

# 2021-2022 Annual Report

BYU FACULTY ADVISORY COUNCIL



Presented to the AVP Council of  
Brigham Young University

April 13, 2022



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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 2021-2022. It has been an honor to serve with so many amazing faculty across our beautiful campus! They are faithful, thoughtful, disciple-scholars. It is a privilege to represent them.*

*We also appreciate the opportunity to counsel together with Shane Reese and Laura Bridgewater as we represent the faculty voice to the administration. Our monthly meetings were the single most efficient way to provide and receive feedback and counsel on FAC issues prior to making large investments of time and energy on proposals, reviews, and statements.*

*This year we organized our efforts around seven committees, each completing significant products that you will see represented in this packet. Each committee was led by two co-chairs who facilitated group discussion and reported back to the two of us in executive committee councils. Several committees worked with different entities on campus including the Student Advisory Council (SAC), the Faculty Center, the Benefits office, General Education, and the Sustainability office. We hope you can appreciate the large amount of prayer, dialogue, and work that went into each proposal and seriously consider each statement and request.*

*(continued on next page)*





*In addition to creating specific proposals, we also counseled with the Integrity and Compliance Office to review and provide constructive feedback on over 15 different university policies. These policies included diverse but extremely important topics such as travel, firearms, out of state work, campus surveys, campus demonstrations, crime awareness, conflicts of interest, volunteers, sexual harassment grievance procedures, etc. We were grateful to be asked to provide constructive reviews of these formative procedures that critically bound and delineate the campus climate in which we engage our students.*

*This past academic year challenged us in both old and new ways. Increasing polarization and the 'steady beat of Babylon's band' continues to foment contention on campus and in the hearts of our beloved community. As a deliberative body, we placed our trust in the Lord and prayed for His guidance in seeking out optimal solutions for each of the issues placed before us. To be sure, the highlight of our work on the FAC has been the consistent reassurances of His guiding hand in our endeavors.*

*We are so grateful to work at a place where both administration and faculty are unified in our commitment to achieving the aims and mission of this great institution. We feel your genuine concern, trust, and support for our efforts to help our students realize their full potential. It is an absolute delight to work at this university.*

*Kindly,*

Sarah Coyne  
Byron Adams



Sarah Coyne  
Co-Chair 2020-2022



Byron Adams  
Co-Chair 2021-2023



# About the Faculty Advisory Council

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

**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 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 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.



## Faculty Advisory Council

is the official voice of the faculty to the administration



# 2021-2022 FAC Committees



## COMPENSATION & BENEFITS

Co-Chairs: Teresa Leavitt, Jennifer Wimmer, Dean Duncan  
Members: Clark Asay, Grant Schultz



## DIVERSITY & BELONGING

Co-Chairs: Julie Allen, Jake Rugh  
Members: Jamie Horrocks, Taylor Nadauld, Laura Catharine Smith



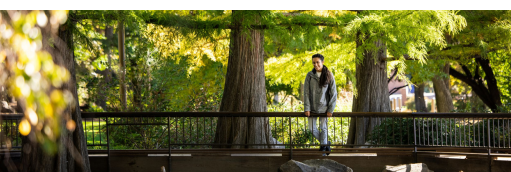
## FACULTY CULTURE & SUPPORT OF FACULTY ROLES

Co-Chairs: Rebecca de Schweinitz, Pamela Brubaker  
Members: Greg Anderson, Darron Billeter, Justin Weidman



## FAMILY FRIENDLY POLICIES

Co-Chairs: Leanna Balci, Denise Stephens  
Members: Emron Esplin, Kerry Muhlestein, Michael Whitchurch



## MENTAL & PHYSICAL HEALTH

Co-Chairs: Brad Bundy, Jon Cox  
Members: Jeff Barrow, John Dallon



## PHYSICAL FACILITIES & ENVIRONMENTALLY SUSTAINABLE CULTURE

Co-Chairs: Jeff Hardy, Rebecca Sansom  
Members: Loreen Allphin, William Christensen, Mark Graham



## TEACHING & RESEARCH

Co-Chairs: Brock Kirwan, Blaine Winters  
Members: John Hilton, Rob Martinsen

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..



# About FAC Proposals & Reports



FAC committees give special attention to issues that affect the faculty and its functions of teaching students and generating and disseminating 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.

## Proposals and Statements of Concern 2021-2022

- *Asking Administration to Provide Faculty and Staff and BYU with Information and Access to a BYU Human Resource Representative to Help with Birth Control Claims*
- *Clean Air Proposal: EV Charging Stations and Bicycle Infrastructure*
- *Creation of a Representative for Diversity and Belonging in All Academic Departments and Units*
- *Enhancement of Student Learning through the Establishment of Outdoor Learning Environments*
- *Faculty Interview Process*
- *Family-Friendly Spaces*
- *How Faculty Can Be Supported in their Efforts to Help Students Who Are or May Struggle with Mental Health*
- *Improve Communication Among Faculty, Administrators, and the University Accessibility Center to Optimize both Student Learning and Student Accommodation*
- *Increase Communication of Resources to support Faculty and Staff Physical and Mental Health*
- *Update Rank Stipend Increases*
- *Statement of Concern: BYU Employment Standard Changes*
- *Statement of Concern on Childcare*
- *Statement of Concern Regarding Budgets for Teaching and Research Assistants*
- *Statement of Concern Regarding the Lack of Health Insurance Coverage for Birth Control*
- *University Policy Review*



# FAC



# Committee Reports



# EXECUTIVE COMMITTEE



## Initiatives

- Statement of Concern: BYU Employment Standard Changes
- Coordinating more effectively with the SAC (Student Advisory Council)

## Achievements

- Completed multiple administrative policy reviews
- Communicated closely with AVP Shane Reese and AAVP Laura Bridgewater on behalf of the FAC on multiple topics.

These topics included (but are not exhaustive of) the following:

- Academic freedom policy
- Administrative support of faculty who are being targeted and threatened for teaching race, equity, and belonging
- Admission letters for students
- “Aunt” tuition benefit for niece or nephew
- BYU software support for retired faculty
- Children in class policy
- Cost of living pay increases
- Dean’s council representation
- Diversity in hiring
- Ensuring non-discrimination in the annual stewardship process
- Faculty flexibility
- Faith crisis or transition
- Grading deadline shift
- Involvement of female AVPs as part of the hiring process
- Low student wages
- Management of the COVID pandemic at BYU
- New employment guidelines
- Parental leave and professional leave
- Spring break
- Surveys on campus
- Temporary housing benefit
- UAC issues



# COMPENSATION & BENEFITS



## Proposals

- Update Rank Stipend Increases

## Additional Inquiry and Discussion

- Temporary faculty housing: Upon learning that newly hired colleagues were indefinitely staying with family and/or in the basements of other colleagues while working to secure their own housing we asked if it might be possible to use a limited number of existing on-campus housing units for such purposes. Both the rental and home purchasing markets are extremely difficult at this time. We had hoped to find a temporary solution to help new faculty in their transition to Utah. The FAC co-chairs took this to their meeting with the AVPs whereupon we were pleased to learn that such a policy already exists (albeit limited to married faculty and/or faculty with dependents living with them.) It is our recommendation that this option be better communicated to incoming faculty, and if space allows for single faculty to also receive consideration for available units.
- Housing Cost: Given the current extraordinarily high cost of housing in Utah, our committee was asked to investigate and consider a number of ideas that might help faculty. These included loans from the university/Church for down payments or perhaps housing/living stipends. Our committee did a cursory overview of what other universities offer in terms of housing support, particularly in areas where housing costs are quite high. Before proceeding further, we asked the FAC co-chairs to get feedback from the AVPs in regard to a potential proposal along these lines. We learned that housing/living stipends are not something that would be considered. We decided not to pursue this further.



# COMPENSATION & BENEFITS

## Additional Inquiry and Discussion (cont.)

- Early retirement option: Some faculty are interested in early retirement for a variety of reasons (some of which might be beneficial to the university, as well). Our committee explored such options with Human Resources. We inquired, on behalf of several interested faculty colleagues, about early retirement options. We met with BYU's director of faculty benefits and discovered that there is provision for a single kind of early retirement. If a faculty member has 30 years of service, and is over 62 years of age, then retirement with full benefits is an option. In other words, she/he doesn't have to wait until she/he is 65. We felt it likely most practical for individual faculty to work with the benefits office directly and required no further action.
- Add-on EDRC benefit for faculty on Master Plan beyond 33 years' service: We were asked to investigate the possibility of a faculty member who was hired under the Master Plan (which stops accruing retirement contributions at 33 years of service) to be able to receive the 8% EDRC contribution at the conclusion of 33 years until retirement. The EDRC currently has no length of service cap. The rationale was this would disincentivize early retirement and allow all faculty members to continue to accrue retirement benefits for the duration of their university service. Our committee discussed the different nature of benefits offered and agreed to upon hire. We wondered whether allowing faculty to "add on" a particular benefit from a new plan was feasible or equitable given that other portions of the benefit package have also changed. No further action was taken as our focus turned to our primary proposal.
- Rate of inflation vs salary increase: At the request of a few faculty members, we reviewed and discussed provided data regarding inflation in comparison to typical salary increase. We were urged to advocate that our salaries match the current inflation index, especially when combined with the cost of housing. As we grappled with this request, our committee discussed the longer-term situation. For instance, we recognize that during the 2008 economic downturn, BYU faculty were not furloughed during those tight years. Not only did BYU faculty keep their jobs but continued to receive merit pay. Historically, it seems faculty have continued to see pay increases even when other economic indicators (such as housing prices) changed. We also discussed the broader goals and mission of the Church. We also considered that such a request would mean either a request for additional funding at the Board of Trustees level and/or could only be accomplished by a reduction in spending in other areas within the university.



# COMPENSATION & BENEFITS

## Additional Inquiry and Discussion (cont.)

- Rate of inflation vs salary increase (cont.): While we too are feeling the impact of decreased spending power, we were reluctant to pursue this as a formal request for reasons listed above. In the meantime, the FAC co-chairs learned from the AVPs that this had already been a topic of discussion and that the message was BYU faculty continue to receive incremental increases regardless of if the economy is up or down and that over time this should provide faculty with an upward trajectory in salary, including in comparison to inflation and changes in spending power. At that point a potential proposal seemed a moot point.
- Health Savings Accounts: A colleague expressed disappointment that faculty have flexible spending accounts (FSA) but not health savings accounts (HSA). While recognizing that the FSA works for the majority of faculty, there are some instances where faculty are spending thousands and thousands of out-of-pocket dollars that could be offset through a HSA. Our committee investigated the differences between FSA and HSA. Subsequently, we contacted Human Resources. We were told a newly hired faculty member had similar questions and did quite a bit of investigation. Not being able to have HSA seems to come down to the fact that DMBA meets all but one qualification for HSA, but they were unsure what that was. We contacted DMBA and were told the same thing—the plan itself does not qualify to allow for HSA.



# DIVERSITY & BELONGING



## Proposals

- Creation of a Representative for Diversity and Belonging in All Academic Departments and Units

## Additional Inquiry and Discussion

The Diversity and Belonging Committee was thrilled to begin our work this year on the heels of President Worthen's announcement of the creation of an Office of Belonging on campus. In order to be able to support the new VP of Belonging as soon as the hiring search was complete, we focused our efforts on gathering information about the initiatives that the various colleges, departments, and programs on campus have already implemented so as to provide some models for successful efforts at promoting belonging. The summary data to our proposal reflects that investigative work, while our proposal to create a liaison position in each department grows out of the realization that the distribution of the many impressive efforts already underway is quite uneven across campus, so that some students and faculty receive a great deal of support while others get none. The proposal to create departmental liaisons to campus committees is designed to facilitate the distribution of information about and access to programs and initiatives designed to promote belonging, whether they be from the college or the Office of Belonging directly. We hope our efforts will be of use to the new VP of Belonging as he begins his tenure and are grateful to have had the chance to learn about the tremendous work our colleagues are doing to create a Zion atmosphere on campus



# FACULTY CULTURE & SUPPORT OF FACULTY ROLES



## Proposals

- Faculty Interview Process

## Additional Inquiry and Discussion

### Faculty Interview Process

We had additional discussions about enhancing the faculty interview process that touched on sharing best practices, packets for faculty interviewees—including housing, school, recreation information—as well as faculty spouse job services.

Since the new interview process at BYU includes additional meetings with the president of the University, we discussed the idea of providing opportunities for candidates, especially female candidates, to meet with women in administrative positions (and perhaps in Church leadership as well). We note that while some colleges have significant female leadership, since the current AVP and President of the University are both male, some potential hires might go through the entire interview process without seeing a woman in a position of leadership.

We also discussed the unique opportunity that BYU faculty candidates have to meet with representatives from among the leadership of the Church of Jesus Christ of Latter-day Saints. For many faculty, these interviews represent a highlight of the on-campus interview experience. The unique nature of these interviews, however, sometimes leaves candidates anxious about this aspect of the process. We explored the idea of candidates being given some guidance about what might be considered the official part of the interview and what might be considered more informal conversation (recognizing that strict distinctions cannot always be made).



# FACULTY CULTURE & SUPPORT OF FACULTY ROLES

## **Additional Inquiry and Discussion (cont.)**

### Faculty Interview Process (cont.)

Ultimately, we decided that we needed more concrete information about the experiences of faculty during the on-campus interview process. With some insights from the Faculty Center, we created a survey we hope to distribute to new faculty and to faculty who have interviewed at the University over the last five years. We are currently seeking approval for the survey, which we hope to see distributed through Deans in each of the respective colleges.

