16	40.0			
6.5	17.3	43.4			
7	18.7	46.7			
7.5	20	50.0			
8	21.3	53.4			
8.5	22.7	56.7			
9	24	60.0			
9.5	25.3	63.4			
10	26.7	66.7			
10.5	28	70.0			

## Reference

Hutchings, N. & Jones, W. (2017). Why faculty senates shouldn't exclude non-tenure-track faculty. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/print/views/2017/09/11/why-faculty-senates-shouldnt-exclude-non-tenure-track-faculty-essay>

## Suggested Guidelines to Evaluate Teaching Skills of Faculty Candidates

Proposed by the Teaching Sub-Committee

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BYU places a strong emphasis on quality teaching. As President Oaks said in an address at the BYU Leadership Conference held August 25, 2014, “Research credentials and teaching capacity need not be mutually exclusive. However, as I know from reading the faculty hiring recommendations of the past several years, there is danger that the citable publication record of a prospective faculty member will overshadow other essential qualities of a BYU teacher.” As BYU grows in prominence regarding research, it is possible for research considerations to outweigh teaching considerations when hiring. Yet such a trend would be contrary to the repeated emphasis that we are first a teaching university. See for example: “*A Unique Kind of Education*” Pres. Worthen (2017).

When interviewing faculty candidates, it is essential to seriously evaluate the teaching potential of possible hires, and the impact that they may have on BYU students. However, such evaluations can be more difficult to make in relation to evaluating established or potential scholarly trajectories. While evaluating teaching potential is often discipline specific, good teachers have qualities that span all disciplines. (See appendix for further information.)

In an effort to help enable a more rigorous evaluation of teaching during the hiring process, ***we propose that the administration encourage colleges and departments to develop guidelines for evaluating the teaching potential of faculty candidates.*** The following criteria are offered as aids in assessing the teaching potential of faculty candidates. They are not, however, intended to be a mandatory list of skills a potential faculty member would need to demonstrate during the hiring process. While the suggested evaluation criteria are broad and generally accepted as good teaching practices, colleges and departments may find it helpful to revise the list to better suit their needs. It should also be acknowledged that some who interview for a faculty position come with little or no teaching experience. The expectation is not that a candidate would necessarily fully evidence each of the criteria; however, having criteria on which to evaluate teaching can deepen the rigor of conversation surrounding the teaching portion of the interview, as well as provide discussion for teaching potential.

Whatever form of teaching evaluation each college or department adopts, the main point is to suggest that all groups who make faculty hiring decisions should have something in place that helps maintain an appropriate emphasis on teaching when considering potential hires.



## **APPLICANT TEACHING EVALUATION**

### **SUGGESTED CRITERIA**

#### **General teaching practices**

- Establishes rapport with students
- Good teacher presence: (e.g., eye contact, voice, posture/stance, movement around the room, confidence, preparation, lack of distracting idiosyncrasies like using filler words, swaying, fidgeting, etc.)
- Lesson is organized and appropriately paced
- Creates a teaching environment that is welcoming and inclusive of all learners, responds respectfully to student questions

#### **Content knowledge**

- Presents current and correct information
- Rigor of lesson appropriate to the course
- Uses academic language of the discipline
- Teaching presentation covers assigned topic

#### **Pedagogical knowledge**

- Engages students in the lesson
- Able to help students understand difficult concepts
- Connects lesson material to student's schema/background knowledge
- Uses a variety of instructional strategies within the lesson

#### **Gospel connection**

- Is spiritually strengthening and character building, as appropriate
- Demonstrates genuine interest in student learning
- Teaching is in line with gospel principles and teachings of the Church

We strongly recommend departments consider recording teaching presentations of applicants to allow all faculty the opportunity to view and evaluate the teaching of potential hires.

## Appendix

While teaching methodologies and approaches vary from discipline to discipline, some general teaching practices are considered to cross fields. Some references to consider:

Ambrose, S. A. (2010). *How learning works: seven research-based principles for smart teaching*. Jossey-Bass.

Bain, K. (2012). *What the best college students do*. The Belknap Press of Harvard University Press.

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McKeachie, W. J., Svinicki, M. D., & Hofer, B. K. (2006). *McKeachie's teaching tips: strategies, research, and theory for college and university teachers*. Houghton Mifflin.

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## Study of Out-of-State Work Policy

Proposed by Family-Friendly Policies Sub-Committee

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### Proposal

We are concerned with the implementation of a new and broad reaching Out-of-State work policy announced January 2021, which declared that “living in Utah is a condition of employment, and university work must be primarily performed in Utah.” We address our concerns openly and directly in order to partner with administration in ways that will help us both minimize the financial risk the policy was designed to mitigate while simultaneously minimizing the negative ways this policy may affect faculty, departments and programs.

The first purpose of this document is to clearly communicate three primary concerns with this new policy, all of which arise from anecdotes faculty members have shared with us since the policy was announced. First, we have identified several ways the current policy may disrupt our ability to pursue the core mission of BYU including, but not limited to, effects on engaging students in meaningful experiential learning, department efforts to find creative educational solutions through remote faculty and our efforts to attract, hire and retain women, those in dual career households and/or those not originally from Utah. Second, we are concerned with the rollout of a policy that directly affects faculty without seeking faculty voice and input. Third, we are concerned with the negative morale on campus associated with implementing this policy during the middle of a global pandemic.

The second purpose of this document is to offer several proposals related to this new policy including: (1) allowing and clearly communicating short term flexibility for faculty members and departments, (2) clarifying several ambiguous aspects of the policy wording, (3) engaging a formal study of the systematic impacts of this policy on BYU’s core mission, and (4) considering a more flexible and equitable policy that balances financial risk avoidance with the core mission of the university.

We note that the purpose of this policy is to reduce BYU’s financial liabilities associated with employment taxes in other states. Since we do not have access to the careful financial risk assessment preceding this policy, we cannot comment on the extent to which the avoidance of financial risk may or may not outweigh the negative impact of this policy on our ability to pursue, both directly and indirectly, our central mission, institutional objectives, and key strategic goals. We believe, however, that partnership between the FAC and administration will be helpful in finding ways to limit financial risk to the university while also minimizing the pain of this policy for faculty, departments and programs.

### Concerns with the Current Policy

We have several concerns underlying the Out-of-State work policy: (1) the current policy negatively affects BYU’s ability to pursue its core mission by hindering departments in their creative efforts to educate students and by negatively affecting our ability to attract and retain faculty (2) we were surprised that the policy was rolled out and announced without seeking input from the faculty, (3) we are concerned with the timing of this policy in the middle of a global pandemic.

#### *Potential negative effects of the policy on pursuing BYU’s core mission*

We have heard numerous anecdotes from individuals and departments in recent weeks associated with this policy, and we articulate the themes from these stories and examples below. We are purposefully

vague in our description of these themes to convey our concerns without inadvertently disclosing the identities of individuals who have shared their stories. These themes suggest that the new policy erects several barriers to our current efforts at BYU to pursue our unique mission.

Theme 1: disrupting BYU's ability to flexibly engage students in experiential learning through research.

Faculty have expressed concern about how the new policy will impact their ability to recruit, train, and keep excellent student research and teaching assistants. Some note that it may result in students from other states and countries having unequal access to some of the best student jobs and mentorship opportunities.

- The policy means that faculty cannot keep excellent, even long-term student assistants through spring/summer if those students will not be living in Utah.
- This policy disadvantages students who are not Utah residents and cannot stay in Provo throughout the calendar year due to financial considerations, family obligations, or professional, educational opportunities, and so forth.
- This policy prevents faculty from taking advantage of the opportunity presented when students live near archives and other research sites that are out-of-state.

Theme 2: disrupting BYU's ability to be a family friendly employer and achieve a diverse faculty.

We have heard numerous anecdotes about how this policy negatively impacts the ability of employees to flexibly address a range of family and personal issues. Considering examples we have heard, we are especially concerned about the effects of this policy on women as well as its negative impact on those who are already face challenging circumstances.

- Faculty in dual career families, where the non-BYU spouse has important career and/or educational opportunities out of state are negatively impacted by this policy. The stories we have heard suggest that such situations are not as infrequent as one might suppose and may be for a fixed period or involve permanent relocation and solutions that involve commuting. Our stories suggest that in the past individual faculty and departments have resolved such situations in ways that benefit and meet the needs of both parties.
- Faculty who are not originally from Utah whose family obligations, such as elder care, may require travel outside of Utah at some point in their career. BYU faculty not originally from Utah may be forced to make decisions between caring for family and BYU employment.
- Faculty who require out-of-state medical care for themselves or family members may be negatively impacted by this policy. The ability of faculty to arrange acceptable solutions at the department level has, in the past, eased some of the burdens of such difficult times.
- Unmarried faculty members face new obstacles associated with this geographic boundary to their lives. Many are understandably concerned about the effects this policy may have on their personal lives, including their ability to pursue relationships and to marry.
- Our anecdotes strongly suggest that women faculty are disproportionately affected by this policy.
  - Female faculty on campus are highly likely to have working spouses who may work out of state.
  - We have multiple anecdotes of women full professors who may need to choose between employment at BYU and loyalty to family due to the new policy. Given the emphasis on increasing faculty diversity, we are deeply concerned about putting our women in this difficult position.



We know that family friendly practices are particularly important in our effort to diversify the faculty. The policy seems to create a new disincentive for dual career families, unmarried faculty, women faculty candidates, and individuals not originally from Utah. We worry that one unintended consequence of this policy will be to reduce rather than increase and enhance faculty diversity on campus.

We also have seen that whether or not individual faculty members are personally affected by it, or anticipate taking advantage of it at some point in their careers, they appreciate having a more flexible policy. We are concerned about the policy's effects on faculty morale.

We believe that Deans and Department chairs deserve the flexibility to accommodate faculty living preferences as long as those preferences do not negatively affect their important contributions to the BYU mission through excellence in teaching, service, and scholarship.

### Theme 3: disrupting creative program solutions that enhance student learning.

BYU benefits from (and even relies on) generous contributions from adjunct and other affiliated faculty, some of whom commute to BYU or teach remotely from other states where they primarily reside and work. We are aware that this policy has already caused strain on programs that need flexible, dynamic adjunct arrangements. It also places limits on the ability of programs to meet increasing demands for online classes.

- Faculty who fill curricular needs that cannot currently be met by faculty who live/can live full-time in Utah are negatively impacted by this policy. We are aware of multiple anecdotes of world class adjunct contributions that will be lost due to this policy.
- We are especially concerned that the faculty most affected by this policy may be faculty who enhance our diversity.
- This policy may jeopardize accreditation and rankings for some programs.
- We worry that this policy exacerbates the already precarious status of adjunct faculty at BYU:
  - Critical adjunct hires under the policy do not have the same short-term flexibility as full-time faculty or even as student employees.
  - The unstable nature of some adjunct employment often means that adjunct faculty cannot afford to delay other job opportunities that either they or a spouse may be offered which do not correlate with the academic calendar.
- Having to terminate adjunct contracts mid-semester creates unnecessary problems for departments that then must scramble to meet department needs.
- We also note that many programs on campus have been tasked with increasing the number of students they teach without increasing the number of seats on campus. We are concerned that the new policy hinders the ability of departments to creatively expand capacity by limiting the potential teaching pool, even for online classes, to current Utah residents. The stories we have heard also suggest that the policy especially impacts the ability of programs to hire highly qualified female instructors for these classes.

### Theme 4: disrupting faculty scholarship.

Many faculty members are concerned about the geographically flexible nature of their research and creative works efforts given this new policy: The wording of the policy suggests (without providing) a set of approval protocols when faculty need to travel out of state for work-related activities for extended periods.

- Faculty whose scholarly fields require them to conduct research or otherwise engage in professional activities out of state for extended periods are concerned that they will be unable to do their jobs without disproportionate barriers.
- This policy affects Professional Development Leave travel and residency, which regularly sees faculty living for several months, if not longer, outside of Utah.
- Faculty are concerned that this policy hinders their ability to efficiently build on out of state travel for conferences and study abroad and other programs to conduct research and other career-enhancing activities.
- Faculty members have identified a variety of reasons for wanting to relocate outside of Utah for longer than a month, including reasons that can bring significant career advancement to individual faculty and departments, as well as recognition to the University.
- It is unclear to us how the policy may impact faculty who take unpaid leave or even how it may affect them after retirement.

It is unusual in a time of *increasing* flexibility for knowledge workers that BYU would enact a policy that seems to oppose the modern trend in when, where, and how people work. We note that knowledge work is increasingly geographically flexible, and technology is enabling more and more work to be done from anywhere in the world. In some cases, remote work can be more effective, more efficient, and even help to reduce societal inequality. Moreover, research suggests that in creative enterprises, such as the academic pursuit of knowledge, governing when, where and how people work limits innovation and investment. In contrast, research shows that allowing creative people to govern decisions about their work lives frees them up to achieve unimaginable outcomes.<sup>1</sup>

### ***Implementation without faculty voice***

We are also concerned with the introduction of the policy without seeking faculty input. One key role of the FAC is to provide policy review feedback when BYU refines or adds policies for the campus community. The FAC has been regularly consulted and our input has been carefully considered on multiple new and revised campus policies, even in the last few months. Many of these policies only indirectly affect faculty, but our input is still sought and considered.

This policy, as outlined above, has direct effects on the faculty and the work that we do. Indeed, some faculty interpret these new "conditions of employment" as significantly altering the terms of their contract. Some also interpret it as an overstep by BYU into the family lives of employees. We thus find it particularly concerning that our input was not sought before policy implementation.

### ***Negative morale impacts due to the nature of the policy roll out.***

We also express concern with the timing of implementation. We are all aware of the unusual stress that all members of the campus community are experiencing due to the COVID-19 pandemic. This pandemic has

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<sup>1</sup> <https://www.forbes.com/sites/joyburnford/2019/05/28/flexible-working-the-way-of-the-future/?sh=3253b33c4874>  
<https://www.tnt.com/great-companies-clearly-show-employee-flexibility-drives-innovation/>  
<https://www.entrepreneur.com/article/315325>  
<https://www.fastcompany.com/3058344/5-flexible-work-strategies-and-the-companies-who-use-them>  
<https://www.gallup.com/workplace/236183/thinking-flexibly-flexible-work-arrangements.aspx>



necessitated incredible flexibility on the part of the faculty and has required uncommon investments in new ways of teaching, higher counseling support for students, etc. Some faculty members have faced unique challenges during the pandemic that require them to travel out of state for extended periods of time. The administration has recognized this and graciously and enthusiastically thanked us for our extra mile contributions during the pandemic.