### Honor Code

Our committee discussed several topics of concern among faculty related to the honor code, including faculty roles in encouraging adherence to or enforcement of the dress and grooming standards in the BYU Honor Code; challenges faculty face when students do not adhere to the dress and grooming standards; questions about the processes involved when violations of the University's academic honesty policy occur and faculty responsibilities in that process; and unique challenges that emerged (or escalated) during the pandemic in identifying academic dishonesty. Our committee noted that faculty perceive a notable increase in violations of the honor code, in terms of both dress and grooming standards and academic dishonesty.

Our committee met with Kevin Utt, the director of the BYU Honor Code Office, to discuss faculty concerns and to learn more about the vision and operations of the Honor Code Office. As a result of that meeting, our committee worked with Kevin Utt to create a document that provides faculty with clear information about faculty roles in relation to the Honor Code, and the processes involved in working with the Honor Code Office—especially related to academic dishonesty. That information can be found on the Honor Code website under Faculty Resources. We recommend that FAC members share this link with their Deans, and otherwise work to distribute this information in their respective colleges and programs.

Our discussions with Jennith Larsen, Jane Birch, and George Handley at the Faculty Center included conversations about including some Honor Code training as part of the new faculty development series. We thought this might also be something that colleges and/or departments would want to pursue.



# FACULTY CULTURE & SUPPORT OF FACULTY ROLES

## Additional Inquiry and Discussion (cont.)

### Honor Code (cont.)

We were very much impressed by Kevin Utt and the work his team is doing. We are hopeful that the tensions that have sometimes surfaced between faculty and the Honor Code Office in the past can be overcome, and we see productive ways that faculty can collaborate with Utt and the HCO to serve our students and the University.

### Academic Unit Support Staff

BYU staff members' assistance, skill, motivation, and well-being are essential to faculty as they seek to fulfill their many responsibilities. Our committee discussed the importance of excellent support staff to faculty roles and widespread concerns about the turnover rate among highly qualified department support staff, which pre-dated hiring challenges produced (or exacerbated) by the pandemic. We researched support staff compensation in comparison with local markets and with other Utah universities. We also explored a range of ways to improve staff salaries and morale. Our discussions and research resulted in an exploration of recent economic and employment rate trends, which indicate that attracting and retaining qualified staff may be increasingly difficult. For example, the Utah unemployment rate (December 2021) has been extremely low (1.9%). Reportedly, fewer qualified applicants have applied for staff job postings of the same position comparing 2020 and 2021 (interview with MSB associate dean). These data points indicate the potential challenge that BYU may now be drawing from a potentially smaller pool of available job seekers who have more opportunities. These issues seem particularly acute for part-time employment. But additional research is needed on this topic.

To help with staff morale, our committee discussed the possibility of inviting the University to include part-time staff workers in the staff bonus pool. Part-time staff might also be included in recognitions that other staff receive, whether for awards, having a child, the university breakfast, or achieving length of employment milestones. While this might be too large of a financial burden for the University alone, departments might consider supplementing these best practices where applicable.



# FACULTY CULTURE & SUPPORT OF FACULTY ROLES

## Additional Inquiry and Discussion (cont.)

### Academic Unit Support staff (cont.)

To help with staff morale, our committee discussed the possibility of inviting the University to include part-time staff workers in the staff bonus pool. Part-time staff might also be included in recognitions that other staff receive, whether for awards, having a child, the university breakfast, or achieving length of employment milestones. While this might be too large of a financial burden for the University alone, departments might consider supplementing these best practices where applicable.

To help improve staff salaries, we discussed the possibility of asking that the BYU administration review the work done by staff and ascertain whether similar work is compensated for at similar pay rates across the University. Department chairpersons might consider whether some staff responsibilities might be better classified as work done by an office manager than a department secretary and seek to update their position at the University. These adjustments could provide additional opportunities for departments to retain high-performing staff.

### Mentorship

Our committee discussed, and talked with the Faculty Center about, mentoring new faculty, especially women and BIPOC faculty. We note that the FHSS College has initiated an especially promising mentoring program for new female faculty that offers them significant guidance without overburdening more senior female faculty who serve as mentors. We are looking into productive ways to collect and share best practices at the University along these lines. BIPOC faculty have also formed an organization, with support from the Faculty Center.

### Faculty Voice

Members of our committee discussed several issues related to the topic of faculty voice:

- 1) Disappointed that adjunct faculty will not be allowed representation on the FAC, we still recognize that many of them do not feel like they have adequate avenues for expressing their views, as well as that they remain marginalized in our university community in many ways. At this point, we encourage colleges and departments to do more to create a more inclusive environment for adjunct faculty and identify better practices for listening to and working with them.



# FACULTY CULTURE & SUPPORT OF FACULTY ROLES

## Additional Inquiry and Discussion (cont.)

### Faculty Voice (cont.)

- 2) We explored the possibility of having FAC representation on the President's Council. (We are represented there by the AVP. The FAC co-chairs' monthly meetings with the AVP and associate AVP are also expected to serve this purpose.)
- 3) We discussed the possibility of some sort of trigger mechanism for mandatory administrator reviews (which are now a possibility, thanks to the administration's response to a 2021 FAC proposal).
- 4) We explored the possibility of faculty representation on committees of significant importance to faculty members—such as the University's Covid Task Force (which includes faculty who serve in administration but no faculty currently on the front lines with students).
- 5) We discussed ways we might work to improve the ways councils (what President Worthen called “the BYU way” at the 2021 University Conference) operate at BYU.

### Transparency

This was a broad topic that we discussed generally in response to numerous requests from faculty from several colleges. Although we did not pursue any specific lines of inquiry or proposals, we acknowledge that many faculty would like to see greater transparency at all levels of the university.

# FAMILY FRIENDLY POLICIES



## **Proposals and Statements**

- Asking Administration to Provide Faculty and Staff at BYU with Information and Access to a BYU Human Resource Representative to Help with Birth Control Claims
- Family-Friendly Spaces
- Statement of Concern on Childcare
- Statement of Concern Regarding the Lack of Health Insurance Coverage for Birth Control

## **Additional Inquiry and Discussion**

- Birth control – not for family planning
- Direct contacts at DMBA
- Remote Work Policy and hours on campus
- In response to anecdotes coming out of the HBLL and the College of Education, and in direct response to a query from a faculty member in the library, the committee held several discussions as a committee and gathered information from individual departments about how this policy was being interpreted in disparate ways—with specific concern about the HBLL's interpretation of the policy in early Fall 2021 that was requiring all faculty to be on campus for 40 hours a week.



# FAMILY FRIENDLY POLICIES

## Additional Inquiry and Discussion (cont.)

- Remote Work Policy and hours on campus (cont.)
  - The committee chairs and the FAC leadership then brought this issue up with university administration and argued that faculty contracts are based on performance in three areas—teaching, scholarship, and citizenship—not on hours spent on campus. The 40-hour interpretation felt especially strange while the nation and world were still in the middle of a pandemic that had required most of our work to be done remotely for 18 months. After various meetings between FAC leadership and the university administration, the HBLL changed its interpretation of the policy and no longer mandated 40 on-campus hours per week.
- University Guest House policy on children
  - After receiving a query from a faculty member whose department was interviewing a job candidate who was a young mother and hoped to travel with her baby and a childcare provider but was not allowed to stay at the University Guest House, the committee spoke with this faculty member and with the Guest House to try to understand the Guest House’s policy on children, which does not allow children to stay with visitors. The logistics of this policy make some sense (the walls are thin, and the Guest House does not have cribs, etc.), but the policy seems strangely “un-family” for a university that wants to attract a diverse faculty and for an institution sponsored by a pro-family church. The campus visit is the university’s opportunity to make a quality first impression on candidates, including an impression of the university as a family-friendly place. In short, the policy does not give that impression. However, this seems like it might have an easy fix. Could the Guest House perform a simple remodel to thicken, or add insulation to, the walls while letting visitors know that if they are traveling with small children they will need to bring their own portable cribs? (Most parents of young children in the twenty-first century have a “Pack-n-Play” or its equivalent.) Doing so could justify a revision of the policy to be more family friendly, allowing for job candidates or other visitors to stay in the Guest House with small children.

# FAMILY FRIENDLY POLICIES

## Additional Inquiry and Discussion (cont.)

- Expanded tuition benefits for dependents/others
  - In response to questions raised by the committee and queries made by BYU colleagues, the committee discussed the following questions:
    - Should the children of two fulltime faculty or staff receive full tuition benefits (half from each parent)?
    - Could single faculty somehow use the half tuition benefit for nieces or nephews?

We are not sure of how the university administration would respond to the first question, although it seems logical enough to us. The second question creates a long list of issues including: A) nieces and nephews are not typically dependents of their aunts or uncles; and B) the number of faculty children can be small or large, but the number of extended family (nieces and nephews) could be much larger.



# MENTAL & PHYSICAL HEALTH



## Proposals

- How Faculty Can Be Supported in their Efforts to Help Students Who Are or May Struggle with Mental Health
- Increase Communication of Resources to Support Faculty and Staff Physical and Mental Health
- Improve Communication Among Faculty, Administrators, and the University Accessibility Center

## Additional Inquiry and Discussion

By recommendation of the FAC and individual faculty members the Physical and Mental Health Committee focused its attention on the following areas:

- 1) The university response to the pandemic and efficacy according to university numbers as compared to the local community.
- 2) The distressed student response protocol and faculty training / resources to ensure faculty have facile access to this information.
- 3) The early alert system and how it could assist faculty in helping student succeed in the classroom and avoid mental health concerns that arise from failing.

# MENTAL & PHYSICAL HEALTH

## Additional Inquiry and Discussion (cont.)

- 4) The university accessibility center's protocols and how faculty can better assist and be assisted by the center as we balance high quality education and accessibility needs.
- 5) Physical and mental health resources available to faculty and the challenge of informing faculty of new benefits such as the Employee Assistance Program (EAP) and stress management apps.

University experts were consulted and data was gathered throughout the exploration process. Four proposals were drafted and presented for FAC consideration.



# PHYSICAL FACILITIES & ENVIRONMENTALLY SUSTAINABLE CULTURE



## Proposals

- Clean Air Proposal: EV Charging Stations and Bicycle Infrastructure
  - This proposal requests improvements to BYU physical facilities that will promote the use of electric vehicles (EVs) and bicycles. Specifically, it calls for additional EV chargers, covered bike parking, and secured bike parking at various locations around campus. Encouraging more members of the BYU community to adopt these transportation modes will help improve air quality, and thus the health and quality of life for the BYU community. It will also signal that BYU is committed to wise and sustainable stewardship over the environment.

# PHYSICAL FACILITIES & ENVIRONMENTALLY SUSTAINABLE CULTURE

## Proposals (cont.)

- Enhancement of Student Learning through the Establishment of Outdoor Learning Environments
- This proposal requests enhancement of an existing outdoor classroom space and the creation of additional outdoor classroom spaces that will facilitate more opportunities for engaged student learning. The first request is for the enhancement of an existing amphitheater located near the Botany Pond, to include audio visual equipment and sun shading tools. The second is for the creation of a smaller outdoor classroom space for active learning near the Life Sciences Building. The third is for the construction of outdoor classroom space above the library quad, adjacent to the new HFAC building.

## Additional Inquiry and Discussion

### Representation on the BYU Interdisciplinary Sustainability Forum:

This year, co-chair Jeff Hardy has represented the FAC on the new BYU Interdisciplinary Sustainability Forum. Led by Andrew South and Rob Christensen, this group has met several times to discuss ways that faculty across campus can collectively pursue sustainability goals in conjunction with the university office of sustainability. The ultimate goal is to create a university center to promote faculty and student engagement with sustainability efforts.



# PHYSICAL FACILITIES & ENVIRONMENTALLY SUSTAINABLE CULTURE

## **Additional Inquiry and Discussion (cont.)**

### **Communication concerning Grass in the Quad above the Library:**

One area of emphasis for our committee is water conservation by reducing the amount of grass on campus. To that end, co-chair Rebecca Sansom communicated with Kerry Wilson, the Building Envelope Supervisor, about the grass above the library where leaks have damaged the building. He referred us to Bart Smith, the Director of Design Performance and Building Use, who told us more about the proposal already up for approval by the board to create a low-water landscape in the quad in conjunction with the HFAC reconstruction. Bart then referred us to Larry Howell, Associate Academic Vice President, who praised us for identifying an issue where we could solve two problems with one action, both water conservation and the potential creation of a new outdoor classroom space. They agreed that considering low-water landscaping and useful outdoor classroom spaces were both good principles to keep under consideration as they move forward with both the HFAC and other buildings.

### **Collaboration with the BYU Office of Sustainability:**

Our FAC committee worked with Bremen Leak, Associate Director of Sustainability and Continuity, to help refine draft versions of BYU's new sustainability document (mission, vision, values, and strategy). We have also communicated with Bremen on various issues, including electric vehicle charging stations, bicycle-related infrastructure, the reduction of grass on campus, solar power, building design standards, and so forth.

# TEACHING & RESEARCH



## Statement

- Statement of Concern Regarding Budgets for Teaching and Research Assistants

## Additional Inquiry and Discussion

The Teaching & Research committee of the Faculty Advisement Council (FAC) has worked to identify and improve several areas during the 2021-2022 school year. Through faculty discussion and committee meetings we identified several areas we pursued during this year. These areas included teaching assistant (TA) wages and recruitment, ways to evaluate teaching in addition to student ratings and high stakes peer reviews, adjunct faculty needs, and issues related to student accommodations.

We noted the campus-wide problem of difficulty hiring student employees due to lower wages than were available through employment in the community. Along with this, several departments expressed difficulty in hiring and maintaining TA's due to lower wages. As we began to explore this issue, we identified the possibility of providing internship credit, in addition to pay for our student TA's. Shortly after beginning to explore these issues, the University announced pay increases for TA's. At this point in time, we determined that the issues would be resolved due to the University's actions.



# TEACHING & RESEARCH

## **Additional Inquiry and Discussion (cont.)**

We noted that with COVID-19, many faculty were feeling increased pressure related to their student ratings. Many felt they would be negatively affected due to their inability to teach their course in the same way they have in the past. On a related note, we wondered what resources were available to provide peer evaluations for faculty wishing to improve their teaching abilities. In many cases, peer evaluations are perceived as high stakes when used for rank and status. We wondered if there were opportunities to incentivize peer to peer, low stakes evaluations. In consultation with the Center for Teaching and Learning (CTL), we identified several resources available through CTL for low stakes teaching evaluations. CTL consults have been assigned to the different colleges throughout the university and are always willing to provide assistance. CTL also runs the Students Consulting on Teaching program which provides objective feedback to faculty regarding their teaching. CTL also told us they are working with the university to develop more high stakes peer evaluations. We believe with the increased pressure on faculty over the previous two years, that this is not a good idea. We would recommend encouraging an increased number of low stakes activities to both alleviate faculty stress and improve teaching where needed. We believe the majority of BYU faculty are dedicated to being excellent teachers and would welcome low stakes peer evaluations.

We identified some concerns that adjunct faculty did not have the resources needed to be successful in navigating the university environment. As we delved deeper into this issue, we noted that the university has an excellent website devoted to adjunct faculty that contains many resources to help them be successful. We believe adjunct faculty referred to this website would find many helpful resources to assist them.

The final issues that have come to our attention are increased problems with student accommodations and faculty feeling they are being asked to do too much in terms of accommodations. Many faculty from a variety of departments have expressed their recent concerns with the lack of support and communication for those over accommodations. The Teaching & Research committee has teamed up with the Mental and Physical Health committee to further explore these issues.

# University Policy Review Statement 2021 - 2022



## Statement

The University periodically requests that the Faculty Advisory Council review and comment on University policies. These policies often concern faculty and therefore, feedback and input from the FAC is highly relevant. The FAC is grateful to be consulted and provided opportunity to review such policies. The FAC notes that Faculty Advisory Council reviews and suggestions are not the same as FAC approval of the University final release of the policy.



# University Policy Reviews

## 2021 - 2022

### Policies Reviewed

- Travel Policy – 4/16/2021 (Combined three policies: Travel Policy; International Travel Policy; Undergraduate Student Travel Policy)
- Firearms and Weapons – 5/13/2021
- Out of State Work Policy – 5/13/2021
- Academic Credit, Grades, and Records Policy – 6/3/2021 (Known previously as Credit Hour Policy)
- Undergraduate Graduation Policy – 6/3/2021 (Known previously as Undergraduate Graduation Evaluation Policy)
- Access to Student Records Policy – 7/12/2021
- Student Records Procedures – 7/12/2021
- Surveys Policy – 9/9/2021; 10/6/2021
- Demonstration Policy – 10/5/2021 (Known previously as Public Expression Policy) [Approved by University 12/20/2021]
- Campus Crime Awareness, Prevention, and Reporting Policy – 11/2/2021 (Combined two reports: Annual Security and Fire Safety Reports; and Campus Security Timely Warning Notice Policy)
- Conflict of Interest and Conflict of Time Commitment Policy – 11/19/2021; 12/3/2021
- Financial Conflict of Interest in Sponsored Research Policy – 12/3/2021
- Holidays Policy – 12/17/2021
- Sexual Harassment Grievance Procedures (Title IX) – 1/10/2022 [Approved by University 1/31/2022]
- Sexual Harassment Grievance Procedures (Non-Title IX Sexual Violence) – 1/10/2022 [Approved by University 1/31/2022]
- Volunteer Policy – 1/25/2022

# Proposals and Statements





### Statement of Concern: BYU Employment Standard Changes

FAC Executive Committee

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#### Statement of Concern

On January 27, 2022, University Communications released [a message from President Worthen](#), in regard to the “[CES refinements to employment standards](#).” This notification, with subsequent links to an [FAQ](#) about the issue, is how most faculty at BYU were made aware of the new policy. The policy states that, “all new employees who are members of The Church of Jesus Christ of Latter-day Saints will be required to hold and be worthy to hold a current temple recommend.” Existing employees were [strongly encouraged to opt-in](#). The purpose of the change in policy was made clear in each of these communications.

While many faculty across campus have opted-in to the new employment terms, and many do not have any reservations about this new policy, others are reluctant to do so. We observe that this is not because those faculty do not agree with the mission and aims of the University or because they do not hold or plan to maintain a temple recommend. Indeed, faculty who have expressed concerns about the new employment terms have also expressed their support for the unique nature and mission of BYU, their intentions to continue to hold and be worthy to hold a temple recommend, and their broad support of individual local church leaders who are tasked with determining the employment eligibility of BYU faculty. We note that faculty concerns about this policy change which have been brought to our attention generally center on one or more of the following points:

1. The new policy represents a fundamental change in the conditions of employment at BYU, evidenced by the legal requirement for current employees to opt-in to the new policy for it to have effect.
2. The new policy leaves employment eligibility at BYU entirely in the hands of local ecclesiastical leaders.
  - a. There is no clearly outlined process for challenging the determination of a bishop or stake president who deems a faculty member unworthy of a temple recommend.
  - b. Individual bishops, who, while acting in good faith, may interpret the conditions for employment at the university in vastly different terms than others (including BYU employees, BYU administrators, other bishops, and church leaders). Faculty who teach and research subjects that have been highly politicized or are otherwise controversial in contemporary America or among some church members may be or feel like they are especially vulnerable under the new policy.
  - c. Faculty may be unable or reluctant to seek pastoral care from ward or stake leaders because to do so may risk their employment status.
  - d. Faculty with family members who identify as LGBTQ+ may be (or feel) hindered in their decisions on how to best love and support those family members under the new policy.

- e. Faculty who identify as LGBTQ+ may be (or feel) especially vulnerable under the new policy.
  - f. It appears that many female faculty at the university feel especially vulnerable under the new employment conditions. Many of those who do not want to opt-in report negative experiences with local church leadership at some point in their lives, often centered on Latter-day Saint cultural gender norms or other kinds of gendered interactions with local church leaders.
3. The new policy seems to remove some federal protections for employment status, tied to issues of discrimination. Because Utah is an “at-will” employment state and because BYU maintains a range of religious exemptions to Title IX, it appears that the new policy could prevent faculty who might otherwise be able to seek legal remedies under federal statutes from doing so since their dismissal could more easily be tied entirely to religious rather than university processes. Some faculty note that while BYU is subject to norms (and its own policy) surrounding academic freedom, under the new employment policy “religious freedom” could more easily be used to narrow academic freedom as outlined in the [University’s Academic Freedom Policy](#).
4. The current (recently expanded) job interview process vigorously supports mission-fit hiring decisions. Current faculty were already cleared through an intensive review process and are subject to an ecclesiastical endorsement process that helps the university ensure that its faculty continue to align with the mission of the university and its commitment to faith-based learning throughout their tenure at BYU. In addition, all faculty have their teaching, scholarship, and citizenship activities reviewed by their administrators on an annual basis. Needs for correction that have been identified are currently, and effectively addressed at that level.
5. Some faculty express concern that the current temple recommend questions can, according to the opt-in statement, be changed at any time. Risking future employment eligibility on unknowns is generally advised against in HR circles.
6. Some faculty are concerned that opting-in to the new employment standard is not, in fact, a matter of personal choice.
  - a. We note that subsequent changes to the policy have outlined that faculty who do not “voluntarily” adopt the new standard will be ineligible for advancement to department, program, college, or university-level leadership positions. Extending opportunities for administrative leadership positions only to faculty who opt-in to the new employment policy, regardless of qualifications, ability level, or experience, is discriminatory; there are clear adverse consequences for faculty who do not voluntarily agree to the new employment terms.
  - b. Since it appears that female faculty are especially reluctant to agree to the new standard, making the acceptance of the new policy a condition for leadership at BYU is particularly concerning for many faculty (including for some who have chosen to opt-in themselves). Many are concerned about the discriminatory effects these advancement conditions might have, especially at a time in which BYU has voiced its commitment to fostering an environment of greater inclusion and belonging, and to overcoming historic inequities in faculty hiring and leadership.
  - c. We additionally note that the new leadership requirements create discriminatory barriers for faculty at BYU who are not members of the Church.



We adamantly affirm our commitment to the unique mission and aims of the University, to the Church of Jesus Christ of Latter-day Saints, and to the gospel of our Savior Jesus Christ. We also understand and relay concerns that many faculty across campus have expressed about the new employment standards.

## Update Rank Stipend Increases

Compensation & Benefits Committee

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### Proposal

*Rather than a set dollar amount, we propose that the administration change the rank stipend increases to 10% of the underlying salary for advancing from associate professor to full professor and 8% for advancing from assistant professor to associate professor.*

### Justification

We believe adopting these percent increases for advancement stipends has several advantages. First, adopting a percentage basis for these increases would mean the administration need not revisit this issue again and again in the future. This is a significant advantage and could save much administrative time and effort over time. Second, these percentages are consistent with what the committee was able to observe through both publicly available Internet resources and personal communication with faculty at peer institutions. Third, the proposed percentages mimic the administration's perceived preferences in that there is a higher stipend for advancing to full professor than for advancing to associate professor.

The proposed percentage-based stipend increases have many advantages, as discussed above. These percentages are in line with current trends in higher education faculty compensation and we believe will help the university attract and keep excellent faculty who fulfill the unique aims and mission of BYU. We also recognize that shifting to rank-advancement stipends based on salary percentages may result in notable discrepancies in faculty salaries in the short term, especially for those who recently achieved rank advancement. We, therefore, propose that as the university moves to a percentage basis for stipend increases, *the administration consider adjustments, as needed, to bring other faculty salaries in line and consistent with this change.*

### History

To obtain background on rank stipend increases at BYU, we consulted Craig Hart, current Director of the BYU Faculty Center, and former Associate Academic Vice President for Faculty (AAVP-Faculty) at BYU from 2009 to 2018. Professor Hart reported to the subcommittee that the last rank stipend increases of which he is aware occurred in 2010. He was not aware of another one since he left his appointment in 2018. Professor Hart noted that in his AAVP-Faculty role he discovered that the last increase prior to 2010 was in 1992. Between 1992 and 2010, the BYU stipend was \$2,000 for advancing from assistant professor to associate professor and \$4,000 for advancing from associate professor to full professor on an 8-month base salary plus 18% of these increments for 10-month contracts (in addition to merit raises during the promotion year). After surveying other comparable universities and with input from deans and the AVP Council, it was determined in 2010 to raise rank stipend increases to \$4,000 for advancing from assistant professor to associate professor and \$6,000 for advancing from associate professor to full professor on an 8-month base, plus 18% of these increments for 10-month contracts (e.g., the \$4,000 increase becomes \$4,720



for 10-month contracts – plus merit raises during the promotion year). An analysis was also done in 2010 to assure that these increases did not put BYU out of the Oklahoma Faculty Salary Survey ranges for faculty ranks within each category. Professor Hart noted that the funding for this initiative was derived from retirement salary savings available in the colleges. He emphasized that things are different now since all faculty salaries are housed in the office of the AVP (rather than in the colleges), but that the same mechanism for funding another increase might still work depending on how retirement salary savings are calculated. Kurt Huntington, Faculty Compensation Manager, confirmed this information.

### **Peer Institution Comparison**

To evaluate the feasibility of a rank stipend increase, the committee reviewed the policies of several peer institutions in this regard. Based on information readily available through the internet, the results of this search showed some variability. But one thing the committee noticed is that many universities use a percentage increase rather than a specific dollar amount. The results of the different universities researched are shown in Table 1.

### **Implementation**

Implementation of this proposal consists of changing the rank stipend increase to 10% of the underlying salary for advancing from associate professor to full professor and 8% for advancing from assistant professor to associate professor for the next promotion cycle. Further implementation would include researching applying the change retroactively to those faculty who were promoted in the last two years and otherwise as needed to ensure fair compensation to others in each department and college.