We are concerned that during a global pandemic BYU would apply a policy that counters the realities faced by many BYU employees. We also worry that this policy adds stress and complication to already complicated and stressful work conditions. We question why such a policy could not wait until the pain of the pandemic was behind us rather than still looming in front of us.

## Proposals to Reduce the Pain of the Policy

We acknowledge that we are not privy to the myriad potential rationales behind the timing and content of this policy. We hope, however, that our concerns above begin to clarify the many potential costs to BYU and the BYU community. Thus, we offer several proposals for administration to consider that may help reduce and/or alleviate some of this pain.

### ***Proposal 1: Allow, and clearly communicate, significant local flexibility in short term compliance.***

Our first-choice preference is an indefinite postponement of the enforcement of this policy until we can conduct a careful study of the actual impact and costs to BYU and whether these costs outweigh the reduction in financial risks cited as rationale. Anticipating that such a postponement is unlikely, we are aware of, and deeply grateful for, the flexibility some individuals, departments, and schools have received related to the timing of compliance. We ask that all schools, departments, and individuals be informed by administration that this flexibility is available. Thus, we recommend clear communication to deans and department chairs that encourages local flexibility in actual policy enforcement and compliance. For example, a message suggesting that BYU administration recognizes the significant stress and strain associated with this policy, especially during a pandemic, and hopes that departments and colleges will work closely with affected faculty to minimize stress associated with a transition into compliance, and in some cases, granting exceptions.

### ***Proposal 2: Clarify the policy wording.***

We recommend clarifying precisely what is meant by “living in Utah.” The policy implies that the primary motivation and impetus of the policy is tax and financial risk related. Accordingly, it is curious that the policy uses the ambiguous term “living” rather than the more tax appropriate term “residing.” This also raises questions about why the policy clearly includes extended absences for research and other professional activities when such absences may not affect one’s tax status.

If the intention is tax related, then clarifying that individuals must reside in Utah for tax purposes sends a fundamentally different message and has different practical implications than “living” in Utah. As we understand it, tax status is a private matter between the employee and the state, and other specific living choices can be left to the employee’s family.

Since this is an “employment condition” it seems prudent to be very specific about what constitutes “living” in Utah and what does not. For example:

- Does one's spouse or children have to "live" in Utah?
- Does one's children have to attend schools in the state of Utah?
- Does one's Church membership record have to be held in a Utah ward?
- Does one have to have permanent legal residence in Utah? What constitutes such a residence?
- How many days/nights each year must one be physically present in Utah to qualify as "living" in Utah?
- Does an individual's property (such as a vehicle) have to be titled in, registered in, and insured in Utah?
- If one has a second home outside of Utah, how much time can that individual spend in that home working remotely before it is considered a violation of this policy? Does one need formal approval each time one travels to a second home and works remotely?

In addition, we recommend communicating what the specific tax implications are for various out-of-state activities that the University is restricting under this policy. We are aware that BYU and its sponsoring institution permanently employ a variety of individuals across the United States and the world. This suggests to us that there are other workable solutions for addressing the problems that arise from out-of-state residency. We would like to better understand those options and the financial risks they entail.

***Proposal 3: Engage a formal study of the impacts of this policy on schools, programs, departments and faculty.***

While we have heard numerous stories, we do not yet have any quantitative way to assess how impactful this policy is to BYU programs and faculty. We believe it is impossible to evaluate the relative cost/benefits of this policy without carefully considering these costs.

We suggest at least two coordinated data gathering efforts:

1. A focused faculty survey on the Out-of-State work policy. We recommend a short pulse survey that invites faculty on campus to react to the policy and anonymously indicate the extent to which the policy impacts a host of factors including (but not limited to):
  - a. Their own employment relationship with BYU
  - b. Their ability to meaningfully care for their own families
  - c. Their ability to engage research assistants in their research
  - d. Their short and long-term career plans
2. A department survey that explores the extent to which the policy affects:
  - a. Department functioning (through student employment)
  - b. Key educational contributions from adjuncts

We are willing to conduct these surveys, and we hope that we are at least able to have voice in the process even if some other entity on campus takes ownership over studying these policy impacts.

***Proposal 4: Consider a more flexible and equitable policy that balances the financial risks with the core strategic work of the university.***

We recommend reconsidering BYU's approach to addressing the stated financial risks. The world is quickly moving towards increased employment flexibility and increased use of technology to enhance (rather than diminish) human connection. Rather than responding to this financial risk with constraints on the workforce, we suggest considering strategic investments in accounting and financial management capabilities that will enable the kinds of flexible work arrangements that fit better with the University's mission and institutional goals.



## Appendix: Responses to Examples of Policy Implementation

[From the University's website on this policy:](#)

(Black text below is quoted from the University website; green text interspersed are FAC responses)

Questions related to compliance with out-of-state tax, insurance, workers' compensation, and employment laws should be directed to Regulatory Accounting and Reporting and the Office of the General Counsel.

### *Examples*

We would like to have explained what specific tax problems each of the “unacceptable” examples creates that the University is trying to avoid through this new policy.

A faculty member wishes to relocate outside of Utah for a semester and teach her courses remotely.

*This work arrangement is not acceptable because teaching a course remotely from outside of Utah for a semester does not constitute remote work during isolated, short-term travel. None of the exceptions applies.*

Faculty might wish to relocate outside of Utah for longer than a month for a variety of reasons, such as compassionate activities like caring for a sick family member which might warrant extended absences. Faculty dealing with such issues should be able to make those decisions in consultation with department leadership without having University-level barriers and personnel involved, especially since such arrangements may need to be made quickly. There are many other reasons a faculty member may wish to relocate temporarily, including reasons that could bring significant career advancement to individual faculty and departments, as well as recognition to the University.

An adjunct professor teaching a course unexpectedly moves outside of Utah during the semester. The academic department would like to continue to employ the adjunct professor to teach remotely from his new home outside of Utah until the end of the semester.

*This work arrangement is not acceptable because the adjunct professor now lives outside of Utah. BYU employees are expected to live in and work primarily in Utah. None of the exceptions applies.*

Adjunct faculty fill important positions at BYU. The unstable nature of their employment often means that they cannot afford to delay other job opportunities that either they or their spouse may be offered which do not correlate with the academic calendar. Having to terminate adjunct contracts mid-semester will create unnecessary problems for departments that then have to scramble to meet department needs. Such a policy would exacerbate the already precarious status of adjunct faculty and may impact the ability of departments to meet curricular needs.

A faculty member is assigned to oversee a university study abroad program in Spain for an entire semester.

*This work arrangement is acceptable because it constitutes a university assignment or program outside of Utah that is approved by the responsible vice president or assistant to the president.*

Faculty who oversee a study abroad program may wish to remain out of state to complete research and/or build scholarly networks beyond the time frame of the program.

A department wishes to hire an applicant who lives outside of Utah to immediately fill a critical role at the university. The applicant requests permission to work temporarily in the state where he currently lives until he can conveniently move to Utah.

*This work arrangement is not acceptable because the employee still lives in another state. BYU employees are expected to live in and work primarily in Utah. None of the exceptions applies.*

Departments sometimes address curricular and accreditation needs (including requirements to employ diverse faculty) by hiring adjuncts outside of Utah. Such creative solutions to addressing needs that cannot be met by candidates available in-state, and that positively impact students and the University, should be encouraged, especially as new technologies make remote learning easier.

1. During a planned 16-day vacation outside of Utah, an employee works remotely several hours to attend a Zoom meeting and respond to time-sensitive emails that cannot await her return to the office.

*Although work during a vacation is not encouraged, remote work from another state during a vacation is acceptable because the work takes place during isolated, short-term travel.*

Research suggests that productivity, innovation, and investment is improved when employees have greater freedom to make their own decisions about when, how, and where they work.

2. A faculty member attends an academic conference in Europe.

*Attending a work-related conference outside of Utah is acceptable because it takes place during isolated, short-term travel.*

Travel to overseas conferences is often accompanied by extended research overseas. The University should facilitate rather than complicate such opportunities that may arise.

3. An administrative employee decides to spend her paid maternity leave at the home of her parents in another state. During this time, no work is being performed by the employee.

*This would not constitute “out-of-state work” because no work is being performed. The employee maintains her residence in Utah and her work, when she returns to it, continues to be based in Utah.*

There should be no question about how any employee spends their family-leave time or any requirements to approve how or where an employee will spend their leave.

4. An employee works with touring performance groups, traveling to other states and countries for several weeks during the year.

*This work arrangement is acceptable provided the work constitutes a university assignment approved by the responsible vice president or assistant to the president.*

Travel overseas on University-related programs is often accompanied by extended research or networking overseas. BYU should facilitate rather than complicate such opportunities that may arise.

5. A group of employees go to Greece for several weeks to film a university-sponsored documentary about the apostle Paul’s visit to various locations in Greece.



*This work arrangement is acceptable provided the work constitutes a university assignment approved by the responsible vice president or assistant to the president.*

Requiring that all extended travel for all employees be approved and related to specific university assignments goes against both the historic geographical flexibility of knowledge work and current trends toward greater flexibility in how, when, and where people work.

6. An employee seeks permission to work remotely out of state for a month while accompanying his spouse to an out-of-state work assignment for the spouse's non-BYU employer.

*This work arrangement could be acceptable provided that (1) the work arrangement is approved by the employee's supervisor and does not violate the university's Working from Home Policy; (2) the out-of-state stay is isolated and temporary in nature; (3) the employee's residence continues to be in Utah; and (4) the employee's work continues to be based in Utah. Note that extending such a work arrangement in a specific state beyond one month would be inconsistent with the definition of "isolated, short-term travel."*

This policy will disproportionately affect dual career faculty and women faculty in particular including those who have achieved the rank of full professor. This policy creates unnecessary impediments for faculty whose ability to engage in professional activities is often enhanced by geographic flexibility.

7. An employee requests permission to work remotely from a second home outside of Utah one to two weeks a month during several months of the year.

*This work arrangement is not acceptable because frequent and repeated work in the same place outside of Utah does not constitute remote work during isolated, short-term travel. None of the exceptions applies.*

This policy will disproportionately impact dual career faculty. It seems likely to disproportionately impact married women faculty and those with extended family living outside of Utah.

8. A student employee who attended winter semester and plans to attend fall semester seeks approval from his supervisor to do some work remotely from his parent's home in another state during the four-month summer break between semesters.

*This work arrangement is acceptable provided that the supervisor allows it, the student meets the credit requirements for student employment, and the student will return to work on campus after the break.*

This policy creates unequal employment opportunities for students who do not come from Utah. This policy will make it especially difficult for faculty to recruit and retain research assistants who are not from Utah. This policy will make it difficult for faculty to keep highly trained and long-term research assistants who will be graduating before Fall term.

9. A student employee asks to work remotely from his parent's home in Arizona during winter semester as he takes all his classes through BYU Online.

*This work arrangement is not acceptable because it does not constitute remote work during isolated, short-term travel or remote work by a student employee during a break between consecutive semesters. None of the exceptions applies.*

This policy creates unequal employment opportunities for students who do not come from Utah. This policy will make it especially difficult for faculty to employ and retain research assistants who are not from Utah.

10. A student employed as a foreign language TA plans to attend a university in another country for a semester through the Kennedy Center. The academic department would like the student to continue to work remotely as a TA during her time abroad.

*This work arrangement is not acceptable because it does not constitute remote work during isolated, short-term travel or remote work by a student employee during a break between consecutive semesters. None of the exceptions applies.*

Students should be encouraged to take advantage of such opportunities and be retained as long as the situation meets the needs of the faculty/department.

Many faculty see a one semester work arrangement as “isolated” and “short-term.” How is the University defining these terms and why?

# Support for Third-Party Childcare Providers

Family-Friendly Policies Committee

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## Proposal

A group of faculty members on campus are currently forming a non-profit organization with an explicit mission to bring proximate, high quality, and affordable childcare solutions to the BYU campus community. They are benchmarking world class childcare solutions for higher education and working to conceptualize a solution that will work near BYU. They do not yet have a formal name, but for convenience we will refer to them as “Campus Community Childcare” (CCC). We anticipate multiple meaningful spillover benefits to BYU from CCC including assisting BYU in our efforts to diversify faculty, increasing early childhood practicum opportunities for BYU students, and addressing a significant pain point for faculty, staff and students on campus.

We propose that BYU provide formal support to CCC in three specific ways: (1) leasing campus land to a third-party childcare provider, (2) providing high level advice in the planning of a physical facility (e.g., allowing CCC to interview BYU physical facilities experts about design parameters for buildings, best practices for construction management, potential contractors who work well with the BYU community, and so forth), and (3) allowing Campus Community Childcare leadership to formally invite members of the BYU community to engage as partners in developing a third-party childcare facility.

It is increasingly clear that the absence of on campus childcare is a significant drawback of employment at BYU and, more importantly, that the pain of not having childcare is disproportionately felt by some groups on campus that are most vulnerable to the challenges of balancing work and family life (e.g., women, administrative staff, pre-CFS faculty and staff). While BYU cannot formally offer its own childcare solution (per feedback from BYU administration), we hope that BYU will consider these three proposed forms of support to a community organization whose sole purpose is to address a problem for the BYU community.

We also note, importantly, that this is not intended to compete in any way with the current BYU Preschool program but, instead, provide complementary services. For example, preschool children may spend time at the Campus Community Childcare facility before and/or after their BYU preschool sessions. Additionally, families taking advantage of the BYU Preschool may be able to have younger siblings in the nearby Campus Community Childcare facility.

## Background

A significant pain point reported by students, faculty, and staff at Brigham Young University is the absence of high quality, proximate and affordable childcare solutions. A recent [internal BYU survey of almost 1200 faculty and staff suggests very strong support](#) for a BYU-focused childcare option near campus and a clear willingness to pay for high quality and proximate childcare. Specifically, just these survey respondents report that they would be extremely likely to enroll more than 350 children right now in a BYU-focused childcare option near campus at an average of 20 hours per week at an average price of around \$200 per week per child. We also note that the survey suggests that the pain associated with childcare is most acutely felt by pre-CFS faculty, administrative staff, and women – three of the more vulnerable employment categories.



BYU is an outlier in the absence of a proximate, high quality and affordable childcare solution for its campus community. While many universities choose to build their own internal childcare solutions, some pursue partnerships with third party providers. A prior [FAC proposal provides benchmarking](#) information for childcare solutions at other Utah Universities. Notable in this Utah benchmarking is the finding that other institutions of higher education are expanding their childcare solutions for their campus communities. We note, however, that BYU is also an outlier among religious institutions. The University of Notre Dame, for example, has an early childhood development center on campus that is run by a partner non-profit organization, but the campus is also surrounded by numerous high quality childcare facilities endorsed by the University. Similarly, Southern Methodist University (SMU) has an on campus childcare center that operates M-F 7:30am-6:00pm and covers infant care through early childhood education. Thus, it seems that BYU's peer institutions (broadly defined) have found childcare solutions for their campus communities.

We also note a recent Utah [Department of Workforce Services report](#) finding that the state currently has only 1/3 of the demanded childcare capacity.

Due to internal constraints, BYU is unable to pursue its own childcare solution at this time. Thus, any effort to relieve this pain point in the near future will need to come from outside of the formal BYU umbrella.

Knowing this, a group of BYU faculty have started the process of forming a non-profit organization with the sole purpose of providing world class childcare solutions for the BYU community – a model similar to the solution at the University of Notre Dame. This group is currently reaching out to personal contacts among the faculty and staff to build a non-profit board of directors. This organization will be led by volunteer members of the BYU community (parents) specifically to provide a service to members of the BYU community. BYU faculty and staff who volunteer in this organization will do so pro-bono to avoid any potential for financial conflicts of interest.

The vision of this group is to build and operate a childcare facility for the BYU community. We are fortunate to have a large complement of highly motivated faculty and staff on campus who are ready and willing to invest their personal time to help an initiative like this succeed.

### **Benefits to BYU of having a proximate, high quality and affordable childcare option**

Having a third-party childcare provider that is proximate, high quality and affordable has multiple spillover benefits to BYU including, but not limited to:

- **Enhancing our Presidential Objectives of Increasing Faculty Diversity.** While we hesitate to suggest that childcare is a women's issue rather than a shared family issue, our own data show quite clearly that the majority of childcare pain at BYU right now is felt by women faculty and staff. We are also aware of numerous stories from faculty recruiting suggesting that the absence of a childcare solution is a non-trivial downside when considering job opportunities at BYU, especially for women job candidates. Facilitating the creation of a third-party solution close to campus can reduce or remove at least part of this concern and may enhance our recruitment and retention of women faculty.
- **Synergistic educational opportunities for students.** The School of Family Life has constructed a world class synergistic education model with the BYU Preschool. Children get high-quality pre-school experiences and BYU students in the School of Family Life have meaningful learning experiences by working in the pre-school under expert guidance. This experience, however, is

limited to several pre-school and kindergarten classes that only cover ½ day experiences for children. The current BYU Preschool does not have solutions for children younger than four and does not provide full day solutions. Accordingly, students in the School of Family Life may benefit from additional opportunities for practicum hours as well as focused hours working with children in younger age categories.

- **Increased Job Performance for Faculty.** Our internal survey suggests a non-trivial regular investment by faculty in managing the logistics of childcare. Each individual family must solve its own logistical challenges and, therefore, spend limited time and resources finding trusted childcare providers and transporting children to and from the solutions they find. Providing a centralized solution releases the time and energy faculty spend on those activities for other important activities including, but not limited to, selfcare, increased work productivity, greater opportunities for one-on-one connection with children, reduced marital stress from coordination challenges, and so forth. All these life improvements have spillover benefits into faculty productivity in both teaching and scholarship. When faculty experience lower life stress they are more available with both time and emotional energy to serve and care for students.
- **Compelling Employment Benefit.** Despite being a third-party provider, the on campus (or close to campus) presence of this kind of facility addresses a non-trivial source of employment pain for members of the BYU community. Knowing that there is access to an excellent childcare organization close to campus may reduce some of the barriers to faculty and staff in the recruiting process and may help signal to current and future employees that the BYU community is collectively committed to helping people balance the dual demands of career and family.

Thus, having a proximate, high quality and affordable childcare solution has strong spillover benefits to BYU. Accordingly, we think it is prudent for BYU to consider every means within its administrative power and purview to support and encourage this kind of childcare solution.

## Specific Proposals

We have three specific proposals for ways that BYU can lend support to this third-party effort:

### 1. Lease campus land to a third-party childcare provider.

One of the most important aspects of a campus childcare solution is proximity to campus. Ideally parents can walk between the childcare facility and most campus buildings and may be able to stop in to visit their children during daytime hours. Additionally, we hope that a third-party solution will also provide work and/or credit opportunities for students at BYU pursuing degrees related to early childhood education and family studies. Ideal locations would thus be within the boundaries of BYU main campus and close to major traffic inlets to BYU campus. Much of the land that would be ideal for a childcare facility is already owned by BYU or a BYU related entity.

We do not presume to know which parcels, lots, or parts of campus might be available for a childcare facility, nor do we presume to understand the long-term land plan for BYU's campus. We also do not yet fully understand the access and design needs for such a facility (please see the next specific proposal regarding this issue).

Accordingly, our proposal is not related to any specific location or parcel but, instead, is for BYU to approve, in principle, a willingness to lease campus land to a third-party childcare provider. If BYU approves this, in principle, then future conversations can explore in depth which parts of campus may be available for a facility and whether those locations match the physical requirements of a childcare facility.

If BYU approves leasing land in principle, then we further propose that BYU formally connect representatives from Campus Community Childcare with responsible parties within BYU to start discussing details on which parcels are possible, potential leasing prices, and so forth.

**2. Allow CCC to interview BYU physical facilities experts for building design and construction advice.**

While Campus Community Childcare has passionate faculty, who are deeply committed to solving the childcare pain on campus, they do not have expertise in physical facilities including, but not limited to, understanding design parameters and space requirements, addressing issues of architectural consistency with nearby buildings, understanding capital and operational costs, etc.

Accordingly, we propose that BYU allow CCC to interview physical facilities experts at BYU who have experience in building design, construction, and maintenance. The hope is that these BYU experts would share advice regarding important design parameters, best practices in designing durable and minimal maintenance physical facilities, professional contractors who work well with the BYU community, and so forth.

Families who bring their children to CCC should feel that they are walking into a building that looks and feels like the quality they expect on campus at BYU. We hope that expert advice from BYU physical facilities experts will help CCC create a solution that any member of the BYU community would be proud to use for childcare.

**3. Allow Campus Community Childcare to formally invite BYU faculty and staff to partner in creating a high-quality, proximate and affordable childcare solution.**

The sole purpose of Campus Community Childcare is to address childcare needs for faculty, staff and students in the BYU community as a non-profit entity. To do this effectively, CCC will need to communicate with faculty and staff to alert them to its existence and possibilities for volunteer engagement.

In particular, CCC will need volunteers to serve as board members and to contribute to myriad projects in designing and constructing the facility. We propose that BYU allow CCC access in some form to faculty and staff on campus to alert them to the formation of CCC and opportunities to contribute as volunteers (email, Y News article, or some other form of communication?).

We note that we are NOT proposing that BYU advertise CCC's childcare services. These services will not be available for quite some time. Instead, we seek to have a way of inviting help and input from members of the campus community – those who will benefit most from the efforts of CCC.



## Birth Control Proposal (not For Family Planning Purposes)

Proposed by the Family-Friendly Policies Sub-Committee

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### Summary

In 2020 the FAC submitted a [statement of concern and a set of proposals](#) related to birth control for faculty and staff. While we perceived clear support from BYU administration for the pain associated with DMBA policies towards birth control, we also learned that decision-making on these policies is outside of the control of BYU. The pain we focus on here relates to situations where a medical provider has prescribed birth control *not for family planning purposes, but rather to treat hormone-related illnesses such as endometriosis or polycystic ovary syndrome (PCOS)*, and yet DMBA denies coverage. The result in these situations is that families must choose between bearing the full cost of the prescribed medications (which are often supposed to be covered by DMBA) or trying to engage in a murky and stressful bureaucratic appeals process with DMBA.

Accordingly, we offer two specific proposals that we believe are within the purview of BYU, and that do not require changes to DMBA's policies, but would help faculty and staff as they navigate complex health problems for which birth control may be a useful and effective treatment:

1. We propose assigning an individual within BYU benefits to be a birth control advocate in those situations where a medical provider has prescribed birth control for non-family planning purposes.
2. We propose a clear outreach plan (e.g., Y News, BYU Benefits Bulletin, etc.) that communicates to BYU employees that such an advocate exists, along with warm and welcoming language inviting people to reach out to this advocate when they face these situations.

### Background

While a more detailed background on birth control at BYU can be found in [prior proposals](#), here we focus only on support for families who have been prescribed birth control for *non-family planning* reasons. Individuals in these situations rarely desire contraception but find themselves in situations where health considerations make birth control an effective medical treatment. The challenge is that DMBA has strict policies related to birth control coverage and the company's first response is often to deny coverage when these situations arise. Families then must choose whether to appeal these bureaucratic decisions and try to make a medical case for coverage (often to repeatedly be denied), or whether to accept the original decision and bear the full cost on their own.

In situations like these, we believe BYU employees would benefit from university support in navigating this complicated system.

## Proposal

Accordingly, we offer the following proposals for forms of institutional support from BYU that fits within BYU's purview:

1. Designate a specific Medical Use of Birth Control Advocate within BYU Benefits.

We propose that BYU designate an individual within BYU benefits who has a specific job responsibility as a birth control advocate with DMBA for BYU employees in situations where medical providers have prescribed birth control for *non-family planning purposes*. Our hope is that this person would (1) be personally passionate about supporting BYU employees who are in this situation, (2) help families navigate the complex processes associated with requesting coverage from DMBA and then appealing denials as necessary, (3) become deeply knowledgeable in the DMBA coverage policies related to birth control and (4) become knowledgeable about the various health conditions that may lead providers to prescribe birth control as treatment.

Our hope is that this person will advocate for BYU employees when these employees may not know how to advocate for themselves, and/or may not have the mental or emotional energy to advocate for themselves.

2. Create a proactive communication plan to help BYU employees become aware of this support.

If BYU Administration designates such an advocate, we propose a clear communication plan to BYU employees informing them of the creation of this resource. This communication plan may include emails to employees, formal bulletins from BYU HR, Y News articles, etc. We see at least three reasons why a clear and proactive communication plan would be helpful. First, we believe it is powerful as a message in and of itself for BYU administration to communicate to BYU employees that this pain matters to the University and, while the administration cannot change DMBA's birth control coverage policies, they CAN help employees navigate the DMBA system. Second, we believe it is important to make BYU employees explicitly aware that birth control is, in fact, covered for some medical conditions. Third, this kind of communication may help to de-stigmatize the use of effective medical therapies that include birth control.

## Statement of Support for SAC Initiative from Friends of Other Faiths Committee Diversity and Inclusion Committee

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### **Background**

Our committee met with the Student Advisory Council (SAC) to better understand student diversity and inclusion needs. During this time, we were introduced to the Friends of Other Faiths Committee. They shared their April 16, 2019 report outlining the results of surveys and focus groups with students of other faiths (representing different religious backgrounds such as Catholic, Episcopalian, Baptist, Muslim, non-denominational Christian, Hindu, Buddhist, Jewish, and those who do not identify as part of any religious faith group). In this report they summarized their concerns as follows,

*The mission of Brigham Young University is to ‘assist individuals in their quest for perfection and eternal life.’ This objective has fostered the formation of a community of individuals dedicated to enriching their faith, character and knowledge. While most students who attend BYU are members of The Church of Jesus Christ of Latter-day Saints, there is a small population of students who come from other faiths. **These students are a minority on BYU’s campus and often feel excluded, misunderstood and alone. Our team wishes to address these issues and help make sure that there are ‘no intellectually, spiritually, emotionally or physically poor among us’ through the creation of resources and safe spaces for students of other faiths. (emphasis added)***

They then offered the following recommendations based on their research:

1. Create alternate versions for the core required religion classes (don’t want to be singled out, would like to learn with other non-members so they don’t feel so behind)
2. Provide TAs, Peer Mentors and other mentors that are of other faiths (NSO, freshmen mentors, etc.)
3. Include prayers from students of other faiths in devotionals (no word yet from president’s council)
4. Provide envelope-style packet of core religion classes for students of other faiths to go through together

### **FAC Statement of Support**

As faculty who are trying to be attuned to the broad array of diversity, inclusion, and belonging needs at BYU, we support the SAC’s efforts on behalf of students of other faiths. We understand that the University Chaplain and many in the College of Religious Education are sensitive to these concerns and are working together to offer solutions. For example, non-LDS students are currently given the option to register for RELC 100 “Introduction to the Church of Jesus Christ of Latter-day Saints,” and to register for a non-LDS section of Book of Mormon. We understand that there are also ongoing conversations about the possibility of offering similar sections of RELC 225 “Foundations of the Restoration.” The FAC appreciates and supports these ongoing efforts.