**Table 1: Summary of Rank Stipend Increases**

University	Assistant to Associate	Associate to Full	Source
<b><i>Utah Universities</i></b>			
University of Utah	10%	10%	Personal communication with faculty member
Utah State University	15%	15%	Personal communication with faculty member
Utah Valley University	\$4,000	\$6,000	<a href="https://www.uvu.edu/hr/docs/compensation/2021-2022_salary_and_wages.pdf">https://www.uvu.edu/hr/docs/compensation/2021-2022_salary_and_wages.pdf</a>
Dixie State University	10%	10%	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Ftrustees.dixie.edu%2Fwp-content%2Fuploads%2Fsites%2F75%2F2015%2F08%2FPart-2-DSU-BOT-Agenda-042814.compressed.pdf&clen=2457742&chunk=true
<b><i>Big XII Universities</i></b>			
Iowa State University	\$5,350	\$6,350	<a href="https://www.provost.iastate.edu/faculty-success/advancement/promotion-and-tenure">https://www.provost.iastate.edu/faculty-success/advancement/promotion-and-tenure</a>
Kansas State University	15%	15%	<a href="https://www.k-state.edu/provost/universityhb/fhsecc.html">https://www.k-state.edu/provost/universityhb/fhsecc.html</a>
University of Kansas	\$5,000	\$10,000	Personal communication with faculty member
University of Houston	\$7,000	\$10,000	<a href="https://facnewsletter.nsm.uh.edu/issues/june-2019/articles/faculty-promotions">https://facnewsletter.nsm.uh.edu/issues/june-2019/articles/faculty-promotions</a>
University of Central Florida	9%	10%	<a href="https://facnewsletter.nsm.uh.edu/issues/june-2019/articles/faculty-promotions">https://facnewsletter.nsm.uh.edu/issues/june-2019/articles/faculty-promotions</a>
University of Iowa	\$4,000	\$6,000	<a href="https://now.uiowa.edu/2019/09/new-promotional-raise-policy-tenure-and-clinical-track-faculty">https://now.uiowa.edu/2019/09/new-promotional-raise-policy-tenure-and-clinical-track-faculty</a>
<b><i>Other Universities</i></b>			
Michigan State University	\$4,000	\$5,000	<a href="https://hr.msu.edu/ua/recognition/faculty-academic-staff/academic-salary-adjustment.html">https://hr.msu.edu/ua/recognition/faculty-academic-staff/academic-salary-adjustment.html</a>
Grand Valley State University (Allendale, MI)	\$5,000	\$6,500	<a href="https://www.gvsu.edu/policies/policy.htm?policyId=3FD29856-F721-C76D-CA33F31EB481E1E4">https://www.gvsu.edu/policies/policy.htm?policyId=3FD29856-F721-C76D-CA33F31EB481E1E4</a>
University of Massachusetts	\$9,400	\$14,700	<a href="https://hr.msu.edu/ua/recognition/faculty-academic-staff/academic-salary-adjustment.html">https://hr.msu.edu/ua/recognition/faculty-academic-staff/academic-salary-adjustment.html</a>
New Mexico State University	7%	11%	<a href="https://arp.nmsu.edu/7-32/">https://arp.nmsu.edu/7-32/</a> Note that the percentages are of the mean value of all associate professors or professors in the College
East Tennessee State University	8%	10%	<a href="https://www.etsu.edu/human-resources/pay/facultypromotion.php">https://www.etsu.edu/human-resources/pay/facultypromotion.php</a>
University of Florida (2018)	9%	9%	<a href="https://hr.ufl.edu/wp-content/uploads/2018/04/article24.pdf">https://hr.ufl.edu/wp-content/uploads/2018/04/article24.pdf</a>

University	Assistant to Associate	Associate to Full	Source
University of Florida (2021)	12%	15%	<a href="https://hr.fsu.edu/article/2021-2022-faculty-promotional-increases-and-sustained-performance-increases">https://hr.fsu.edu/article/2021-2022-faculty-promotional-increases-and-sustained-performance-increases</a>
University of Washington	10%	10%	<a href="https://ap.washington.edu/ahr/policies/compensation/salary-adjustments/promotion-salary-adjustment-process/">https://ap.washington.edu/ahr/policies/compensation/salary-adjustments/promotion-salary-adjustment-process/</a>
University of Arizona	10%	10%	<a href="https://compass.arizona.edu/dbs/policies/faculty-promotion-salary">https://compass.arizona.edu/dbs/policies/faculty-promotion-salary</a>
University of Nevada, Reno	10%	10%	<a href="https://www.unr.edu/administrative-manual/2000-2999-personnel/2515-guidelines-for-faculty-postdoctoral-fellow-and-medical-resident-promotion">https://www.unr.edu/administrative-manual/2000-2999-personnel/2515-guidelines-for-faculty-postdoctoral-fellow-and-medical-resident-promotion</a>
University of North Georgia	\$4,000	\$6,000	<a href="https://ung.edu/academic-affairs/faculty-handbook/9-university-administrative-policies/9.12-salaries/9.12.7-step-raises-for-promotions-and-post-tenure.php">https://ung.edu/academic-affairs/faculty-handbook/9-university-administrative-policies/9.12-salaries/9.12.7-step-raises-for-promotions-and-post-tenure.php</a>
Penn State University	College based	College based	<a href="https://senate.psu.edu/senators/agendas-records/march-17-2020-agenda/appendix-g/">https://senate.psu.edu/senators/agendas-records/march-17-2020-agenda/appendix-g/</a>
<b>General Information Found:</b>			
	6%	8%	<a href="https://www.reddit.com/r/Professors/comments/ndce4p/tenure_raises/">https://www.reddit.com/r/Professors/comments/ndce4p/tenure_raises/</a>



### Creation of a Representative for Diversity and Belonging in All Academic Departments and Units

Diversity and Belonging Committee

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**Proposal summary:** The creation of a citizenship position within each academic department and unit to serve as a liaison between college committees on diversity and belonging (or directly with the Office of Belonging outside of academic colleges) to help create articulation between the initiatives of the Office of Belonging, college committees and individual departments.

**Context for the proposal:** President Worthen has called on BYU to create a campus community reflecting a culture of belonging since he first announced the creation of an Office of Belonging in August 2021. The establishment of the new Office of Belonging and the newly named Vice President for Belonging (Carl Hernandez III) are tasked with creating a culture of belonging on our campus, in part by helping point the campus community towards best practices related to diversity and belonging. This proposal aims to provide a consistent means of articulating the initiatives and efforts from the Office of Belonging (as well as college committees) into the individual departments on campus.

Research carried out during the Fall 2021 semester into the current efforts by each of the colleges and major units on campus on issues related to diversity and belonging semester revealed some critical findings (see Summary Data for a review of our findings). First, while there are a wide range of initiatives currently underway across campus units and departments, there is little to no consistency in either the dedication of resources to diversity and belonging or the establishment of committees and committee efforts across various colleges across campus. Where colleges did have committees on Diversity and Belonging, not all departments were represented. Moreover, discussion with some associate deans and chairs of committees for Diversity and Belonging also revealed an articulation gap between the efforts of college committees and individual departments, a disconnect they wanted to solve. This articulation gap relates to not only communication but also in creating engagement on matters related to belonging, diversity, and inclusion across all administrative levels, from the Office of Belonging to colleges and to individual faculty in departments.

The new position proposed here and outlined below would provide the communication pipeline to ensure that the initiatives of the Office of Belonging (as well as those of college committees) could be communicated to the individual units/departments in a more consistent manner so that the policies/initiatives established by the Office of Belonging can be implemented campus wide and have an impact at the department level. While we recognize that some colleges already have representatives for diversity and belonging in each of their departments, this proposal would create a more uniform structure for communication and engagement across campus by establishing such representation in departments where none currently exists.

The importance of faculty engagement in building a campus-wide culture of belonging was underscored by discussions with the Student Advisory Council during the 2020-2021 academic year. The students noted the critical role played by faculty in fostering an environment of

belonging in their classrooms and labs while providing a model for students to follow. The students emphasized that faculty are the front line in creating the cultural changes proposed in the 2021 report from the Committee on Race, Equity and Belonging.

This proposal thus seeks to address the issues outlined above in two specific ways. First, it is aimed at creating a more consistent pipeline between the Office of Belonging and individual departments (by way of their colleges). Second, it would facilitate a change of culture which embraces the findings from the report on Race, Equity and Belonging at the departmental level by encouraging on-going discussions related to diversity, inclusion, and belonging at the local level to address the needs of both faculty and students (including recruitment and retention of students).

### Proposal

#### *Creation of a new citizenship position in each department: Department Liaison for Belonging*

Under this proposal, each department would have a new citizenship position/assignment, namely a liaison for diversity and belonging.

##### **Department representatives would liaise between their departments and**

- Colleges: respective college committees or college representatives to the new Office of Belonging; college diversity and belonging specialists (where colleges have created such positions)
  - To communicate college initiatives to departments
- Office of Belonging: either directly or via colleges
  - To communicate Office of Belonging initiatives, resources, concerns, etc.
- Faculty Center:
  - To communicate any training, workshops, etc. put on by the Faculty Center

##### **Fundamental responsibilities within the department:**

- To communicate to faculty in the department about initiatives from their colleges, the Office of Belonging, and Faculty Center as well as resources available to faculty and students to increase a sense of belonging
- To help departments address and implement recommendations from the Report on Equity and Belonging as well as other initiatives from their colleges, the Office of Belonging, and the Faculty Center.

##### **Additional recommended responsibilities:**

- To help foster a culture of belonging in the department by means of the following:
  - Under the auspices of the department chair, to lead discussions in the department on campus initiatives on belonging, to invite guests from the Office of Belonging, college, or Faculty Center to speak about initiatives, resources, strategies for recruiting and supporting students

- To gather information related to diversity/belonging/engagement within the individual departments relating to both students and faculty and lead discussions to address local concerns to recruit, support, and retain students and faculty who may be underrepresented and/or struggling (including students who are failing to graduate)
- To facilitate discussions on curriculum in the department to explore any places where faculty can be more inclusive in the materials they choose and topics they discuss in class (this would also serve the new GE program)

### **What does this NOT do?**

This new liaison position is not intended to eliminate or replace any current committees established within colleges. Instead, it is intended to create a more consistent system of communication between various entities on campus and individual departments and units to foster the creation of a more inclusive culture on campus.

### ***Flexibility within departments and colleges:***

Recognizing the individual needs and cultures of colleges and departments, this proposal leaves details regarding the specific number of meetings, topics, format of meetings, nature of interactions between liaisons within colleges, etc., to the discretion of individual departments and colleges. Moreover, in some smaller departments/units, this responsibility may fall on the department or associate chair. What is critical is simply having an individual in each department minimally tasked with getting the information about initiatives to all faculty in departments to foster the culture of belonging sought by the university.

### ***Precedence for such a position:***

This position is akin to department liaison positions that were created in many colleges to improve assessment at the department and college levels for university accreditation. The result of making assessment a more active part of departments resulted in a shift in assessment culture across campus.

### ***Benefits:***

- Allows for more consistency in communication about different initiatives, training, policies, resources, etc. across campus with the aim of increased consistency in embracing efforts to create a culture of diversity and belonging at BYU by all faculty, students and staff;
- Allows individual departments and colleges to reflect on the specific needs of their students and faculty;
- Would allow faculty at the department level to address the needs of the new GE program, especially with regards to adapting courses to include more discussion and modelling of inclusion, belonging, etc. thereby incorporating belonging into departmental curriculum in terms of topics taught and culture created in the classroom;



- To support university and college leadership by helping get the message on belonging and the mission of the new Office of Belonging into the local conversation to help create and foster a more inclusive environment for all faculty, students, and staff;
- This position would count towards citizenship for faculty;
- Provides a means of departments to answer the call from President Worthen to focus energy on creating a culture of belonging for all students, faculty and staff on our campus.

## Summary of Research on College/Department Initiatives for Diversity and Belonging Fall 2021

Diversity and Belonging Committee

### Summary Table

Colleges/ Programs	Staff Person (FT/PT)	College Committee	Department- Level Involvement	Student Representati on and/or Involvement	Initiatives (and who does them)	Website/Online
Colleges/ Programs		yes (CFAC Diversity, Inclusion, and Accessibility Committee)		<u>You Belong Here campaign</u>	<u>College Diversity, Inclusion, and Accessibilit y Statement; many initiatives</u>	<a href="https://cfac.byu.edu/diversity-inclusion-and-accessibility-statement/">https://cfac.byu.edu/diversity-inclusion-and-accessibility-statement/</a> ; <a href="https://cfac.byu.edu/diversity-inclusion-and-accessibility-committee/">https://cfac.byu.edu/diversity-inclusion-and-accessibility-committee/</a>
Colleges/ Programs	no				Michael Holmes tried to get a course on overcomin g bias off the ground but received such hostile response that Continuing Ed is not pursuing any D&I initiatives at this time	
Colleges/ Programs	part-time (Lisa Knowlton)	yes* (BYU Engineering Together (BE Together))	no		<u>Research Mentorship program; read more</u>	<a href="https://engineering.byu.edu/betogether">https://engineering.byu.edu/betogether</a>

<b>Colleges/ Programs</b>	100% (Lita Giddins)	yes (Diversity, Collaboratio n, and Inclusion (DCT) Committee(s )); Race working committee; Gender working committee; Faculty Advisory committee	being established	student committee; FHSS Student Research Academy	<u>yes, many</u>	<a href="https://fhss.byu.edu/committee-for-diversity-collaboration-and-inclusion-main">https://fhss.byu.edu/committee-for-diversity-collaboration-and-inclusion-main</a> ; <a href="https://fhss.byu.edu/diversity-collaboration-inclusion-research-academy">https://fhss.byu.edu/diversity-collaboration-inclusion-research-academy</a>
<b>Colleges/ Programs</b>	no	no			<u>Statement of Belonging</u>	



## Proposals and Statements: Diversity & Belonging Committee

Colleges/ Programs	no	yes, chaired by Rob Colson	<p>reps from various but not all departments sit on the college committee, including adjuncts; some depts (English) have separate committees (Rob Colson and Corry Cropper both indicated that there was a lack of integration of departments into the efforts of the college committee, a gap they wanted to address)</p>	<p><u>Social Justice Student Competition (this is sponsored via the Humanities Center)</u></p>	<p>Committee has been examining the proportion of students of color who are going on study abroad/internships and developing strategies for how to attract more students of color into such programs; hiring someone to help advise students of color to meet their specific needs</p>	<p><u>College Inclusion Statement (Corry Cropper): <a href="https://humanities.byu.edu/wp-content/uploads/DEI_College_Statement-2020-07-31.pdf">https://humanities.byu.edu/wp-content/uploads/DEI_College_Statement-2020-07-31.pdf</a></u></p>
Colleges/ Programs	no (Leslie Hadfield acts as point person for minor)	no* (Africana Studies minor)			<p>Leslie Hadfield is chairing a number of initiatives, all in progress</p>	

Colleges/ Programs	75%					<a href="https://law.byu.edu/students/diversity-equity-belonging/">https://law.byu.edu/students/diversity-equity-belonging/</a> (empty shell)
Colleges/ Programs	no	yes, chaired by Rick Jellen	reps from each dept sit on the college committee; some depts (Public Health) also have separate committees	2 students sit on the college committee	<u>yes, many</u>	
Colleges/ Programs	100% (Staci Carroll)	yes (Marriott Diversity, Equity, and Belonging)	Marriott Inclusion in Business Student Society (MIBS); EXDM 350: Diversity, Equity, and Inclusion in Experience Design;	MIBS	yes, many (click on websites)	<a href="http://inclusioninbusiness.byu.edu/">http://inclusioninbusiness.byu.edu/</a> ; <a href="https://www.instagram.com/byumarriottinclusion/">https://www.instagram.com/byumarriottinclusion/</a>

## Proposals and Statements: Diversity & Belonging Committee

Colleges/ Programs	no* (they've submitted an FTE request)	yes, Mike Owens chairs the MSE Diversity, Inclusion, and Belonging (DIB) Council	a rep from each of their 6 depts sits on the college committee; also included on the committee are a PR rep from dean's office, a staff member over college recruiting, and one student (hired as assistant but used also to offer student perspective)		yes, many	<a href="https://education.byu.edu/news/introducing-the-new-mckay-school-of-education-diversity%2C-inclusion%2C-and-belonging-statement">https://education.byu.edu/news/introducing-the-new-mckay-school-of-education-diversity%2C-inclusion%2C-and-belonging-statement</a> ; <a href="https://education.byu.edu/diversity">https://education.byu.edu/diversity</a> ; <a href="https://education.byu.edu/news/color-in-the-classroom">https://education.byu.edu/news/color-in-the-classroom</a>
Colleges/ Programs	no				<u>Diversity, Equity, and Belonging Vision Statement</u>	



<b>Colleges/ Programs</b>	Dept. CompSci 50/75%		only Computer Science	Women in Tech club; Women in Computer Science club		<a href="https://inclusion.cs.byu.edu/">https://inclusion.cs.byu.edu/</a>
<b>Colleges/ Programs</b>	no		(There are several faculty involved in developing new courses and initiatives on race. All of our conversations with them have been informal.)			

## Faculty Interview Process

Faculty Culture and Support of Faculty Roles Committee

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### Proposal

As faculty who recognize and value our opportunities to make BYU, a university with a unique mission, our academic home, we are concerned that some of our colleagues start out their association with the University with less-than-positive experiences. We are also concerned that on occasion, candidates who are both excellent scholars and faithful and dedicated members of the Church of Jesus Christ of Latter-day Saints, may ultimately choose not to accept an offer of employment here (at least in part), because of negative experiences they have during the on-campus interview process. We are additionally aware that negative stories about the on-campus interview process have sometimes dissuaded otherwise fully qualified (ecclesiastically as well as academically) candidates from applying for faculty positions at BYU.

While the FAC is engaged in further research to better understand experiences with and perceptions of the on-campus interview process, faculty across campus have expressed concern that inappropriate (sometimes illegal) questions or comments happen with regularity in their departments/units to the specific detriment of potential diverse hires. This proposal will:

- Improve the interview experience for potential hires
- Improve the reputation of BYU among potential job candidates, especially among candidates who would enhance the diversity of our faculty
- Help current faculty and department/program leadership as they participate in the hiring process
- Eliminate legal liabilities for the University that are often created by faculty who are not trained on what they can and cannot say to job candidates during the interview process.

*Proposal.* We ask the University, through the appropriate administrative units (HR, Office of Belonging, Faculty Center) to 1) create a training video for the hiring process, like the one routinely used for FERPA training; and 2) to require all faculty who participate in the hiring process, at any level, to complete the training just prior to any on or off campus interviews conducted in their academic unit before they interact with potential hires or attend meetings where decisions about faculty hiring are made. The timing of the training is important as it should be taken a week or two before the first interview conducted in the hiring cycle during the academic year. This will help keep the information top-of-mind during discussions with job candidates.

*Enforcing the Policy.* A list of faculty who view the interview training should be made accessible by the department chairs/school directors. Faculty who do not view the training video should not have any touch points with job candidates during the interview process and should be excluded

from faculty votes, job talks, lunches, discussions, etc. This should be enforced by the chairs/directors.

*Interview Training Content.* In addition to covering federal regulations on hiring, we propose that the training video include other information about best practices in hiring processes, including evidence-based practices that enhance the evaluation and recruitment of diverse talent in higher education.



### **Asking Administration to Provide Faculty and Staff at BYU with Information and Access to a BYU Human Resources Representative to Help with Birth Control Claims**

Family Friendly Policies Committee

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#### **Proposal**

While DMBA says that they will consider birth control on a case-by-case basis for medical necessity, experience has shown that it can be very difficult to get DMBA to cover birth control. Even when medical providers send written statements explaining the need for birth control, substantial anecdotal evidence from BYU faculty reveal that DMBA can still deny the request or limit the coverage. This denial creates financial burdens for those who must have birth control to cover a range of medical needs, some of which are life-threatening.

At the beginning of the 2021–22 academic year, the administration promised the Faculty Advisory Council that it would provide a representative in the BYU Human Resources department to serve as a liaison between faculty and DMBA to help individuals get insurance approval for birth control that is authorized by a medical provider. Since that promise was made, the University has not sent any information to the faculty or staff at BYU on who this representative is, the role they will play, and how to contact this individual.

We ask the University Administration to please send an e-mail or letter to all faculty, staff, and employees that identifies the individual in HR who will help them with birth control claims and to make them aware of the service being provided.

## Family-Friendly Spaces Proposal

Family Friendly Policies Committee

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### Proposal

As the university has evolved, accommodations for students in diverse circumstances have increased. One of those accommodations is providing spaces for student-parents to jointly care for children while also attending classes in pursuit of their degrees. Many student-parents have a difficult time juggling between student and parent life due to a lack of services. This issue affects both student-mothers and student-fathers, but the difficulties are often more acute for female students. Family-friendly spaces can improve inclusion and equity efforts and increase graduation rates of student-parents.

We propose the following:

- Any new campus building design considers including a family-friendly study space
- When renovations of buildings occur, consider including family-friendly study spaces
- Four buildings should be identified to immediately build family-friendly study spaces

### Justification

BYU already has an excellent model of a family friendly study room that opened in the Harold B. Lee Library in Fall 2017, providing space where parents with children can study while watching their children play in a safe, enclosed space. Prior to the construction of the study room, the library enlisted the Sociology 404 class to perform a study on the feasibility of such a room and what amenities the room should have (see addendum). The study was completed in December 2015 and given to library administration for consideration. This study explored potential design aspects of the room, including safety, cleanliness, furniture, and space design. This study also recommended policies to be implemented for the usage of the room. When the library determined to create a family-friendly study room, this initial study was used to inform the decisions. In addition, the library design committee visited many local institutions as well as researched family-type rooms at other institutions. Other institutions were already supporting student-parents, and the library administration felt we needed to do the same. To make the committee more effective, it also included a leader from the BYU Campus preschool and a parent voice from outside the university.

Since opening the family-friendly study room in the library, three other studies have been performed related to this space. The first was completed in April 2018 by a graduate student assessing the study room as a whole. Using survey data, the author explored who used the family-friendly study room, how they discovered it, and their satisfaction with the space. The report found the following:

- Mostly juniors and seniors with children use the space
- Users discovered the room most often simply by walking past

- General satisfaction with the space is very positive, with sanitation and maintenance being the areas of lowest satisfaction

In addition, the author recommended that advertising/marketing be increased and broadened, targeting specific colleges, and that monitoring of the space be increased to improve sanitation and maintenance and to evaluate usage of the space.

In April 2019 a third assessment explored the effectiveness of marketing and advertising for the family-friendly study room throughout campus. In addition to the library, nine other campus buildings were included in the study. This study discovered the following:

- Despite the advertising in other buildings, over half of students who used the room discovered the space by walking by it in the library
- The second most common way students discovered the room was through word-of-mouth
- Only one student claimed to be influenced by the ads

The assessment librarian also performed a study exploring the use of the family-friendly study room by the numbers. Emphasis was placed on use of the space by students without children and how that affected usage by students with children.

- Usage of the space followed library trends, being most busy early in the morning with a leveling-off throughout the rest of the day
- The space is indeed used by students without children, but this usage is not excessive
- Parents indicated they would like signage to dissuade students without children to not use the space, but there is no evidence that it is necessary

Future assessments the library would like to perform include attempting to connect the availability of the study room with graduation rates, time to graduation, or student persistence. Ultimately, the purpose of the study room is to support student-parents while completing their education. While the library has implemented a family-friendly study room and done some assessment, more data is needed to determine where there is greater need on campus for this type of space.





### Implementation

We propose that the university consider including a family-friendly space in each new building (when designing new construction) and in each significant remodel. We propose that it be required for those who plan each building during these cycles to consider whether a family-friendly space would fit in the new construction or the building updates and modifications. Many issues will be considered during such cycles, but we believe it is important to have this issue be a visible part of the conversations. Future data gathered about how many students have children should be part of these considerations. Safety should also be considered, since anecdotal evidence suggests that sometimes students try to take care of children in building spaces that are not necessarily built for the safety of toddlers. Investigating the possibility of family-friendly spaces should be especially important for buildings with a high general-use function, such as the WSC.

The new Life Science Building, the Joseph F Smith Building, and the new music building all seem like ideal buildings for a family-friendly room. Each building has an open floor plan, they all serve large amounts of students, and they could also serve as a “south campus,” “east campus,” and “west campus” family-friendly space hub. The library covers “central campus.” The WSC also seems like a natural place for such a family-friendly room due to high student usage. Conducting a study to see which buildings student-parents use most often could also lead to other buildings appearing on this list of ideal candidates (even before said buildings scheduled refurbish/maintenance period).

### Supporting Data

More photos and information about the family-friendly study room in the library can be found at <https://lib.byu.edu/services/family-friendly-study-room/>.

Links to Library assessments

[HBLL Family Room](#) – December 2015, Sociology 404

[Assessment of the Library's Family-friendly Study Room](#) – April 2018, Tyler Graff

[Family Friendly Study Room Ad Effectiveness Research](#) – April 2019, Library Assessment

[Family Friendly Study Room Use Count](#) – November 2021, Library Assessment

### Statement of Concern on Childcare

Family Friendly Policies Committee

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#### Statement of Concern

The Faculty Advisory Council (FAC) is cognizant of University Administration's responses to previous proposals on university-supported childcare. We respectfully acknowledge the administration's offer of building experts' advisory support to third-party childcare initiatives. The topic of childcare is a high priority for governments, businesses, educators, and parents and continues to be of utmost concern for BYU faculty and students. As such, FAC and SAC are monitoring these discussions, collecting data, attending state-wide symposia on childcare, and closely following legislation, research, and trends in the broader community.

Childcare is an important issue for families. It is also an important business/economic issue. Utah studies have shown that in 2017, there was only one spot for every four children needing childcare in the state.<sup>1</sup> According to a nationwide benefits survey, childcare is a priority for employees. Two-thirds of respondents (and 83% of Millennials) would change jobs for more family-friendly benefits. Childcare solutions could reduce turnover by 60% and absenteeism by 30%.<sup>2</sup>

FAC recognizes that in order to attract and keep a skilled and diverse faculty and staff, family-friendly policies, including childcare, need to be a priority for the university. As such, FAC will continue to follow childcare trends in academia and the local community.