## Proposal for Creation and Dissemination of Student Resource List

### Diversity and Inclusion Committee

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#### Proposal Summary

In conversations with the Student Advisory Council our committee discovered that students need more help to know what resources are available to them, particularly locations where students can report concerns, experience support, and feel safe. In similar conversations with faculty, we have discovered that faculty need help to direct their students to the proper resources. Further, the Committee on Race, Equity, and Belonging reported:

*“2b. BIPOC students who experience racial discrimination report difficulty in knowing where and how to report their experiences or seek assistance.*

- i. BIPOC students report that, where possible, they sought out BIPOC faculty, staff, and administrators who could assist them with coping with and overcoming the trauma experienced due to racial discrimination.*
- ii. There is no centralized and recognizable process for reporting, assessing, and resolving grievances regarding racial discrimination experienced by students.”<sup>1</sup>*

We propose the creation of a resource list that could be shared with students, faculty, and staff across the university. We note that we developed this list based on a similar list created by the geography department. We also emphasize that there is a deeper need for a centralized and recognizable university process for reporting, assessing, and resolving grievances as outlined in the Race, Equity, and Belonging report. We look forward to the creation and implementation of this centralized process. In the meantime, we believe this resource list may serve as a valuable first step toward helping students, faculty, and staff know where they can go to report concerns, receive support, assess concerns, and resolve grievances.

#### Proposal Regarding Distribution and Use

We propose the following possible pathways for the distribution and use of this resource list:

- Distribute to all incoming students at New Student Orientation (perhaps through the Office of First Year Experience)
- Invite every department and college to tailor this list to include specific departmental and college resources. For example, the list may include information about a departmental student-faculty relations committee, the department chair and associate chairs, and the dean and associate deans.
- Invite every department and college to post their tailored list on individual department and college websites
- Introduce to all faculty through department and college meetings in August
- Encourage faculty to keep in their office as a ready resource
- Encourage faculty to include resource list on learning suite or canvas classroom webpages
- Encourage colleges and departments to include this or a similar listing in their student handbooks

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<sup>1</sup> See page 13 of the full report at <https://race.byu.edu/report>

## Where Can I Go for Help?

### Receiving Support from National Crisis Hotlines

**National Suicide Prevention Lifeline:** (1-800-273-TALK; 1-800-273-8255) Provides 24/7 free and confidential support for people in distress, prevention and crisis resources for you or your loved one, and best practices for professionals. This website also gives more information and provides the option to chat, including Spanish language support and support for the deaf and hard of hearing: <https://suicidepreventionlifeline.org/>

**The TREVOR Project:** (1-866-488-7386) Provides crisis intervention and suicide prevention services to LGBTQ+ individuals. Trained counselors are available to support you 24/7. If you are a young person in crisis, feeling suicidal, or in need of a safe and judgment-free place to talk, call the TrevorLifeline or visit their website for text and chat options: <https://www.thetrevorproject.org/>

### Reporting Violations of Specific Laws and Policies

**The Title IX Office:** Tiffany Turley in the Title IX Office (1085 WSC, 801-422-8692, [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu)) addresses reports of sexual harassment, whether the incident occurred on or off campus, and oversees training and campus events related to awareness of sexual harassment. Sexual harassment includes dating violence, domestic violence, sexual assault, and stalking. The Title IX Office also oversees other gender-based harassment as well as pregnancy accommodations. The Title IX Office can provide supportive measures, such as sending letters to professors, working with Enrollment Services, connecting students to counseling, etc., to support students in their academic and campus-related activities. For more information, please visit: <https://titleix.byu.edu/>.

**Equal Opportunity Manager:** Collette Blackwelder in Human Resources (D-295 ASB, 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu)) addresses complaints of unlawful discrimination within the campus community and provides training on discrimination issues. See Nondiscrimination and Equal Opportunity Policy here: <https://policy.byu.edu/view/index.php?p=48>. Additionally, if you are in need of a workplace accommodation due to a disability, please contact this office.

**EthicsPoint Anonymous Hotline:** To anonymously and confidentially report behavior that violates law or policy, go to the following website: <https://compliance.byu.edu/>.

**Faculty Relations:** Unlawful discrimination complaints against faculty should be directed to Faculty Relations (Hyeyoung Bang Thompson, 801-422-7242, or [hyeyoung@byu.edu](mailto:hyeyoung@byu.edu)). Faculty members in need of workplace accommodations due to a disability or illness should contact this office with their request or questions as well.

**University Police:** To file a complaint, to report a crime, or for information about campus safety, personal safety, crime prevention, parking & bikes, fingerprinting, etc. you can call (801-422-2222) or visit the website at: <https://police.byu.edu/>.

### Receiving Support and Connecting to Other Campus Resources

**The Sexual Assault Survivor Advocate:** Lisa Leavitt (1500 WSC, 801-422-9071, [advocate@byu.edu](mailto:advocate@byu.edu)) assists BYU students who have experienced rape, sexual assault, domestic violence, stalking or other interpersonal violence. Advocates in this office can review the confidentiality statement associated with services and let students ask any questions they may have about confidentiality. Advocates can also provide support, guidance, and information to help students make more informed choices regarding their situation, including if they want to report the crime to the police or to the Title IX Office. While advocates are happy to discuss pros and cons of various options, student will make all decisions about their care and needs. Please also visit the advocacy services website for more information, including information on what to expect on your first visit: <https://advocates.byu.edu/>

**Women's Services & Resources:** (3326 WSC) Director Dixie Sevison (801-422-4455, [dixie\\_sevison@byu.edu](mailto:dixie_sevison@byu.edu)), Assistant Director/Sexual Assault Survivor Advocate, Jackie Nunez (801-422-3589, [Jackie\\_nunez@byu.edu](mailto:Jackie_nunez@byu.edu)). Dixie and Jackie will meet one-on-one with female and male students and will also refer to other resources on campus and in the community. Women's Services & Resources is a Confidential Reporting Area.

**Counseling and Psychological Services (CAPS):** (1500 WSC, 801-422-3035): Clinicians at CAPS are available to talk with and support students dealing with emotional distress. This often includes distress arising from academic difficulties and/or emotional disorders. Everything discussed is confidential, with the exception of plans to kill yourself or someone else, or abuse that is happening to children (including child pornography), the elderly, or individuals with cognitive impairment.

**The Multicultural Forum:** This forum is not a therapy group but is run by two to three CAPS psychologists. It is intended to be a space for students to get together, learn about issues related to race, privilege, racial stress, and coping strategies. We also discuss current events and their impact on mental health. The space is open to anyone on campus (e.g., students, faculty, and staff) regardless of race. To participate or learn more call CAPS (801-422-3035) or email one of the facilitators ([louise\\_wheeler@byu.edu](mailto:louise_wheeler@byu.edu); [hoku\\_conklin@byu.edu](mailto:hoku_conklin@byu.edu); [ofa\\_hafoka@byu.edu](mailto:ofa_hafoka@byu.edu)).

**The Racial Trauma and Empowerment Group:** This is a therapy group. It is confidential and is intended to be specific to BIPOC students. The group focuses on coping with racial stress, understanding the racial trauma response, and learning ways to feel empowered to cope and respond to injustice. To participate or learn more call CAPS (801-422-3035) or email one of the facilitators ([louise\\_wheeler@byu.edu](mailto:louise_wheeler@byu.edu); [rd\\_boardman@byu.edu](mailto:rd_boardman@byu.edu)).

**Multicultural Student Services (MSS):** (1320 WSC, 801-422-3065, [BYUMulticultural@byu.edu](mailto:BYUMulticultural@byu.edu)) Provides holistic advising for multicultural students (academic, cultural, financial, social, personal, etc.) and hosts cultural programs (LUA'U, Pow Wow, Fiesta, Black History Month) to foster inclusion and a sense of belonging at BYU.

**The Office of Student Success and Inclusion:** (2010 WSC, 801-422-0556) Inclusion advisors are available to meet with students one-on-one to discuss individual concerns, questions and ideas regarding inclusion and belonging on campus. Within that office, Blake Fisher is the LGBTQ/SSA Outreach Coordinator ([blake\\_fisher@byu.edu](mailto:blake_fisher@byu.edu)).

**The University Chaplain,** Jim Slaughter, advises students who are not members of the Church of Jesus Christ of Latter-day Saints. He can complete ecclesiastical endorsements for students who are not members of the Church of Jesus Christ of Latter-Day Saints and help provide or connect students to university resources. To set up an appointment with the Chaplain call 801-422-9120 or email at [james\\_slaughter@byu.edu](mailto:james_slaughter@byu.edu).

**Office of International Student and Scholar Services:** (1351 WSC, 801-422-2695, [intloff@byu.edu](mailto:intloff@byu.edu)) Offers personal, cultural, and academic advising while assisting students and scholars in maintaining their lawful status so they may have an enriching and successful BYU experience.

**University Accessibility Center:** (2170 WSC, 801-422-0174, [uacfrontdesk@byu.edu](mailto:uacfrontdesk@byu.edu)) Offers services for students with disabilities such as academic accommodations, accessible book creations, learning disability evaluation, assistive technology, housing, interpreters, scholarships, etc. All students interested in receiving any of these services can go to this website to begin the intake process <https://uac.byu.edu/content/services-offered>.



**Statement of Appreciation and Support for the  
Race, Equity, and Belonging Committee's Efforts and Report**  
Diversity and Inclusion Committee

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The Faculty Advisory Council expresses our appreciation for the extraordinary work and thoughtful recommendations of the Committee on Race, Equity, and Belonging, as summarized in their report (<https://race.byu.edu/report>). The report reflects careful consideration of the results of surveys and interviews carried out in response to the critical need for guidance and direction about issues related to race, diversity, equity, and inclusion currently impacting our campus. As the report points out, we fall short when we fail to adequately prepare students, faculty, and staff to navigate cultural and racial complexities on our campus and beyond—particularly when students, faculty and staff of color feel isolated and unwelcome. Indeed, as described in the report, it is a lack of cross-cultural competency among many members of our campus community that has contributed to the alienation and isolation of many BIPOC students, faculty and staff. The recommendations in the report provide clear steps that may remedy this situation, recommendations which the Faculty Advisory Council endorses. As a faculty body, we look forward to seeing how we can best implement these recommendations to foster a more inclusive and supportive environment where our students, fellow faculty, and staff can thrive.

## **Clarification on the Evaluation of Administration**

Proposed by the Faculty Culture and Support of Faculty Roles Sub-Committee

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### **Request**

We would like to request an update on plans and timing for moving forward with the 2019-2020 FAC proposal for evaluating administrators on campus.

### **Justification**

In October 2020, the administration offered its support for the FAC's 2019-2020 proposal for the evaluation of BYU administrators at department and college levels. We are grateful for that support and look forward to contributing to the improvement of campus administration through appropriate, measured staff and faculty feedback.

We are certainly aware of the many challenges and difficulties that campus administrators have been dealing with over these last 12 months! We understand that with regard to proposals, initiatives and inquiries like this one, a kind of triage continues to take place. That said, we would appreciate an update on plans and timelines for establishing and initiating this evaluation process. Our follow-up work suggests that at present these evaluation processes are encouraged, but not required. As stated in the 2020 proposal, the FAC recommended a mandatory annual 360-degree appraisal. We hope to work with administration to begin and advance this process.

## **Statement of Appreciation for Sustainability Efforts**

Environmentally Sustainable Culture and Emergency Preparedness Committee

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### **Summary**

The Faculty Advisory Council would like to express its appreciation for concrete steps taken by Brigham Young University in recent years to promote environmental sustainability on campus.

### **Detailed Discussion**

Caring for our world, one of God’s greatest gifts to his children, is an issue about which faculty members care deeply. We take to heart the message proclaimed by the Church of Jesus Christ of Latter-day Saints that “we should care for the earth, be wise stewards over it, and preserve it for future generations.”<sup>1</sup> To preserve the earth’s beauty and to avoid unnecessary waste, is, of course, not simply the concern of faculty; over the past years we have heard from many students, staff, administrators, and alumni about their desire to see BYU do more to minimize our waste, clean our air, and conserve our water. We have been impressed with the mostly quiet and effective efforts undertaken by the university to improve sustainability, particularly in the last ten years.

One of the first significant efforts toward creating a more sustainable campus and campus culture was President Samuelson’s Campus Unification Plan that was announced in 2013 and implemented over the following years. Controversial for its removal of a major vehicle thoroughfare through campus, it aimed to create a greener, pedestrian- and bicycle-friendly campus that would reduce students’ need for private vehicles. This was followed by shuttle services for students living at distant apartment complexes, a bikeshare program, improved bike lanes and sidewalks, parking fees for students to discourage car ownership, and other, similar improvements. Most recently, the ten-year UTA deal that started in 2019 provides all members of the campus community free access to UVX, FrontRunner, Trax, and local buses. The net effect of these efforts has been more green space, less vehicle congestion, less noise pollution, and cleaner air on and around campus.

Additional projects over the past several years have done much to make BYU a more sustainable campus. In terms of water use, BYU recently switched its sprinkler systems from culinary water to non-potable water, replaced some areas of water-intensive lawn with mulched

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<sup>1</sup> “Environmental Stewardship and Conservation.” <https://www.churchofjesuschrist.org/study/manual/gospel-topics/environmental-stewardship-and-conservation?lang=eng>



beds, and replaced and repositioned sprinkler heads to improve efficiency. Bottle-filling stations at drinking fountains and low-flow faucets and toilets have reduced water use and waste in campus buildings. Energy use has been reduced by adhering to LEED certification design in a few recently constructed buildings, and physical facilities has been involved in other projects, such as installing “smart” light switches, to reduce energy consumption in buildings across campus. Significantly, BYU converted its own Central Heating Plant, which ran on coal during the summer months, with a cleaner, natural gas-fueled Cogeneration Facility in 2018. Most recently, BYU has installed several Level 2 charging stations on campus to promote the use of electric vehicles, which produce no tailpipe emissions.

Professional experts in Physical Facilities and other campus organizations have led these projects. Their contributions have not drawn significant press or attention, but they have not gone unnoticed by much of the campus community. They have executed these projects within budget and resource constraints, making notable progress toward sustainability while maintaining functionality and services.

As we look to the future, it is the hope of the Faculty Advisory Committee that these recent improvements will serve as a springboard for further improvements in our environmental stewardship. We applaud the university’s recent hiring of Bremen Leak as associate director for sustainability and continuity (a new position), and the establishment of a Sustainability Working Group tasked with creating a multiyear sustainability plan. We have confidence that this Group will produce a plan that provides many worthwhile pathways for future improvements and the FAC will be coordinating with this Group to provide specific suggestions to help BYU reduce energy use, conserve water, and reduce waste. As a faculty we look forward to the day when BYU becomes a leader on these issues.