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<sup>1</sup> <https://jobs.utah.gov/occ/EarlyChildhoodServicesStudy.pdf>

<sup>2</sup> <https://www.usu.edu/uwlp/files/working-parent-childcare-resources.pdf>



### Statement of Concern Regarding the Lack of Health Insurance Coverage for Birth Control

Family Friendly Policies Committee

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Health Insurance benefits at BYU in general are in line with industry standards and meet the expectations of the faculty, with the exception of birth control. The need for affordable birth control options is important to the physical, emotional, and mental well-being of our employees. Studies have shown that when families can plan and space out the birth of their children, it results in optimal birth outcomes and improved physical and mental well-being of the mother.<sup>1</sup>

The lack of access to affordable birth control is a family concern that affects both male and female faculty employed at BYU. It is not clear why DMBA and BYU will not cover birth control since it is not in conflict with the general guidelines of the church. The General Handbook of the Church states:

*The decision about how many children to have and when to have them is extremely personal and private. It should be left between the couple and the Lord. Church members should not judge one another in this matter.*

*The Church discourages surgical sterilization as an elective form of birth control. Surgical sterilization includes procedures such as vasectomies and tubal ligations. However, this decision is a personal matter that is ultimately left to the judgement and prayerful consideration of the husband and wife. Couples should counsel together in unity and seek the confirmation of the Spirit in making this decision.<sup>2</sup>*

While DMBA says that they will consider birth control on a case-by-case basis for medical necessity, experience has shown that it is very difficult to get DMBA to cover birth control. Even when medical providers send written statements explaining the need for birth control, substantial anecdotal evidence from BYU faculty reveal that DMBA can still deny the request or limit the coverage. This denial creates financial burdens for those who must have birth control to cover a range of medical needs, some of which are life-threatening. With the choice to cover or not cover birth control completely within the control of DMBA, faculty at BYU have no protection and no alternative health choices available to them.

The lack of birth control at BYU is still an ongoing concern among the faculty and we will continue to bring this concern forward to the administration in our role as their representatives.

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<sup>1</sup> <https://www.nationalacademies.org/news/2011/07/iom-report-recommends-eight-additional-preventive-health-services-to-promote-womens-health>

<sup>2</sup> General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints. Section 38.6.4 [https://www.churchofjesuschrist.org/study/manual/general-handbook/38-church-policies-and-guidelines?lang=eng#title\\_number101](https://www.churchofjesuschrist.org/study/manual/general-handbook/38-church-policies-and-guidelines?lang=eng#title_number101)

### How Faculty Can Be Supported in their Efforts to Help Students Who Are or May Struggle with Mental Health

Mental and Physical Health Committee

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**Unmet Need:** As reported in multiple studies, COVID-19 pandemic has increased the prevalence of mental health challenges among university students.<sup>1-3</sup> However, mental health challenge awareness and diagnosis among university students has been on the rise for many years.<sup>4</sup>

**BYU's Current Efforts:** BYU has invested significantly in providing resources to students by increasing the number of clinicians and has a higher clinician to student ratio than most peer institutions.<sup>5</sup> Additionally, the university has sought to educate faculty about the resources available. Examples include distributing a Distress Student Response Protocol in magnet form, a thorough and easy-to-use Counseling and Psychological Services website, and training seminars such as the Helping Struggling Students Seminar conducted by CAPS personnel. In addition, the university has implemented an early warning system that seeks to provide academic advisors guidance as to which students may be at risk which may also identify students at risk of mental health struggles.

**Proposal:** After assessing the resources available and meeting with university staff and faculty working on this difficult challenge, we have the following recommendations on how faculty can be supported as they seek to be a part of the solution of Student Mental Health Challenges.

1. **Redistribute the “Distressed Student Response Protocol” magnets to faculty by campus mail from a single source.** A quick informal survey resulted in only ~50% having access to these magnets. As distribution to a large community can be a challenge and many newer faculty have not received these magnets, we recommend redistributing these magnets by campus mail addressed to each faculty member to make sure that all faculty receive it and have facile access to this vital information.
2. **Increase the amount of time during New Faculty training spent on mental health resources** and consider bringing in campus experts to discuss how faculty can appropriately support students struggling with mental health. Also provide the “Distressed Student Response Protocol” to faculty during this training as an accessible resource to quickly determine the best way to assist distressed students.
3. **Advertise to the entire campus the recent publication of “Mental Health Minute” slides created by a collaboration between the FAC Mental and Physical Health Committee and the CAPS Student Outreach Council.** These slides were created to be a resource for faculty who would like to provide short mental health thoughts, information, resources, and discussion during their lectures. They are available for download from the CAPS website: <https://caps.byu.edu/help-presentations-for-classroom-mental-health-discussions>

4. **Explore options using Early Warning System to identify and help students who are prone to struggle academically and/or with mental health challenges.** While the recently developed Early Warning System is fairly accurate at predicting students at greatest risk of not succeeding and/or experiencing mental health challenges, current efforts to support through academic advisors does not seem sufficient.
  - **We recommend that faculty be alerted when the data indicate students are at higher risk of not succeeding in their class so they can talk with the student and provide additional support resources** (personal invitation to professor office hours and TA office hours). While developers worried that notifying the faculty of a possible risk might influence a negative faculty perception, it is the committee's opinion that the advantage of notification outweighs the perceived disadvantage of possible faculty bias. To test this hypothesis before widespread use:
  - **We recommend a pilot study where faculty in different colleges are chosen to be notified and trained on how best to respond.** Students who are reported at risk in these classes would then be compared to control students in the same classes where the instructor is not notified.
  - **We recommend the dedication of additional university resources or a relocation of some TA and professor office hour time directed especially toward students who are specified as at risk through the Early Warning System.** Institutions where such programs have been implemented such as the University of Texas at Austin could help guide how our university uses the Early Warning System to help students before they become overwhelmingly behind and more likely to lose confidence and develop additional mental health challenges. One option may be to create a second block Student Development course where the students who are identified by the Early Alert System as being at risk could receive credit for attending regularly to complete homework, receive tutoring, and consult with the instructor regarding other resources available at the University to help the student.

At BYU where faculty have a charge to help students not just receive an education, but to “assist individuals in their quest for perfection and eternal life” (BYU Mission Statement), it is essential that we work to help students struggling with mental health challenges. As we work to provide the early support, it is hypothesized that students will be better equipped to succeed at BYU and more importantly in life. This will help us as faculty to accomplish the BYU mission where “such a broadly prepared [student] will not only be capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind” (BYU Mission Statement).

### References:

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7473764>
2. <https://bmcpyschology.biomedcentral.com/articles/10.1186/s40359-021-00598-3>
3. <https://www.jmir.org/2020/9/e22817/>
4. <https://ps.psychiatryonline.org/doi/full/10.1176/appi.ps.201800332>
5. <https://news.byu.edu/announcements/byu-makes-additional-staff-increase-to-counseling-and-psychological-services>

### Increase Communication of Resources to Support Faculty and Staff Physical and Mental Health

Mental and Physical Health Committee

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**Unmet Need:** The physical and mental health of faculty is directly linked to long-term overall wellness and productivity. The university has kindly provided many resources to faculty and staff. However, informal discussions with faculty revealed that many faculty are unaware of many of these resources.

**Proposal:** Increase the rate and quality of publicizing these opportunities to faculty through new faculty orientation, department/college announcements/events, and additional university communication emails. There is especially a need to publicize the *Employee Assistance Program* and the *Sanvello Stress Management App* as the majority of faculty informally surveyed were unaware of these relatively new benefits.

#### *Examples of Mental Health Resources Available to Faculty and Staff:*

1. Employee Assistance Program (EAP)
  - Relatively new program through Beacon Health provided by the university
  - Completely confidential, staffed by professional counselors
  - Visits can be in person, by phone, or by video
  - Counseling topics include depression, anxiety, stress, grief, loss, relationships, addition, work/life balance, professional goals, planning life events, legal matters.
  - Up to three sessions per situation per year per person
  - Clinical assistance available 24/7/365
  - Advertised occasionally through University Communication emails and on the wellness and benefits webpages (<https://hrs.byu.edu/employee-assistance-program>; <https://hrd.byu.edu/employee-assistance-programeap>).
2. Sanvello Stress Management App Premium Edition
  - Available at <https://hrd.byu.edu/stress-management-app> to BYU employees
3. Fall and Winter Mindfulness Seminars
  - Hosted by the Faculty Center each year and advertised by email
4. Stress Management Workshops for Faculty & Staff
  - Hosted by CAPS and advertised through University Communication emails



### 5. Financial Seminars

- Hosted by DMBA and Benefits financial experts
- Advertised through University Communication emails

### 6. Access to Certified Financial Planners

- Available through DMBA and TIAA
- Advertised through University Communication emails and benefits website (<https://hrs.byu.edu/financial-planners>)

### *Examples of Physical Health Available to Faculty and Staff:*

#### 1. HealthyMe

- Offered through BYU Wellness
- Earn up to \$30 every-other-month by completing physical and/or mental health challenges

#### 2. Health Risk Assessment/Triple Screening

- Offered through BYU Wellness
- Earn up \$70 yearly by completing this personalized health assessment.

#### 3. Monthly Wellness Activities

- Offered through BYU Wellness

#### 4. Free access to fitness classes, immunization clinics, exercise facilities

- Offered through BYU Wellness

#### 5. Y-Be-Fit: 14-week personalized health coaching and assessment fitness program

- Subsidized fee of \$25

#### 6. Wellness Department Advocates

- Encourages wellness participation
- Facilitated by BYU Wellness

### **Improve Communication Among Faculty, Administrators, and the University Accessibility Center to Optimize both Student Learning and Student Accommodations**

Mental and Physical Health Committee

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**Proposal:** To Improve Communication Among Faculty, Administrators, and the University Accessibility Center to Optimize both Student Learning and Student Accommodations

We recommend assembling concerned faculty, UAC administrators and university administrators together as a working committee to discuss concerns, conflicts, legal constraints, and how faculty can be supported as the number of accommodations continues to increase. A significant population of US students need accommodations<sup>1</sup> and there is a nationwide trend of rapid growth in the percentage of university students who need accommodations<sup>2</sup>.

**A Universal Desire to Help Students:** The faculty deeply appreciates the concerted work by faculty, administrators, and the University Accessibility Center (UAC) staff seeking to create environments where students have appropriate accommodations without compromising their education. After reaching out to administrators, faculty, and UAC staff, there appears to be a clear concern for the students by all and a universal desire to help them succeed.

**Unmet Need:** University administrators, faculty, and UAC staff appear to have divergent expectations regarding accommodation policies, practices, and procedures.

#### References:

1. [https://nces.ed.gov/programs/digest/d19/tables/dt19\\_311.10.asp](https://nces.ed.gov/programs/digest/d19/tables/dt19_311.10.asp).

2. <https://www.washingtonpost.com/education/2021/11/01/colleges-return-students-disabilities/>; <https://www.highereddive.com/news/colleges-face-increasing-number-of-students-seeking-learning-accommodations/524373/>

## **Clean Air Proposal: EV Charging Stations and Bicycle Infrastructure**

Physical Facilities and Environmentally Sustainable Culture Committee

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### **Proposal**

- Install electric vehicle charging stations at two additional locations on campus for faculty and staff use.
- Create a second secure location for faculty and staff to park their bicycles.
- Install canopies above existing bicycle racks.

### **Justification**

One of the most serious health challenges facing the BYU community and indeed everyone who lives on the Wasatch Front is unclean air. Particulate pollution (PM 2.5) during winter inversions and ozone pollution in the summertime are major contributors to respiratory problems, particularly asthma, and can exacerbate existing conditions in the cardiovascular system. During periods of particularly polluted air, primarily in the winter, residents of the Wasatch Front are encouraged to stay inside and reduce exercise, resulting in a diminished quality of life. The sources of such pollution include factories and mining operations, but 48% of PM 2.5 in our region comes directly from motor vehicles, as do significant percentages of ozone and PM 10 (larger particulate pollutants).<sup>1</sup> Vehicles equipped with combustion engines that burn gasoline or diesel are direct contributors to poorer health outcomes and decreased happiness on our campus.

The BYU community is acutely aware of these problems. Mary Lou Fulton Professor of Economics C. Arden Pope is a globally recognized expert in the field of air pollution and its consequences. His work, featured in *BYU Magazine*, *The Universe*, *BYU News*, and various local news outlets, not to mention dozens of scholarly journals, has long documented the dilatory effects of pollution in Utah County.<sup>2</sup> More recently, Assistant Professor of Plant & Wildlife Sciences Benjamin W. Abbott has co-authored a widely publicized study demonstrating that air pollution in Utah reduces the average life expectancy by two years and subtracts some \$1.8 billion from Utah's economy.<sup>3</sup> In addition to such scientific studies, BYU community members

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

<sup>2</sup> Among many others, see <https://www.tandfonline.com/doi/abs/10.1080/00039896.1991.9937434>.

<sup>3</sup> <https://pws.byu.edu/ben-abbott-lab/human-health-and-economic-costs-of-air-pollution-in-utah>;  
<https://www.ksl.com/article/50327297/utahs-poor-air-quality-shortens-life-expectancy-by-2-years-a-new-bill-could-show-the-true-cost>

are also inspired by prophetic and scriptural counsel to “care for the earth, be wise stewards over it, and preserve it for future generations.”<sup>4</sup>

In recent years BYU has done much to promote public transportation, bicycling, and the use of electric vehicles (EVs), all of which reduce BYU’s negative impact on air quality through tailpipe emissions. The 10-year agreement with the Utah Transit Authority to provide students, faculty, and staff with free UTA transit passes was one significant step in this direction. As President Kevin J. Worthen remarked at the time, “This is an effort to provide a service for our campus community that will also reduce congestion and promote clean air in the valley.”<sup>5</sup> The bikeshare program run through Outdoors Unlimited, new bike lanes throughout campus, and bicycle parking and maintenance stations have encouraged bicycle commuting. And in 2021, ten EV charging stations were added to the parking lot west of the BYU Broadcasting building. But more remains to be done to reduce air pollution around campus and in Utah County more broadly.

First, additional EV charging stations should be installed in order to further promote the use of electric vehicles. Rather than burn gasoline or diesel fuel for power, EVs draw energy from the electrical grid. This means that they do not emit pollutants directly into our breathable air through tailpipes. It is certainly true that electric vehicles in Utah are not emission-free, as they are ultimately powered by a mix of natural gas, coal, and renewable sources, but due to the efficiency, location, and lower levels of pollution of these industrial sources of electrical power, electric vehicles contribute far less to local air pollution in Utah County. Moreover, since 2015, approximately 97 percent of newly added electric generating capacity in Utah is solar, and the trend of increasing renewable sources of energy while decommissioning coal plants is projected to continue for the foreseeable future.<sup>6</sup>

Electric vehicles still make up a small share of the overall vehicle market in Utah, but sales are growing quickly. From 2017 to 2020, the sale of new electric vehicles increased by over 264 percent (while the sale of new gasoline and diesel vehicles decreased by 15.6 and 20.4 percent, respectively).<sup>7</sup> Whereas in 2016 the state had just 1,646 electric vehicles registered, by February 2021 the number had climbed to 10,789 (2,130 of these are registered in Utah County).<sup>8</sup> These numbers are projected to continue to grow rapidly over the coming years. Although it is not clear how quickly this growth will occur, GM (currently 17 percent of the US market) has pledged to go fully electric by 2035 and other automakers have made similar pledges. At BYU, many faculty and staff members have already purchased electric vehicles. A recent survey of “A” class parking lots conducted by members of the FAC on January 12, 2022, found 50 electric vehicles. This is still a small share of all private vehicles used to commute to campus, but it is a rapidly growing number.

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<sup>4</sup> “Environmental Stewardship and Conservation.” <https://www.churchofjesuschrist.org/study/manual/gospel-topics/environmental-stewardship-and-conservation?lang=eng>

<sup>5</sup> <https://news.byu.edu/news/byu-will-provide-all-access-uta-passes-employees-students-and-dependents-next-ten-years>.

<sup>6</sup> <https://www.eia.gov/state/analysis.php?sid=UT#74>

<sup>7</sup> <https://le.utah.gov/interim/2021/pdf/00002047.pdf>

<sup>8</sup> <https://tax.utah.gov/econstats/mv/registrations>



The availability of charging stations at work and in public places eliminates one of the major concerns of potential buyers of electric vehicles: the fear of running out of battery charge. As one 2018 study found, 61% of American consumers said that increased availability of charging stations would increase their likelihood of purchasing an electric vehicle. In fact, the absence of a broad network of charging stations was cited as the top barrier to going electric.<sup>9</sup> This is particularly important for BYU employees who live in apartments, as they typically do not have access to a charging outlet at home. Since the installation of 10 EV chargers near the BYU Broadcasting building, they have been in high demand. Most days they are full by mid-morning despite their inconvenience for most campus users in terms of distance to offices (it's about a 15-minute walk to the HBLL, for instance). Campus police are currently collecting more data on charger use that should be available soon.

The second step that BYU can take to help reduce air pollution around campus is to further promote the use of bicycles as alternatives to private vehicles. As mentioned, much has already been accomplished in this direction, and many employees and students now ride to campus. A few barriers still remain. In informal polls conducted by the FAC, many faculty have complained about the absence of secured parking for their bicycles, which tend to be more expensive than student bicycles and therefore more likely to be stolen (bike theft in Utah and at BYU is a major problem). The indoor bike corral with cameras and signs about video monitoring at the LSB is one relatively secure location serving the south side of campus. But alone it is insufficient. In addition to secured parking, another barrier to bicycle commuting for employees and students alike is the sparse availability of covered parking to keep bikes dry during rainy or snowy days. Leaving bike in such conditions contributes to rust and other maintenance problems and thus deters campus users from this mode of emission-free transportation.

### Implementation

We propose the installation of EV charging stations at two additional locations around campus. Final decision of the location of these units should be left to a collaborative decision made by Parking Services and Physical Facilities. However, our survey of where EV owners currently park would lead us to recommend charging stations in or close to the LSB garage (first priority), in or close to the JFSB garage, in the Art Museum parking lot, and/or in the TNRB parking lot. One opportunity that is currently available is to integrate planning for EV chargers with the upcoming rebuild of the Theater and Arts building that will replace the HFAC.

For secure bicycle parking, one logical location would be the JFSB parking garage. The university parking committee has already been considering enclosing three vehicle parking stalls to a secured bicycle corral that would hold dozens of bicycles. This could be accessible via card reader to faculty members who sign up to store their bikes there or could be enclosed and

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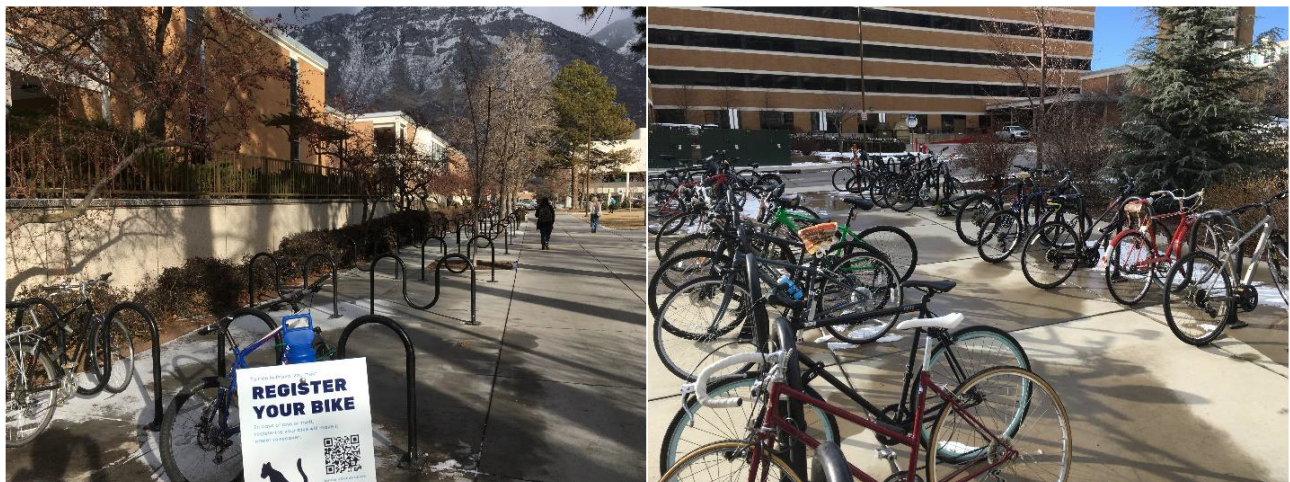
<sup>9</sup> <https://www.media.volvocars.com/us/en-us/media/pressreleases/248305/poll-finds-americans-feel-electric-vehicles-are-the-future-of-driving>.

monitored by security camera. This issue should also be looked into when planning for the new Theater and Arts building, as well as other future buildings.

Canopies to cover existing bike racks could be added without disrupting the aesthetics of campus in several locations. Although there may be some concern about canopies disrupting the aesthetic flow of BYU's grounds and landscaping, there are natural locations where canopies could be placed to abut against existing structures so that aesthetics are minimally affected. Some prime examples are the bike racks north of the West View Building, the bike racks adjacent to the duck pond, the bike racks abutting the wall between the WSC and CB, and the bike racks just south of the TNRB. Each of the examples above (see photos) provides just such settings where the addition of canopies would be of negligible visual impact. This issue should also be looked into when planning for the new Theater and Arts building that will replace the HFAC, as well as other future buildings.



Left: A canopy in the NW corner of the bike parking immediately north of the WVB could be placed adjacent to some shacks storing Grounds Crew equipment. Right: A canopy on the east side of the bike parking immediately south of the Tanner Building could tuck up against the foliage on the hillside.





Left: The bike parking south of the Wilkinson Center (north of the Clyde Building) could have canopies that abut the wall in the photo. Right: A canopy on the west side of the bike parking located north of the LSB could be placed adjacent to the trees and parking lot.



Canopies could abut the wall shown here, immediately west of the MARB.

## **Enhancement of Student Learning through the Establishment of Outdoor Learning Environments**

Physical Facilities and Environmentally Sustainable Culture Committee

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### **Proposal**

In an effort to enhance student learning opportunities, we propose the development of outdoor classroom spaces. We envision three outdoor classroom spaces: the first, an enhanced version of the existing amphitheater near the botany pond on south campus; the second, a new space near the botanical gardens adjacent to the Life Sciences Building; and the third, a new space as part of the redesigned quad adjacent to the HFAC. These outdoor classroom spaces would be available for class scheduling via existing campus scheduling structures such as those used to schedule conference rooms or classrooms.

### **Justification**

A growing number of universities are utilizing outdoor classroom spaces, including the University of California-Davis, Vanderbilt University, University of Virginia, The Ohio State University, Amherst College, University of Kentucky, and Indiana University. Outdoor spaces have facilitated the continuity of teaching and learning during the COVID-19 pandemic, offering a solution to both safety and social distancing concerns (Birdwell 2021). Birdwell (2021) also suggests that outdoor spaces hold additional potential for new pedagogical approaches that can improve the student learning experiences. In the following paragraphs, we suggest four ways that outdoor learning environments can enhance student learning.

1) *Provide Experiential Learning Opportunities.* Experiential learning opportunities are being actively encouraged for a BYU education. BYU's approach to education is based on inspiring learning, which encompasses mentoring, innovative teaching, and experiential learning. Outdoor classrooms allow faculty to engage students in direct experiences that increase their capacity to deal with complex problems and situations, and that will develop advanced skills needed for their personal and professional lives.

Mentored research and experiential learning are significant educational experiences for students (Mung et al., 2017; Riley; 2020; Roberts, 2018; Taniell & Jack, 2020). In the sciences, these experiences often take place in the lab or in field data collection. In art or education, studio practice replaces lab work and field work may be based in museums, art studios, or schools using various qualitative research methodologies. As educators, we are often looking for immersive experiences where students' learning is less abstract and more connected to rich environments, such as museums or outdoor classrooms.



Outdoor classrooms and connecting school learning to outdoor experiences is an important practice for many K-12 schools throughout the world. The coronavirus pandemic has inspired university educators to reconsider the ways physical campus spaces are used to support student learning. Several studies support the idea that being outside helps students learn (Becker et al., 2017). Outdoor classrooms would have particular benefits for university educators who are preparing teachers, for the life sciences education, and for the arts. An advantage of moving some classes outdoors is that teaching and learning is improved through increased motivation and a richer curriculum that takes into account the places where learning happens. Place-based educators emphasize content that has reference to the contexts of community life and local ecology (Gruenwald & Smith, 2008). A critical place-based educator asks: What kind of classroom might promote care for places and connect students to the natural world? How do we connect curriculum and teaching to our students' lives and the communities that surround them? How can we help students become attentive to the places where they live?

2) Improve Mental Health. There is also evidence that students' mental health benefits from spending time outdoors. Mental health issues have been increasing among college students nationally and at BYU over the last decade (Oswalt et al. 2020; Eisenberg 2019; Lipson et al. 2018). These mental health challenges have been further exacerbated by issues surrounding the Covid-19 pandemic (Son et al. 2020). Outdoor classrooms have been shown to improve mental health issues (Lawrence et al. 2013; Largo-Wight et al. 2018). Outdoor classrooms have also been shown to decrease stress in learning (Dettweiler et al. 2017). We suggest that the use of outdoor teaching facilities by faculty at BYU would improve mental health and decrease stress and anxiety among our students.

3) Increase Nature Awareness. Outdoor learning experiences have been shown to increase awareness about how participants are tied directly to the natural world (Purcell et al. 2007). When surrounded by trees, bushes, and open air, they feel more intimately their connection to "the fulness of the earth," which was "made for the benefit and the use of man, both to please the eye and to gladden the heart." (D&C 59:16-18) This has the effect of developing greater concern for environmental stewardship and conservation measures informed by our sense of reverence for God's creations. Outdoor classrooms can help bridge the gap between ideas and practice, in other words.

4) Provide Alternative Learning Spaces with Reduced Disease Transmission. With the Covid-19 pandemic, alternate teaching venues were considered for their lower risk of disease transmission. Outdoor teaching spaces provide more flexibility and alternatives during this ongoing pandemic and should be considered for potential future health crises. During much of the pandemic, universities were stuck between holding in-person or

or remote classes, or some combination of the two. Another option was using outdoor spaces, such as well-designed outdoor classrooms with seating and tables, open air tents, and more informal spaces with benches and tables. Some universities have created satellite classrooms located off campus that are designed for various studies of nature and geology. For example, Amherst College in Massachusetts is investing in the infrastructure required to support outdoor learning. The college purchased 20 tents to hold classes outside for small, seminar-style meetings that remain at the heart of the Amherst undergraduate experience. The tents will be equipped with electricity to support learning technology and heating mechanisms when the need arises. Eckerd College in St. Petersburg, Florida, encourages any instructor who wants to teach classes outside to do so. They use geographic information systems (GIS) to map and visualize all viable outdoor spaces on the 188-acre campus where classes could be held. Rice University has constructed five open air tents that will each accommodate classes of 25 to 30 students. Each tent is large enough to allow students and instructors to stay six feet away from each other during class.