## **Sustainability Messaging**

Proposed by the Environmentally Sustainable Culture Sub-Committee

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### **Background**

BYU has made substantial sustainability strides in recent years as discussed in a separate Statement of Appreciation from the FAC. Examples include:

- dramatic reductions in campus-based emission by replacing coal and natural gas boilers with a combined-cycle gas turbine,
- dramatic reductions in on-campus water use with excess water returned to the city,
- construction of more efficient buildings, including some LEED-certified buildings
- implementing mass transit for students between housing complexes and campus, reducing campus traffic and parking
- making UTA passes available to students, faculty, and administrators, reducing city and Wasatch Front traffic
- composting and reusing significant fractions of green waste generated on campus
- conversion to electric-based small machinery and at least one car

There are probably several other examples of which we are not aware. BYU has managed these projects in ways that minimize disruption to other campus activities and minimized the cost benefit ratio, commonly creating solutions that yield both environmental and financial benefits.

The staff and administrators who managed these projects have substantial skill and credentials, as indicated by these successes and by their backgrounds, providing a valued service to BYU and the surrounding communities with very little fanfare and attracting very little attention to themselves or the outcomes. However, few BYU community members know about these strides; indeed, a significant fraction of the BYU community feels like we lag most other institutions in our commitment to sustainability. We appreciate the nature of the administration in not drawing attention to itself or the good that it does in a self-serving way. However, we believe that mostly factual messages about these projects, without alignment with any particular political or social movements, would provide the community with a much more accurate and balanced view of BYU. Further, the youth of the Church learn to value the principles that are modeled and discussed by trusted voices. Therefore, we advocate that the administration highlight some of these projects through its several communication channels.

### **Proposal**

We propose that the administration create modern messaging tools about the projects and outcomes that relate to sustainability and make these available to the public, the campus community broadly, and the campus disciplines and clubs that deal with these issues. These could be short videos suitable for BYUtv or other media outlets, social media or incorporation into classes. We envision that they could be archived on the BYU sustainability page. They could highlight student contributions to the projects as employees, club members, or volunteers and could provide motivation for some of the future projects we hope BYU will undertake. Many could make substantial contributions to discipline-specific analyses published in rigorous venues with staff, student, and faculty authors. In addition to the videos, we imagine some could be summarized in infographics that highlight wise stewardship of limited resources. We envision candid

(highlight both successes and less successful attempts), fact-based descriptions of the objectives, projects, and outcomes devoid of self-promotion or exceptionalism. Decision-making and implementation procedures that contribute to effective outcomes that meet objectives should be part of the presentation. We are certain that students and faculty would enthusiastically contribute and benefit from these efforts, both as participants and as recipients of the information.

### **Benefits to BYU**

Many of our students and faculty and the broader BYU community have a sense that BYU puts little effort into sustainability issues. We hope that this effort will provide examples of effective and meaningful projects that accomplish good things without drawing undue attention to ourselves and without attempting to tell others how they should do things. We are quite certain that these messages would increase people's commitment to and appreciation of BYU and inspire people to adapt similar non-aggrandizing approaches to the other accomplishments on campus. This could be one of many things that campus does that provides accurate information in candid and humble ways that would help reinforce a sense of collective shared vision and accomplishment.



## FAC Input on BYU Policies

The newly formed Office of Integrity and Compliance at BYU is in the process of reviewing BYU policy and serving as a steward for policy revisions initiated by the administration. We appreciate their work and have had the opportunity to provide feedback on a variety of issues that concern faculty, staff and students in our campus community. In particular, we have been grateful for the following interactions with the Office of Integrity and Compliance:

1. The ability to review, in writing, draft proposed policies and policy revisions prior to in-person meetings about the policies.
2. The ability to ask questions about the purpose, language, scope, and context of policies under review.
3. The earnest efforts of the Office of Integrity and Compliance to incorporate FAC feedback in policy revisions, seek feedback on revisions, and ensure that each comment (from spoken, written, or online sources) received due attention and consideration.

The FAC is eager to provide faculty perspective on university policy. We have approved two amendments to our own FAC bylaws to anticipate and support such policy reviews. These are:

1. An explicit acknowledgement of FAC work regarding policy reviews.<sup>1</sup>
2. A description of the FAC role in serving as a front-line voice on issues that may affect students, as they are faculty's primary campus stewardship.

In this time of procedural change--following the shift of stewardship over campus policy from the Office of General Counsel to the Office of Integrity and Compliance--we offer some procedural proposals to enhance the working relationship of FAC--and by extension, the faculty--with the administration in the review and revision of campus policy:

1. **Create a formal process to ensure that FAC is extended an invitation to review all campus policy that affects BYU faculty, including policy that falls outside the purview of the Academic Vice President's office.** The AVP office is the liaison between the FAC and the larger university administration. As such, the AVP office is aware of the FAC role in providing faculty voice for policy and other issues affecting our campus community. Many of the policies that directly affect faculty or students are maintained by the office of the AVP. However, other offices and units on campus also propose and maintain university policies, some of which affect faculty and students. Without a formal process for inviting FAC review of such policies, the administration may inadvertently approve policies without consideration of faculty voice.<sup>2</sup> As the official voice of the faculty to the administration, we view it as the role of the FAC to provide

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<sup>1</sup> University policy is regularly reviewed and revised, and from time to time, new policies are enacted. The FAC reviews such policies and provides a faculty perspective on the intent, content, language, and expected consequences of such policies. Policy review feedback should always be solicited from full FAC, and the executive committee is responsible for presenting a formal report to the requesting authority.

<sup>2</sup> The impetus for this suggestion was the implementation of a new Out of State Work Policy that had a large impact on faculty, but on which the FAC was not consulted. Many FAC members reported that their colleagues had concerns about the policy and were interested in how the FAC had responded. However, the FAC was not consulted on the policy before it was implemented, causing concern among FAC members and the faculty they represent.

comment on such policies. We believe that such voice--particularly on policies that directly affect faculty--can aid the administration in foreseeing possible problems with new or revised policies. Counseling together provides an opportunity to share responsibility for our campus community and allows multiple perspectives that can improve the resultant policies.

2. **Extend review invitations to FAC for all policies directly affecting students.** We acknowledge the important role of the Student Advisory Council (SAC) in providing a student voice directly to the administration. We also believe that FAC can play an important role in providing an additional vantage point from which to view student policy. Faculty representatives have long-term views of the university from years of experience with multiple cohorts of students, and often see the personal and academic repercussions of university policy on the lives of our students. We take our mentorship and stewardship of students and the student experience very seriously, and can often identify issues from our perspective that are different from those raised by students directly. We invite the administration to consider inviting FAC to review **policies directly affecting students**. **Create a standard template for university policy that provides the purpose(s) for which each policy was enacted.** In many cases, the act of reading a policy does not provide a clear understanding of the purpose, intent, or impetus for the policy. A brief statement of intent at the outset of each policy, outlining the intended outcome(s) of the policy and reason(s) for adopting the policy can help to clarify the tone, intent, and purpose of the policy. A separate statement of context may also be useful, particularly in cases when campus policy is a reflection of the need to comply with local, state, or national laws. We expect that the purpose of policies is rarely solely to comply with law--but rather to achieve a shared governing principle or purpose to which the university seeks to align. While policies are governing documents and it is understandable that they would have a certain level of legal tenor, the direct audience for such policies is the campus community. It is easy for legal terms, conditions, and regulations to be misinterpreted, or to create undue distance between the administration and the rest of the campus community. Loving, uplifting expressions of purpose at the outset of each policy can help to make policy feel more like correct principles by which our campus community can learn to govern themselves. In most cases, even policies that have seemed at first read by non-lawyers to be restrictive and harsh have often, upon deeper communication with the administration, been found to have loving and benevolent intent. While FAC leadership has had the opportunity to engage in these conversations directly about the purpose of each policy, the rest of the campus community does not have access to such communications unless it is written into the policy itself. In policy reviews, we found that our most common question was “what is the purpose of this policy” or “why is this policy necessary” or “what is the university trying to accomplish with this policy.” Providing policy intent can help to engage the campus community in a more positive relationship with administration and administrative policy, and clarify the role of policy in creating a greater sense of campus community.
3. **Solicit FAC feedback earlier in the policy revision process.** The policy revision process involves many parties and various perspectives and types of expertise. We are grateful for the many hours spent by the Office of Integrity and Compliance, the Office of General Counsel, and the input of various administrators in the process of creating and revising policies. Under current procedures, FAC feedback is often solicited toward the end of the policy revision process, when a great deal of effort has already been put into the content and phrasing of the policies. If FAC feedback is solicited earlier in this process—when it is first known that a policy is being considered for implementation or revision—the FAC can offer feedback that is less disruptive to

the policy crafting process, making the administration aware of critical perspectives and issues before the policy is substantially crafted or revised. We feel that this would be a particularly helpful shift in procedure for those policies that directly affect faculty or students. We propose that the Office of Integrity and Compliance adjust their work flow to 1) determine if the policy affects faculty or students, 2) invite FAC comment on the policy topic or proposed revision, and 3) engage with the FAC to receive feedback on the proposed policy or revision. Our intent is not to make the policy revision process more onerous, but rather to reduce duplication of effort by inviting the FAC to provide early feedback about the potential benefits, harms, and issues we foresee in policies that affect faculty or faculty stewardship. This may reduce the total number of administrative reviews by limiting, for example, the number of times policy phrasing needs to be reviewed for legal implications.

We believe that these adjustments will enhance the goodwill that exists between administration and faculty, and invite the insight of faculty in those policies that most affect them. We acknowledge that we likely cannot provide a full review of every policy on campus due to our own time constraints, and there are many policies that do not relate to faculty and we do not need to review all of these. The FAC reserves the right to decide which policies we are available to review in a given year, concentrating on those that impact faculty the most. We also do not want to impede or slow down the progress of the university when policy needs to be quickly approved. Perhaps in those circumstances, there might be “provisional policy”, where the policy is enacted immediately, but is pending careful review by FAC and other entities on campus. In sum, the FAC views its role as providing input meaningfully on behalf of the faculty when campus policies are being considered.





# FAC Reviews of University Policy

## **Feedback from the FAC on Final Examination Policy**

Based on discussion from the general FAC meeting on October 13 feedback posted on the BYU FAC Teams channel, and a survey distributed in October

Prepared by Eva Witesman, FAC Co-chair

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### **Statement**

This was the second time the FAC reviewed the Final Exam policy and note that there is a great deal of campus wide agreement from the FAC on some of the qualitative feedback we offered previously—especially surrounding the types of activities that should be allowed as culminating experiences for coursework.

There is a general desire for freedom to innovate, and an interest in reducing regulation generally, there also seems to be a great deal of concern about how this policy affects (and are affected by) inspiring/experiential learning efforts. There was clarification provided by John Rosenberg addressing some of the concerns below emphasizing that faculty, in consultation with chairs and deans (as necessary), create their own definition of ‘culminating experience’. Additional efforts to clarify that exceptions for group activities pertains to activities and events (BYUSA, SAA, NCAA), not academic group work.

### **Data**

As a supplement to the discussion held on Teams and in the meeting of the full FAC on October 13, 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 am fine with the policy as it is written. There is quite a bit of wiggle room. My personal feeling is we have the policy to try to encourage a culminating experience and a comprehensive exam is encouraged where possible. The pedagogical literature is fairly consistent in its studies that a comprehensive final exam improves learning and longer term retention. I would be sad if we keep watering down the policy such that a comprehensive final exam becomes more of the exception than the rule as this would likely result in less retention.

I strongly agree that collaborative or team-based final exams/culminating projects should be allowed by BYU policy without special approval. In some disciplines students work on semester-long projects culminate into final presentations of the work. Sometimes it's even presented to professionals at the end of the semester. This type of experience doesn't seem to fit well within the final exam policy. The experiential-learning opportunities that are embedded into classes throughout the university should find a place within the final exam policy and not need an exception.

I think the final exam policy allows for a variety of means of assessment; however, I think many faculty do not realize this. Already included are options for any number of final "exams". It is clearly outlined that it does not need to be a written exam. Guidelines for the time projects should take is also included. In regards to the question above about projects causing students to do poorly on other exams-- that's beyond the control of the instructor just as it's beyond their control to oversee how much time students will spend preparing for one exam over another. Faculty need to ensure they are reasonable with final exam expectations regardless if it's a written test or any other form of assessment.

One purpose of this policy is to keep large, project-based experiences from encroaching on the time needed to prepare for other finals. I quite strongly support the portion of this policy that requires everything other than the final to be completed prior to the final exam date.

One thing consistently noted by policy writers as a motivating factor for revisions is the desire to make sure students have sufficient time to prepare for finals. But no one has mentioned the fact that removing a reading day has done more to prevent students' preparation than any other single action.

The policy should embrace a new name, something like "culminating learning experience policy" or something that captures better the spirit of the policy rather than the narrow focus on one type of culminating experience (final exam).

There are always exceptions, and in this case more than usual, that need to be considered without seeking approval. There needs to be more flexibility built into the policy.

Two thoughts on the final exam policy: (1) Really like the revisions about writing tasks as culminating projects; (2) I don't understand the restriction imposed on group work or collaborative activities as culminating experiences. If we have group presentations, we need to run it by the AVP?

It seems odd to me that a final exam that is taken by a group of students together would require approval at such a high level. Why can that not be at the discretion of the instructor? For courses where group work is nature of the work all semester long, does this policy imply that any group-based culminating assessment must be completed BEFORE finals week? And then the course is supposed to have an individual-based culminating assessment DURING finals week in addition to the group-based stuff? I think it would be good to have some clarity on this in the policy.

**Table 1: Quantifying agreement with comments from the discussion**

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

	Mean	Median	Std. Dev.	Min	Max
Collaborative or team-based final exams/culminating projects should be allowed by BYU policy without special approval	6.27	7	1.06	3	7

Final exams or similar culminating experiences are NOT appropriate for all classes taught at BYU (such as lab classes, etc.)	5.96	6	1.26	1	7
The final exam policy as written is not compatible with some forms of experiential learning courses.	5.68	6	1.49	1	7
Semester-long projects that also serve as culminating experiences for a course do not fit well in the current exam policy	5.48	6	1.61	1	7
The final exam policy as written is not well suited to a teaching reality that includes online instruction and testing	4.48	5	1.74	1	7
Large culminating projects in some classes cause students to perform poorly on traditional final exams in other classes.	3.93	4	1.83	1	7



## **Feedback from the FAC on Clubs and Associations Policy**

Based on discussion from the general FAC meeting on October 13 feedback posted on the BYU FAC Teams channel, and a survey distributed in October

Prepared by Eva Witesman, FAC Co-chair

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### **Statement**

We note that there is a great deal of campus wide agreement from the FAC on some of the qualitative feedback we offered previously— low barriers to participation in clubs.

There was significant concern expressed about the barriers outlined disproportionately affecting lower income students and others who come to BYU without a life-long history of strong social and or/ economic support.

### **Data**

As a supplement to the discussion held on Teams and in the meeting of the full FAC on October 13, 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:**

BYU should be striving for more inclusivity, not creating boundaries. I am disappointed by these types of policies that further marginalize some of our students.

Club participation and club leadership should be independent of grades and academic standing. There is no valid reason that BYUSA should be excluding individuals from valuable extracurricular activities or leadership that could be beneficial to them, whether or not they are doing well academically. Let the student determine their priorities, not have the university force it on them.

One of the issues that we brought up was that the policies around expending club funds often conflict with the goals of club activities. The policies are strongly driven by spending funds in administrative units, but the clubs should have some flexibility to spend funding in ways that such unit cannot (using some of the funds to award a nominal prize in a student-based competition, etc.).

Rather than giving a GPA requirement I would recommend stating that leaders in clubs should be in good standing with the university.

Requiring a certain GPA is wrong and discriminatory. It hurts the inclusion of all students.

Some associations are connected with professional associations, as a student chapter, for example, and travel to conferences is an expectation.

The diverse nature and membership of the clubs and organizations across campus make it difficult to implement some of these more stringent rules without penalizing the students or preventing an optimal experience. Thus, there needs to be some built-in flexibility for accommodating things like public involvement, outreach, service opportunities, funding, travel, etc.,.

The paternalism behind the current policy on GPA minimums (the notion that students with low GPAs should be "guided" away from clubs so that they can attend to their coursework) was no doubt well-intentioned, but it's paternalism nonetheless. Our students are adults and can choose for themselves how to allocate their free time. As BYU admissions begins to move away from strict GPA standards in determining which students are "desirable," so should BYU clubs also.

The policy, as written, seems to stifle much of the creative efforts on campus to engage experiential learning through clubs and associations. It seems that we are asking everyone to invest in being creative about experiential learning, but then strangling them with red tape to prevent such creativity. It is speaking out of both sides of our mouths. We want you to be creative, but you are going to pay a very hefty administrative price for your creativity.

**Table 1: Quantifying agreement with comments from the discussion**

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

	<b>Mean</b>	<b>Median</b>	<b>Std. Dev.</b>	<b>Min</b>	<b>Max</b>
If a minimum GPA is set for clubs, it should be a low enough GPA to ensure inclusion of all types of students in club activities and leadership.	6.24	7	1.12	3	7
Part-time students should have the same access to clubs and associations that full-time students do.	6.17	6	0.84	3	7
Rather than naming a specific GPA requirement, the policy should open clubs and club leadership to any students in good standing.	6.10	6	1.20	3	7
Travel needs to be more flexible for clubs and associations than the present policy allows.	5.58	6	1.15	3	7
The clubs and associations policy should allow greater flexibility for club-related travel	5.58	6	1.11	3	7
Spouses of BYU students should be allowed to participate in BYU clubs and associations	5.44	6	1.27	1	7
Service activities involving people who are not affiliated with BYU should be allowed for clubs and associations under BYU policy.	5.34	6	1.34	2	7
BYU should loosen its restrictions on the use of business contributions to associations and clubs	4.72	5	1.36	2	7

Inclusion of guests who are not BYU students in club activities and events should be allowed	4.65	4	1.75	1	7
Club leadership should require minimum GPA requirements	2.17	3	1.53	1	5
Club participation should require minimum GPA requirements	2.41	2	1.47	1	6

## Feedback from the FAC on Surveys Initiated on Campus Policy

Based on discussion from the general FAC meeting on October 13 feedback posted on the BYU FAC Teams channel, and a survey distributed in October

Prepared by Eva Witesman, FAC Co-chair

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### Statement

### Data

As a supplement to the discussion held on Teams and in the meeting of the full FAC on October 13, 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:

The language about specific approvals needed for different surveys seemed to be crystal clear for those who wrote the policy, but for others it's still confusing. More language or examples are needed.

This policy seems to say "we don't trust you to be wise with this resource." The spirit of this policy seems to be that we want those with access to BYU branded surveys to act in ways that are consistent with the goals, intentions and mission of BYU, and not to use such surveys inappropriately. I would personally prefer a branded survey guidance document that explains the spirit of the law rather than a formal administrative policy laying out the letter of the law. I think it is much better to address concerns one-on-one when they arise rather than creating a formal policy that creates constraints for many (for the sake of protecting the university from a few who might use this inappropriately)

**Table 1: Quantifying agreement with comments from the discussion**

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

	Mean	Median	Std. Dev.	Min	Max
Please clarify the specific approvals needed for different types of surveys.	6.0	6	.09	4	7
The list of surveys that do not require approvals should be expanded.	5.8	6	1.2	4	7
The term "well -validated instrument" needs to be clarified	5.7	6	1.3	2	7



It may be helpful to be explicit that using the BYU logo for research pilot studies is exempt from the formal approval process.	5.4	6	1.2	4	7
The term “university community” is ambiguous as applied in this policy	5.3	5	1.3	3	7

## **Feedback from the FAC on Minor Protection and Background Check Policies**

Based on discussion from the general FAC meeting on January 12 feedback posted on the BYU FAC Teams channel, and a survey distributed in January.

Prepared by Amber Dukes, FAC Secretary

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### **Statement**

The FAC found that the discussion for these two policies was very closely related as such the following feedback is for both. There is concern that the implementation of the policy would place a financial burden on departments that rely on outreach programs for recruiting and that the financial and administrative burden for departments would be unreasonable or prohibitive.

Additionally, there is concern that the implications of the language in the Background Check Policy of sole discretion related to previous as well as current activities and 'behaviors' would result in employment being denied to qualified applicants who have diverse experiences and philosophies without a clear line of what behaviors would be exclusionary.

The quantitative data from the survey shows strong support from faculty across campus that university central administration (such as human resources) should be financially and administratively responsible for managing background checks for all BYU employees and that before the policy is approved the specific staff and faculty from various departments that currently host on-campus programs for minors that will likely be most affected should have the opportunity to review it.

### **Data**

As a supplement to the discussion held on Teams and in the meeting of the full FAC on January 26, 2021 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:**

The last question about the background checks for adjuncts doesn't make sense as it talks about adjuncts and then full-time faculty. As a result, I chose not to answer it. I do however agree that background checks for adjuncts who regularly teach for us (each semester or even skip a semester) should be in effect for subsequent semesters.

I'd like to clarify why I am (1) not opposed to the legal language about choosing to deny employment "for any reason whatsoever" and (2) opposed to telling applicants that they were denied employment because of background check issues. BYU asserts (and uses) their right as a private university to not hire persons that it perceives as being antithetical to its mission (e.g., a potential employee who has expressed social positions deemed threatening to the positions of LDS leaders). If BYU chooses to assert that privilege of discriminating on religious grounds, then it seems to me that the language in question is needed. I don't think it is feasible or helpful for BYU to have open conversations with applicants about why they have been deemed just a little too unacceptable in their background and how their case differs from someone who was just barely acceptable. There is also a tendency to act like

decisions are clear cut choices dictated by the Spirit instead of complicated, data-based judgment calls; it could be deeply injurious to tell a candidate that God revealed that they are unacceptable. That being said, I personally believe that the primary problem is NOT the language and practice that is necessary to protect BYU's unique policies on background checks and it's unique vetting procedures (e.g., giving heavy weight to a local bishop's recommendations); the language and lack of transparency simply MUST accompany these hiring policies. My issue is not with the language and lack of transparency associated with hiring. My concern is with some of the hiring policies themselves. And by "policies" I mean more than just the codified policy, but also their in-practice implementation: that a person might be denied employment if they are too feminist, too controversial in their religious opinions, too open about their support for equal rights for LGBTQ persons, too unwilling to engage in specific parts of the LDS orthopraxy, etc. If those issues were not potentially damning to a person's potential to be hired (or given CFS), then certainly BYU would have no need for such sweeping legal language and lack of transparency. BYU would still need the legal language used to protect any employer, but standard legal language would be sufficient. BYU needs lack of transparency to function. I doubt that FAC is going to be able to address this underlying issue. :-)

The wording of some of these statements makes it somewhat difficult to understand them exactly and select an accurate indicator. For ex, I think the policies should absolutely be reviewed by deans and chairs of depts that would be affected, but I don't think they need to be reviewed by all staff and faculty in all depts (which would cause delay and confusion). I think background checks for adjuncts should be valid for the same amount of time that checks for faculty are, not necessarily only for adjuncts who teach every semester. I don't think HR can realistically be responsible for checks on volunteers, but nor do I think that individual depts can shoulder this burden. It seems like Colleges might be the place for that to land. In other words, I found myself wanting to answer "yes and no" to several of these! Most crucially, however, I find the statement about the university's "sole discretion" relating to "previous" as well as current activities and "behaviors" that pose "potential" risk to the reputation of BYU or the Church is very pernicious. It screams, "we want carte blanche to remove anyone whose past or present associations might at any time be disliked by anyone at BYU or the Church for any reason." Would posting on a QAnon website be enough to justify exclusion? How about a Proud Boys website? What about sending a socialist-sounding political tweet? Being a member of something like the Mormon Rainbow Coalition? Just showing up at a MRC demonstration? What about a BLM demonstration? If that's kosher, what about an Ordain Women meeting? We had a recent job applicant who had been married to (and was now divorced from) a same-sex partner; would that have caused her to fail the background check, despite her current church membership status? Clearly, when our active social and social media lives intersect with the surveillance made possible by modern technology, the idea of BYU having "sole discretion" to designate any unspecified activity or behavior as posing a "potential risk" is very troubling. In fact, the statement sounds a little bit like Pres. Wilkinson during his most paranoid spy ring days!

I want to communicate both that I believe the policy is important and overdue, and that it is an unreasonable burden to put on departments without funding and administrative support. It seems to me that it would be simple for the university to manage this through student employment for student employees. If there were a checkbox in the hiring process that says this position will interact with children, then that would flag the need and they could run it. I also think there needs to be clarification about how this works for employees vs volunteers and whether volunteers are required to have a background check as well. In the case of volunteers, it would make sense to require that they get the background check themselves because that is what is done in other places like K-12 schools.

Part of the policy implementation should be finding the funds

The problem with the policies was that the university chose to cover itself legally without taking responsibility for what it would take to get itself covered. Having students checked for one program also frees them up to help another program meaning that some departments might be unfairly benefitting from background checks paid for by other departments. Not so great. And it's also super labor and financial intensive to drop this on some departments. A more centralized way of verifying this and keeping records would be good. This could be done as part of the hiring process with HR and put into the record. Then if there are any issues, it's also there. Re adjuncts . . . there is a different commitment level to the university among faculty who have regular reviews such as CFS, etc. Might be worth stipulating every 5 years, but every semester seems overkill. It's also worth noting that some students need to go through background checks anyway for internships/students practical. Why not keep a central record so we aren't duplicating work needing these things updated . . . if they can do that for van cards, why not for this. If the university wants compliance: They're more likely to get it with a centralized system. Less likely to have people cut corners . . . The one that started asking if the inclusion of that statement should be included? I couldn't even parse the statement. The word behavior --- behaviors (plural) to keep it balanced . . . but this is problematic in part because it is not really comprehensible.

I understand the importance of having strong safety mechanisms in place. At the same time, I'm very concerned that activities like the language fairs haven't been fully taken into account when crafting this policy. There's a tension between keeping minors safe and creating an undue administrative burden and we have to watch that very carefully.

The policy definitely places extra burdens on departments with outreach efforts to minors. The question is, is this "undue burden?"

**Table 1: Quantifying agreement with comments from the discussion**

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

	Mean	Median	Std. Dev.	Min	Max
Background checks for adjuncts who regularly teach (every semester) teach for the university should be in effect as long as they are for full-time faculty, rather than being repeated each semester.	2.08	2	1.06	1	5
Requiring departments to manage background checks for students who volunteer for campus events involving minors causes undue administrative burden on those departments	2.19	2	1.33	1	6
Requiring departments to pay for background checks for students who volunteer for campus events involving minors causes undue financial burden on those departments	1.85	2	0.91	1	4
A clear statement about the typical application of the policy, prior to outlining the many exclusions, would make the policy easier to read and understand.	1.92	2	1.03	1	4
The policy should clarify how the policy regarding on-campus childcare would affect existing on-campus early education programs.	2.50	2	1.37	1	6
The university central administration (such as human resources) should be financially and administratively responsible for managing background checks for all BYU employees.	1.65	1	.78	1	3
The university central administration (such as human resources) should be financially and administratively responsible for managing background checks for all volunteers involved with programs involving minors.	2.38	2	1.39	1	5
The document mentions that beyond the standard background searches, additional searches may be conducted. The document should specify these other	2.19	2	1.57	1	7



types of searches and what circumstances would prompt them.					
Inclusion of the following statement is problematic: "Previous or current associations, behavior, or activities revealed through a background check considered by the university, in its sole discretion, to be a potential risk to the mission or reputation of the university of its sponsoring institution."	3.31	3	1.81	1	7
Job candidates who are deemed ineligible for employment at BYU due to a background check should be notified that the background check is the reason they were deemed ineligible.	2.23	2	1.65	1	7
Adding administrative burden to campus outreach programs creates a serious threat to the programs who rely on them for recruiting and field-awareness.	2.04	2	1.22	1	5
Before this policy is approved, it should be reviewed by the specific staff and faculty from various departments that currently host on-campus programs for minors.	1.58	1	.97	1	5

## Feedback from the FAC on Scholarly Work Policy

Based on discussion from the general FAC meeting on March 9, 2021 feedback posted on the BYU FAC Teams channel, and a survey distributed in March.

Prepared by Amber Dukes, FAC Secretary

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### Statement

The discussion between FAC members lead to two suggestions: this policy should either focus on the funding aspects of scholarly work or this policy should be included in the rank and status documents for each department or college.

Additionally, there is concern of the language used in the policy “including those in selected graduate programs of real consequence” with cross campus agreement that it is need of clarification.

### Data

As a supplement to the discussion held on Teams and in the meeting of the full FAC on January 26, 2021 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:

It has been simplified a lot, but seems like it could still be rolled into the faculty expectations document, the expectations of a faculty role policy and/or the rank and status policy.

It would be wise to codify somewhere, possibly here, the idea that scholarly work needs to be rigorously rooted in disciplinary norms. BYU has in the past been substantially tarnished and students have been poorly trained because of some poorly founded scholarship. I am not aware of any such current issue, which makes this perhaps the easiest time to underline this expectation.

What are graduate programs of consequence? Why are some considered more than others? Who judges that? And this is BYU, not some high power research university, so it seems a bit silly and arrogant, frankly.

I like the connection between scholarly work and providing mentored learning opportunities for students. With this in mind we are better able to fulfill the university mission.

### Table 1: Quantifying agreement with comments from the discussion

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

	Mean	Median	Std. Dev.	Min	Max
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The policy title should be changed to focus on funding for scholarly work	2.93	2	1.63	1	7
The emphasis of quality over quantity seems like something that is and should be determined at the department and college levels	2.50	2	1.48	1	7
The sections of the policy addressing the nature of scholarly work should be included in the rank and status documents.	2.60	2	1.36	1	7
The term "graduate programs of real consequence" needs clarification	2.30	2	1.64	1	7
This policy should be as general as possible and refer faculty to their specific rank and status documents	2.17	2	1.37	1	6

## **Feedback from the FAC on Nursing Mothers Policy**

Based on discussion from the general FAC meeting on March 9, 2021 feedback posted on the BYU FAC Teams channel, and a survey distributed in March.

Prepared by Amber Dukes, FAC Secretary

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### **Statement**

The FAC had the opportunity to review the Nursing Mothers Policy utilizing MS Teams beginning in January of 2021. As faculty voiced concerns and questions there was discussion with Integrity and Compliance Office that resulted in a revised version of the policy draft before the March meeting for discussion. The collaboration with the Integrity and Compliance Office resulted in a resolution to many of the concerns voiced by the faculty.

The discussion during the meeting on March 9<sup>th</sup> focused on seeking clarification to some of the language in the policy regarding the definition of “reasonable” time and “appropriate” space.

### **Data**

As a supplement to the discussion held on Teams and in the meeting of the full FAC on March 9, 2021 we used a survey instrument to ask the full FAC to provide two types of feedback.

1. We solicited any additional general feedback (open-ended)

This document provides raw responses from the qualitative comments from the discussion on Teams.

### **Qualitative feedback:**

Feedback for January Draft:

Initial quick thoughts: Suggest to take out the "one year after the child's birth" language. Many women breastfeed for longer than one year so this makes no sense at all. Also, under applicability it mentions students. I'm assuming this is only student employees? Is there anything on students in general (in a classroom setting, etc). I also know of instances of breastfeeding mothers who have received criticism from others on campus for feeding in public. It would be amazing if we could add additional language to the policy that normalizes breastfeeding on campus (e.g., "Mothers are more than welcome to nurse their babies in public places on campus").

Is the policy related to conditions of employment? That is, if a woman requires break time to breastfeed beyond a year, would she be in violation of university policy and jeopardize her employment status? Do we need two policies, one for employment purposes and one for the broader community? If so, shouldn't that policy be the same? I have a class policy (borrowed from others and modified) that addresses breastfeeding in class (attached). If a mother breastfeeds her child someplace other than a room that may be locked from the inside (e.g. my classroom, or on a bench outside), is she in violation of university policy? My suggestion would be to create a more inclusive policy that applies to the entire campus community that is less proscriptive and more supportive. This would do more to support nursing mothers (women in academia) and the breastfeeding relationship. Or is this not what this policy is about? That is, the footer still refers to



this as the "nursing mothers break policy" although the policy is applied universally to the campus community, and is titled more generally, "Nursing Mothers Policy".

It seems that this policy is intended to regulate the nursing behaviors of employees--hence the time limit of one year after the child's birth, and the suggestion that nursing mothers work with a supervisor to identify an appropriate nursing location if the existing mothers' rooms are not conveniently located.

If it is the case that it is not intended to apply to students or visitors, then they ought not to be included in the applicability statement. It may be worthwhile to consider what aspects should apply to all people vs. employees vs. student employees, etc. and creating different sections of the policy for different types of people. For example, there might reasonably be different rules for time nursing for salaried vs. hourly employees.

In as much as it is intended to provide both a reasonable accommodation for nursing mothers, and limit the degree to which they would be away from their campus duties because of nursing, I think that the one year time limit is generous and reasonable. (I also have no children, so my feeling about this should probably be taken with a grain of salt.)

First, kudos to the administration on developing a short policy. All policies should be so brief. The policy states clearly that it applies to all employees, students and visitors - everyone on campus - and it seems clear this applies to all students, not just employees. Nothing I read implies consequences for violating the policy and state laws (see below) prohibit negative consequences. My reading is that the primary points are that it affirms the previous policy in two ways: 1) that nursing should be done in a private space as agreed upon with a supervisor if not in the provided lounges, and 2) that it applies to children that are 1 year old or younger. The principle change in the policy appears to be that it applies broadly and that people can arrange an alternative (private) space other than a mother's lounge. For reference, Utah State law "states that the county legislative body may not prohibit a woman's breastfeeding in any location where she otherwise may rightfully be, regardless of whether the breast is uncovered during or incidental to the breastfeeding" ([§ 17-15-25](#)) and that employers must "provide unpaid break time and an appropriate space for employees who need to breastfeed or express their milk for their infant children." ([Utah HJR 4](#)). All 50 states have laws that allow women to breast feed in any public or private space in which they are otherwise allowed to be. I am aware of no age limitations in Utah state laws but the federal law (Obamacare) does stipulate for one year after the child's birth. One reasonable response is to tell the administration that it appears this policy violates state and federal laws. I can't imagine they are unaware of this, so there may be some provisions that exempt BYU, but this is at least a way to start the conversation. I have provided the references in case someone more expert than I has more insightful comments, but these provisions seem to be reaffirmed in 2018 at which time the state "permits a woman to breastfeed in any place of public accommodation" [UT HB 196](#).

Agree that the policy should not exclude employees who want to breastfeed more than one year. Also, the policy states that the University will provide mothers rooms, separate from bathrooms, that can be locked. Looking at the map, many buildings (including ones where LOTS of employee offices are located, such as the JFSB) have NO mothers rooms, and many of the mothers rooms listed do not have locks. Some do not even indicate there is privacy or an electrical outlet (required for pumping).

Also, wondering about sinks--which were on the request list the University got when asked about the policy and changes women faculty would like to see.



# Other FAC Work Product

## **Info Sheet: BYU Admission and Tuition Benefits for BYU Faculty/Staff**

March 2021

Prepared by the Faculty Advisory Committee Compensation and Benefits Committee

- Faculty/Staff Dependent Admission to BYU

The admissions office wants it to be clear that, contrary to popular belief, undergraduate applicants to BYU from Utah are not disadvantaged in BYU admissions decisions. Applications by dependents of BYU faculty and staff are not automatically given preferential treatment by the BYU admissions committee, but are subject to additional review if not admitted on their own. There is no need for a faculty or staff member to contact admissions on behalf of their dependent applicant to request this consideration, but they should ensure that their dependents are properly registered in BYU's records so that their affiliation with the employee can be noted. Each employee dependent needs to be associated with their faculty/staff member parent, which is generally done automatically through DMBA records. This can, however, be overlooked if the dependent is not insured through the BYU faculty or staff member. Each dependent is automatically assigned a BYU ID in the system, so if an applicant creates a new BYU ID when applying, this duplication can also complicate payment of the faculty/staff tuition benefit. Faculty/staff are encouraged to contact the Benefits Office when an eligible dependent applies for admission to be sure the relationship has been noted.

- Clarifying the Tuition Benefit for BYU Faculty/Staff Dependents

Dependents of BYU faculty and staff under age 30 are eligible to receive a half-tuition remission for up to 152 undergraduate credit hours earned at CES institutions (including BYU Hawaii, BYU Idaho, and Ensign College). No other credits earned outside the BYU system, including AP, IB, transfer credits from non-CES institutions, or language tests) count against that credit hour cap. If an admitted dependent student is not associated with their BYU faculty/staff parent in the system or has a different BYU ID than the one listed in their parent's profile, the tuition benefit may not apply automatically. To avoid this, faculty and staff should contact the Benefits office before their dependent applies to make sure the applicant uses the correct BYU ID.

The half-tuition benefit is not taxable when paid out on behalf of a child claimed as a dependent by the faculty/staff member on their tax return. It is taxable, however, when paid out for a child who is no longer claimed as a dependent. BYU does not permit the transfer of the tuition benefit to other family members beyond the spouse and children unless for instance the employee becomes the legal guardian for a niece/nephew/cousin who has been reared or supported by university personnel over a period of years. Stepchildren are eligible for the same tuition benefits as biological children, as long as the step-parent remains affiliated with BYU and married to the biological parent. A child's marital status does not affect the benefit, but an eligible child's spouse is not eligible to receive it on the grounds of the marital relationship.

<https://hrs.byu.edu/tuition-benefit>  
<https://policy.byu.edu/view/index.php?p=148>



## **Faculty Advisory Council Proposals for Consideration by the BYU Sustainability Working Group**

The Faculty Advisory Council (FAC) fully supports the mission of the BYU Sustainability Working Group and looks forward to the creation of a multiyear sustainability plan. To that end, the FAC proposes the following recommendations to be incorporated into that plan: First, the creation of a Campus Sustainability Center; and Second, specific proposals in three main areas of focus for sustainability efforts: air quality, water conservation, and reducing waste/encouraging recycling.

As one of the county's largest employers, and as a component organization of the Church of Jesus Christ of Latter-day Saints, BYU is uniquely positioned to be a leader on sustainability. Indeed, Doctrine & Covenants 59:16-21 describes the attitude with which we should approach earth stewardship—giving thanks for the gifts of the earth and using them wisely: *“And it pleaseth God that he hath given all these things unto man; for unto this end were they made to be used, with judgment, not to excess, neither by extortion.”* A number of steps to improve the local air quality, reduce water consumption, and support recycling have been taken in recent years, but we are convinced that much more can be done.

The issue of air quality touches on our mandate to be good stewards of the natural environment and on our health—air pollution's negative effect on respiratory diseases is well documented. For water conservation, as of the writing of this proposal (March 2021), the area around BYU is in the midst of prolonged drought conditions, with almost all of Utah County classified as experiencing an “exceptional drought” according to the National Integrated Drought Information Center ([drought.gov](http://drought.gov)). Green space is an essential part of the campus community, and there are a variety of ways we might consider maintaining or developing green space while being water conscious. Finally, reducing waste from single-use containers and encouraging recycling efforts for those that cannot be eliminated will also help support a sustainable future for the university. Each of these efforts, when combined with a Campus Sustainability Center, will provide opportunities to teach and mentor students in the important work of environmental stewardship.

### **ESTABLISH A CAMPUS SUSTAINABILITY CENTER**

A high-profile, interdisciplinary sustainability center could support inspired and engaged student learning on issues related to sustainability—issues that are likely to dominate the economic landscape of the next century. This opportunity for student learning would prepare students well for their future careers and help to establish BYU as a leader in sustainability research.

This center would include affiliate faculty from across the university who would serve as mentors to student teams engaged in sustainability projects, collaborate with researchers across the country and around the world, and coordinate with local government to support sustainability in our community.

The center could establish a grant program to fund engaged student learning projects. Each year there could be a grand challenge issued, and student teams could compete to design solutions to the grand challenge. This work could be funded by donations from alumni and potentially from fees for parking or other services.

### **CLEAN AIR PROPOSALS: ENERGY USE AND BUILDINGS**

#### **Solar Power**

Solar power is the fastest growing source of clean, renewable energy and Utah enjoys copious sunlight. Solar arrays are expensive in the short term, but more than pay for themselves in relation to other sources of power over the long term. BYU has lots of roof space as well as land away from main campus that could be used to generate solar power. This has successfully been implemented in other areas by using the roof of covered parking spots for solar panels, which might be viewed as more acceptable given the hesitation to install something on a roof that could then cause problems for the building below. There is a possibility that this type of technology could be implemented together with new covered bike racks described below, or on BYU property that is not well suited for buildings. If there is no interest in having solar panels on BYU campus, it might be wise to consider partnering with an outside party to create a nearby solar farm from which we could draw energy. UVU recently did this and will soon be almost fully powered by renewable energy.

#### Sustainability in All Stages of Planning

Recognizing that it is easiest and most cost-effective to include sustainability considerations in the initial design and planning phases of new buildings and renovations, we suggest that a sustainability officer be included on all new building and renovation committees across the university. This officer would focus on long-term energy-saving measures. LEED certification is one way that we might consider addressing sustainability, but there are a variety of other ways to address sustainability that do not focus on LEED certification.

#### Consolidating Building Usage to Reduce Air Conditioning

One of the largest uses of power at BYU is our air conditioning systems. Yet during the hot summer months, many classrooms and other spaces are not used. BYU has the control capability to control individual room temperatures in most buildings, so it would be relatively simple in theory to reduce air conditioning use by allowing many spaces on campus to go un-air conditioned except when needed. Future building on campus might consider separating office spaces from classroom spaces in order to better target areas that need not be air-conditioned during class breaks. Homeowners instinctively turn their thermostats up when going on trips in order to save money, and BYU could have policies and procedures in place to likewise accomplish this goal.

#### Energy Star Appliances

Many computers and appliances purchased for campus use are EnergyStar rated, but this is not universally the case. BYU could implement a purchasing policy that all such equipment be EnergyStar rated unless there are no available options with such a designation.

#### Automatic Lighting Shutoff

It is our understanding that some retrofitting of buildings has been done to encourage smart energy usage such as automatic shut off for lighting in unused rooms. We suggest that having additional human resources (and dedicated funding) to the task of analytics on energy usage would help identify the most important areas for improvement and help the process of retrofitting move along faster.

### **CLEAN AIR PROPOSALS: TRANSPORTATION**

#### Volume Reduction: Fewer Cars on Campus

Universal access to UTA passes for all students, faculty, and staff has been an important change in recent years, which we applaud. While this has been a first step in reducing the volume of vehicles moving to and from campus daily, there are several other ways that more efficient transportation patterns could be encouraged.

- Ridesharing is an effective way to reduce the number of vehicles travelling to and from campus each day. This could be encouraged by creating a formal system for ridesharing (we note that the now defunct zimride partnership was effective for promoting ridesharing over long-distance travel). There may be a third-party organization like zimride that could help with ridesharing for daily commutes, and the university could provide preferential parking to those who rideshare. The university might also consider creating ridesharing hubs where BYU students, staff, and faculty could meet to carpool to campus from farther away.
- Optimizing public transportation routes to increase convenience for students travelling to campus. UVX has been a success at supporting commuting between campus and the frontrunner station, and the local shuttle network The Ryde has helped commuting students reduce dependence on individual vehicles. We suggest that partnering with UTA and The Ryde to support fast, convenient, and readily available transportation options and optimize routes to move the greatest numbers of students, staff, and faculty would be an effective way to continue to reduce vehicle traffic to and from campus.
- Mandated shutdowns of workplaces around the world showed a significant positive impact on the amount of pollution from cars, and the same was true in Utah during the initial shutdown in March and April. The air pollution decreased by about 40-50% ([https://atmos.utah.edu/air-quality/covid-19\\_air\\_quality.php](https://atmos.utah.edu/air-quality/covid-19_air_quality.php)) during this time. The university should consider whether work-from-home policies could be reasonably implemented for faculty and staff, depending on their position requirements. Formalizing work-from-home policies could encourage faculty and staff to reduce commuting days while maintaining the standard of productivity expected for their positions. Similarly, allowing flexibility to encourage 4-day workweeks could help to reduce vehicle traffic to campus.

### Cycling

Cycling is a healthy, sustainable mode of transportation that reduces air pollution in Utah Valley. BYU has taken some positive steps toward creating a more bicycle-friendly environment on campus over the past several years. These include the bike lane up Cougar Blvd, “sharrows” and share-the-lane signs, the bicycle tune-up event in the Spring, maintenance stations around campus, and covered parking in the Life Sciences Building. A number of faculty, however, have expressed concern about the general lack of covered and secured bicycle racks. Covered parking ensures that bikes are kept safe from the elements, giving bicycle components a chance to dry out on rainy days and keeping seats dry. Secured parking, particularly for faculty, would help alleviate concerns about bicycle theft, which is common in Provo, including on campus. It is proposed to add additional covered bicycle racks (to complement those available near or in the JKB, the HBLL, and the LSB) and to explore options for secured parking. Secured bike parking for faculty use could be easily installed in both the JFSB and LSB parking garages using chain-link fence and ID card access. Existing outside racks next to the MCKB and the new Westview building would be good candidates for a simple roof structure.

Another way to facilitate cycling on campus is to expand the bike share program through Outdoors Unlimited. There are currently around 50 bicycles that are rented out to faculty, staff, and students each semester, a number that is not sufficient to meet demand. It is proposed to add at least an additional 50 bikes to this program.

A third way to facilitate cycling is to improve connections between Provo and campus. One short but stressful stretch for bicyclists coming to campus is Cougar Blvd (1230N) between Canyon Road and Fieldhouse Drive. After enjoying protected lanes on Cougar Blvd running through Provo, cyclists find themselves without even a bike lane until after passing Fieldhouse Drive. There is plenty of room (currently grass) to move the sidewalk south by 3-4 feet to allow for a bike lane through this stretch (something that should have been done concurrently with Provo’s multiyear construction project to

Bulldog/Cougar Blvd). A second point of connection that could be improved is where 200 E intersects with 800 N. 200 E is a designated neighborhood bike boulevard and connects directly with the bike path leading diagonally up the south side of campus. This intersection, however, is very busy and provides poor visibility for both cyclists and pedestrians. A raised intersection or other design improvements would be a welcome improvement. A final way to facilitate improved safety for bicycling and pedestrians at these connection points is to reduce campus speed limits to a maximum of 20 MPH on roads controlled by BYU.

### Electric Vehicles

Electric vehicles are increasingly becoming mainstream, with more and more faculty and staff purchasing them each year. Student ownership currently is small, but will increase as up-front costs for these vehicles come down. Electric vehicles are an important way to reduce air pollution (particularly when paired with solar power) and should therefore be encouraged. One important way to do this is to offer dedicated stalls with Level 2 charging stations. One set of chargers is slated for installation in the Marriott Center parking lot, and this is much appreciated. It is proposed that others should be considered in the Art Museum parking lot, the underground garages of the LSB and JFSB, and the Business School parking structure.

### Parking

In addition to promoting walking, bicycling, public transportation, and electric vehicles, BYU can promote improved air quality by taking steps to discourage the use of private automobiles. One suggestion in this direction is to charge residential students for parking at Heritage Halls and Helaman Halls. With their proximity to campus combined with available shuttles routes, bicycle rentals, and UVX, there is little need for the predominantly freshmen living there to have vehicles. It is proposed to charge \$60 per semester, the same amount that a Y or G Parking Pass costs. It is also proposed to charge for parking for Spring and Summer Terms. In considering each of these options, the university should remain sensitive to BYU's adjoining neighborhoods so that student parking does not merely move off campus.

The university might reasonably consider fees for faculty parking on campus as well. In a few places where these fees have been initiated, in the first year employees received a small raise equivalent to the parking fee, essentially producing a net zero cost to the faculty and a net zero gain to the university. This strategy may help to mitigate faculty complaints about a new fee. Parking fees might act as an incentive to choose UTA, ridesharing, work-from-home, and other more environmentally friendly options for transportation to and from campus.

Proceeds from parking fees can be earmarked for improvements in active transportation, mass transportation, electric vehicle charging, and other improvements geared toward creating a healthier environment.

## **WATER CONSERVATION AND GREEN SPACE PROPOSALS**

BYU is located in a desert climate that is prone to drought. It is also located in a state with a rapidly growing population. The effect of this situation is that Utah, including Utah County, must begin to treat water like the scarce resource that it is. There will come a time that we will have to stop watering, as was done at the LA temple a few years ago. The pressure to completely stop watering led to grass death, and it cost millions of dollars to restore the grass afterward. We should begin preparing now, making our campus more resilient to low water situations. One way to do this is to gradually replace water-intensive grass that is not needed for recreation, studying areas, etc., with mulched beds that require far less water.



A variety of improvements have already been made to irrigation systems to reduce water usage and convert from culinary to irrigation water. We applaud these efforts to conserve water. In addition, there are several places on campus that could be considered for conversion to planted beds rather than grass.

- The Maeser point hillside (next to the long ramp south of the building) because it is a hillside, not used for recreation activities, and it is somewhat dangerous to mow because of the incline.
- The main quad above the underground portion of the library because there have been leaks into the library due to needing to water so heavily in summer.
- Portions of the Maeser Quad, particularly on the margins that have little foot traffic.
- Portions of the Heritage Halls area, especially because these dorms are not (very) occupied during summer when the grass is most in need of additional water and there are few people there to enjoy and use the grass. This could be replaced with something akin to an urban forest or park environment.

Green space is an important part of the BYU campus environment. Grassy areas are lovely and the periodic needs of large grassy areas by BYU programs should be evaluated, but there are other ways to create attractive green spaces, such as the area west of the Life Sciences Building. Native plants have been cultivated and this space has been a wonderful addition to campus that encourages more frequent use of the green space by humans, and invites additional biodiversity by supporting insects, birds, and other wildlife.

## **REDUCE/REUSE/RECYCLE PROPOSALS**

### **Composting**

The University currently operates a composting operation for green waste, food waste from dining halls, and scrap wood. It is proposed that the University study its current contributions to landfill in order to identify ways to reduce them further through expanded composting efforts. For example, there may be ways of decreasing the amount of landfill by having consumers sort compostable and landfill products in all dining areas, complementing the composting efforts being made in kitchens.

### **Single-Use Water Bottles**

Although recycling of plastic bottles is available on campus, the majority of single-use plastic bottles purchased in the US are not recycled. Furthermore, reducing consumption of single use products is far more beneficial to the environment than recycling them. The University has installed water bottle filling stations on campus. We applaud these efforts and recommend that they become ubiquitous. Given the environmental cost of single-use bottles and the availability of non-disposable water bottle options, it is time for the University to eliminate the sale of single-use bottles of water and the use of such water bottles at most University events. Incentives for reducing the use of disposable cups could also be explored, but the move from single-use to non-disposable containers for water is a natural first step.

### **Paper Consumption**

Reducing the consumption of paper should become an increased priority. Faculty should be further encouraged to use less paper by implementing more paperless options for information delivery and assignment turn-in. Faculty can also be encouraged to implement novel approaches for reducing environmental impacts of educational activities (e.g., increasing the use of electronic and used textbooks, encouraging the turning in homework on the back of previously-used or scratch paper). Computer Support Representatives can work with units to ensure that double sided printing is the default for campus printers.

The creation and university-wide distribution of glossy magazines and other paper-intensive mailings creates a great deal of waste, particularly because such products are rarely solicited and frequently

discarded without being read. Mechanisms for oversight of large, environmentally-costly distributions of literature should be explored.

Recent studies on energy consumption have indicated that knowing how one's energy usage compares with one's neighbors may have a stronger effect on behavior than either environmental or financial considerations ([e360.yale.edu](http://e360.yale.edu)). Periodically including a comparison of resource utilization (e.g., paper) across operating units within the University could be low-cost, low-stakes way of helping members of the BYU community accelerate the alignment of their behaviors with their aspirational stewardship goals.



Please understand that this is not a process of once and done.  
It is not a process of minutes or hours.  
It may not be a process of months or even years.

It is the process of a lifetime.  
We are seekers, you and I.  
We are light gatherers.

We are on this lifelong mission—  
to gather light and bear it to the world—  
that will lead us through the joys  
and trials of life.

So don't ever stop seeking.  
Jesus promised  
that if we seek, we shall find.  
If we knock, it will be opened.  
If we listen, we will hear.

For the scripture says,  
"Every one that asketh receiveth;  
and he that seeketh findeth;  
and to him that knocketh it shall be opened."

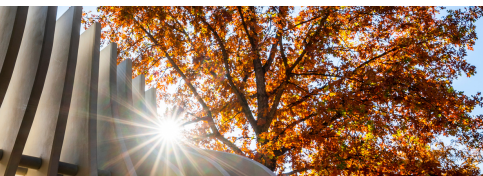
Hold on to that promise. Even if it takes your entire lives to find the  
precious light and truth you seek, it will be well worth the effort.





# AGENDA

## BYU Faculty Advisory Council Annual Report to the AVP Council - May 19, 2021



### WELCOME

FAC Co-Chairs: [Eva Witesman](#), [Sarah Coyne](#)

- Introduction
- Brief overview of FAC Annual Report



### COMPENSATION & BENEFITS

Co-Chairs: [Eric Jensen](#), [Julie Allen](#)

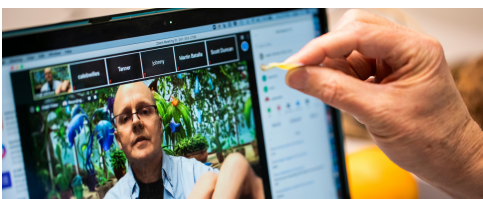
- Info Sheet: BYU Admission and Tuition Benefits



### DIVERSITY & INCLUSION

Co-Chairs: [Erin Holmes](#), [Denise Stephens](#)

- Statement of Support for SAC Initiative from Friends of other Faiths
- Statement of Appreciation for Race, Equity, and Belonging Efforts
- Proposal for Creation and Dissemination of Student Resource List



### FACULTY CULTURE & SUPPORT OF FACULTY ROLES

Co-Chairs: [Jennifer Wimmer](#), [Pamela Brubaker](#)

- Adjunct Representation on the Faculty Advisory Council
- Clarification on the Evaluation of Administration



### STUDENT COSTS & INCENTIVES / FAMILY FRIENDLY POLICY

Co-Chairs: [David Kryscynski](#), [Brian Jackson](#)

- Study of Out-of-State Work Policy
- Support of Third Party Childcare Providers
- Birth Control Proposal (Not for Family Planning)



### MENTAL HEALTH

Co-Chairs: [Byron Adams](#), [John Cox](#)

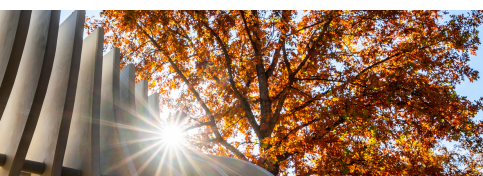
- Mental Health Resource for Faculty and Staff



### TEACHING

Co-Chairs: [Teresa Leavitt](#), [Greg Anderson](#)

- Suggested Guidelines to Evaluate Teaching Skills of Faculty Candidates



### ENVIRONMENTALLY SUSTAINABLE CULTURE & EMERGENCY PREPAREDNESS

Co-Chairs: [Larry Baxter](#), [Jeff Hardy](#)

- Statement of Appreciation for Sustainability Efforts
- Sustainability Messaging



### FAREWELL

FAC Co-Chairs: [Eva Witesman](#), [Sarah Coyne](#)

- Additional FAC Achievements
- Conclusion