BYU faculty for years have sought ways to bring their teaching outdoors. One model is the Lytle Preserve, which has a classroom with both indoor and outdoor capability. Art, Biology, and English faculty have used this facility to develop courses that include significant field research and interdisciplinary collaboration (see Graham, 2019).



Lytle Preserve Classroom

Another example is the use of existing spaces on campus for art students, such as the terrace in the JFSB. These outdoor spaces could be easily reconfigured to provide the facilities needed for outdoor instruction. These spaces are particularly valuable for art and education students who are studying ideas about art, nature, and education.



Plein Air drawing instruction on the JFSB Outdoor Terrace

An existing outdoor classroom that Art Department faculty use is the teaching facility in Rock Canyon, which provides seating, tables, and a roof covering. This facility is also used for outdoor ecological studies, geology courses, and education courses that include outdoor experiential learning as part of the curriculum.



Rock Canyon Outdoor Classroom

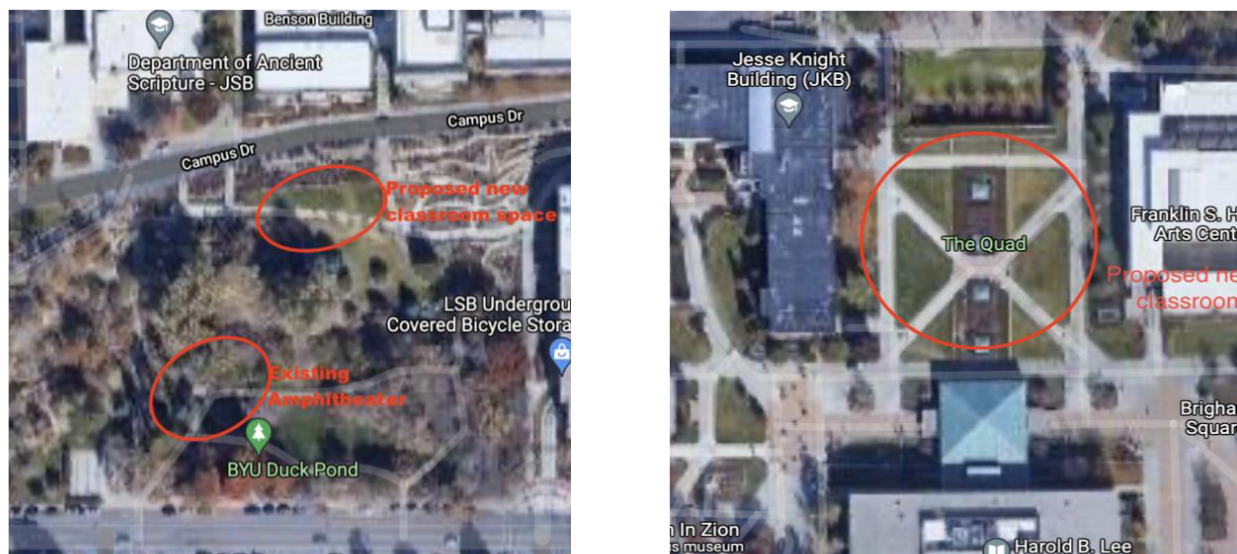


## Implementation

Faculty members, including many in art, biology, and plant and wildlife science, have been utilizing outdoor spaces for existing courses (i.e., field botany, landscape management courses, plant identification courses, cultural history of medicinal plants, etc.) for many years. However, a query of faculty in these disciplines has found that the existing outdoor learning experiences would be much improved with dedicated spaces. In addition, several faculty who do not currently use outdoor spaces, suggested that they would be excited to utilize these spaces if there were improvements, such as audiovisual capabilities. There are three spaces on campus where we would like to propose outdoor classroom facilities. We propose that these spaces would be able to be scheduled through campus scheduling on an ad hoc basis and would be open to general use when not formally scheduled.

First, we propose an upgrade to the existing amphitheater near the Botany Pond on the south end of campus. Second, we would like to develop an additional classroom space on an existing lawn area near the LSB. Finally, we propose that consideration be made for additional outdoor classroom areas when existing buildings are demolished and new buildings built (i.e., the HFAC).

Figure 1. Proposed locations for new outdoor classroom spaces





- 1) Improvement of existing amphitheater. There is an existing outdoor amphitheater (Figure 2) on campus. Many faculty who utilize outdoor spaces use this as a staging area and sitting space for outdoor teaching activities (i.e., one faculty member has students give oral presentations there, take the final exams there, and discuss things in small groups). Several faculty members have suggested that this space would be improved by a shade canopy to block midday sun. In addition, professors of lecture style courses have suggested that they would love to use this space if it were improved with a power pedestal, audiovisual capabilities, sound amplification, and internet access.

Classes in the sciences might use these spaces for outdoor demonstrations and presentations that might be better served in outdoor areas (i.e. chemistry demonstrations, cultural demonstrations, falconry or bird demonstrations, etc.). In addition, many faculty in the life sciences give lectures on LDS environmental stewardship to larger classes. An outdoor amphitheater would be ideal for this type of lecture.

Figure 2. Existing Amphitheater adjacent to the BYU Botany Pond



- 2) Creation of a smaller outdoor classroom. There exists a fairly level grassy area just south of an existing walkway, west of the Life Sciences building and adjacent to the botanical gardens. We would like to develop a smaller outdoor teaching space with round tables where students could work in small groups to support active learning. This area would also have a canopy and power pedestal for audiovisual capabilities. (See Figure 3 for an example)

Courses in the life sciences would use these spaces to examine plant and animal specimens, use dichotomous keys for plant identification, use tables as staging areas for campus observation of plants and ecosystems, etc.

The University of Arizona has created collaborative learning spaces that promote student engagement. These classrooms are indoors, so the analogy to our outdoor classroom spaces is not perfect. However, unlike traditional lecture halls, these spaces are structured on one level and with students sitting in groups around smaller tables, which is what we envision for this outdoor classroom. These spaces have been a catalyst for changing teaching practices to promote student-centered teaching and active learning. One faculty member described it this way: “I am trying new things in this classroom that I have never tried in my 10 years of teaching. The classroom is a ‘partner’ in the learning process.” (Learning Spaces Collaboratory, 2018)

Figure 3. Example of an outdoor classroom space concept at Indiana University



- 3) Consideration of outdoor classroom spaces in conjunction with new construction. With the upcoming demolition and reconstruction of the HFAC, an opportunity exists to create outdoor classrooms in the adjacent quad that is over the library. The grass on this quad has been problematic in the past and watering it has resulted in leaks into the library, shutting down operations and requiring costly repairs. Replacing the grass with thoughtfully constructed outdoor classrooms

could provide additional benefits to the campus community including the experiential learning, mental health and social distancing benefits discussed above, and also reduce water usage and the need for building repairs. As new buildings are constructed on campus, we ask that the university consider ways to integrate outdoor classrooms into those designs, providing richer opportunities for student learning experiences.

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**Statement of Concern Regarding Budgets for  
Teaching and Research Assistants**

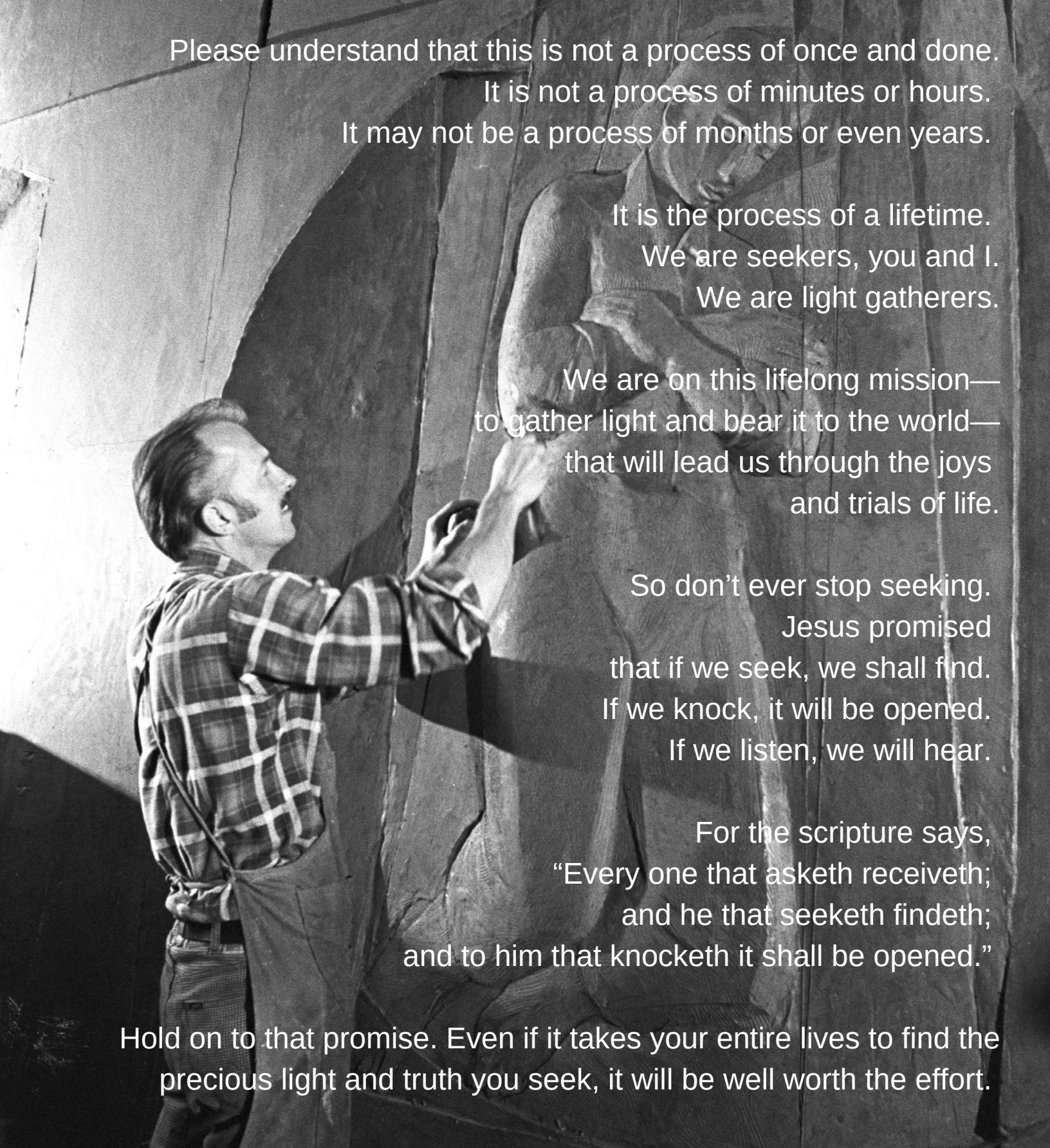
Teaching & Research Committee

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**Statement of Concern**

We thank the administration and student employment office for adjusting student hourly wages across campus. We express our hope that department and research budgets will be proportionally increased to allow departments to continue to support student teaching and research assistants at a level similar to the past.





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.

Elder Dieter F. Uchtdorf  
"Can You Hear the Music?"  
BYU Devotional, January 15, 2019



# AGENDA

BYU Faculty Advisory Council  
Annual Report to the AVP Council  
April 13, 2022

## WELCOME

FAC Co-Chairs: Sarah Coyne, Byron Adams

*Overview of FAC report*

*Statement of Concern: BYU Employment Standard Changes*

## COMPENSATION & BENEFITS

Co-Chairs: Teresa Leavitt, Dean Duncan

*Update Rank Stipend Increases*

## DIVERSITY & BELONGING

Co-Chairs: Julie Allen, Jake Rugh

*Creation of a Representative for Diversity and Belonging in All Academic Departments and Units*

## FACULTY CULTURE & SUPPORT OF FACULTY ROLES

Co-Chairs: Rebecca de Schweinitz, Pamela Brubaker

*Faculty Interview Process*

## FAMILY FRIENDLY POLICIES

Co-Chairs: Leanna Balci, Denise Stephens

*Asking Administration to Provide Faculty and Staff at BYU with Information and Access to a BYU Human Resource Representative to Help with Birth Control Claims*

*Family-Friendly Spaces*

*Statement of Concern on Childcare*

*Statement of Concern Regarding the Lack of Health Insurance Coverage for Birth Control*

## MENTAL & PHYSICAL HEALTH

Co-Chairs: Brad Bundy, Jon Cox

*How Faculty Can Be Supportive in their Efforts to Help Students Who Are or May Struggle with Mental Health*

*Increase Communication of Resources to Support Faculty and Staff Physical and Mental Health*

## PHYSICAL FACILITIES & ENVIRONMENTALLY SUSTAINABLE CULTURE

Co-Chairs: Jeff Hardy, Rebecca Sansom

*Clean Air Proposal: EV Charging Stations and Bicycle Infrastructure*

*Enhancement of student Learning through the Establishment of Outdoor Learning Environments*

## TEACHING & RESEARCH

Co-Chairs: Brock Kirwan, Blaine Winters

*Statement of Concern Regarding Budgets for Teaching and Research Assistants*

## FAREWELL

FAC Co-Chairs: Sarah Coyne, Byron Adams

*Additional FAC Achievements*

*Welcome to Julie Allen (Co-Chair 2022-2024)*

*Conclusion*

