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Dear President Worthen and the Members of the AVP Council:

It is our pleasure to be able to present to you the work of the Faculty Advisory Council (FAC) during the 2022-23 academic year. The members of the FAC have worked diligently, conscientiously, and in a spirit of earnest appreciation for BYU to suggest ways to make our campus community stronger, more welcoming, and more supportive to all its stakeholders.

Meeting regularly to counsel with AVP Shane Reese and AAVP Justin Collings over the course of this academic year has been an honor, one that has allowed us, as FAC co-chairs, to raise many questions and explore areas of concern in advance of FAC members devoting inordinate amounts of time and energy to issues that can either be easily resolved in other ways or cannot be effectively addressed through this channel.

The proposals and committee reports contained in this booklet represent the distillation of eight months of discussion, research, reflection, prayer, and deliberation on the part of the various sub-committees of which the FAC is comprised, in dialogue with the Executive Committee and the full FAC membership, which has voted to include each proposal in our report. Each proposal arises from concerns that have been brought to the FAC’s attention, reflecting our efforts to give faculty a forum in which they can ask questions and make suggestions for improvement. In every case, subcommittee chairs and members have tried to reach out to individuals and entities across campus who either have stewardship or a vested interest in each issue, in order to ensure the viability and necessity of each proposal.

Aside from the formal proposals, reports, and statements that this booklet contains, the FAC reviewed a range of university policies this year in cooperation with the Integrity and Compliance Office. We appreciate the opportunity to offer insights and suggestions in the process of drafting, revising, and updating the guidelines and policies that affect BYU faculty and ensure that campus affairs run smoothly and harmoniously.
This year has been tumultuous in many ways and the impending change of leadership at BYU will doubtless bring more adjustments and refinements to the way things are done here, but we are deeply grateful for the opportunity we have, as a Faculty Advisory Council, to be part of the process of building the Lord’s kingdom here on earth. Working with such dedicated, consecrated faculty, staff, and administrators is a joy and being tasked with doing our small part to help realize the administration’s, the Trustees’, and the Church’s goals for the BYU community is a privilege. Thank you for your steady leadership, wise counsel, and goodwill.

With sincere appreciation,

Byron Adams
Julie Allen
Jon Cox
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.
2022-2023 FAC Committees

**Belonging**
Co-chairs: Jake Rugh, Laura Catharine Smith
Members: Chantel Sloan, Kori Wakamatsu

**Compensation and Benefits**
Co-chairs: Leanna Balci, Grant Schultz
Members: Emron Esplin

**Facilities and Sustainability**
Co-chairs: Mark Graham, Rebecca Sansom
Members: Matt Bekker, William Christensen

**Faculty Aims**
Co-chairs: Steve Riep, Justin Weidman
Members: Kerry Muhlestein

**Mental and Physical Heath**
Co-chairs: Brad Bundy, Rob Martinsen
Members: Gus Hart, Royce Kimmons

**Recruitment, Hiring, and Retention**
Co-chairs: Clark Asay, Pamela Brubaker
Members: Darron Billeter, Melissa Western

**Supporting Families**
Co-chairs: Erika Feinauer, Michael Whitchurch
Members: Jeff Barrow, Angela Bradford

**Teaching and Mentoring**
Co-chairs: Brock Kirwan, Blake Peterson
Members: Matthew Grey, Blaine Winters
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 2022-2023

**Belonging**
- Creation of a Liaison for Belonging in All Academic Departments and Units Departments and Units
- Addition of a Question on Belonging on Annual Stewardship Review
- Define an internal support network for faculty who are the victims of targeted harassment while promoting civil discourse
- Statement of Support - Belonging Reporting and Recommendations Four-Year Data Collection Cycle
- Letter of Support for Faculty of Color Association

**Compensation & Benefits**
- Summer Salary Statement of Information

**Facilities & Sustainability**
- Environmental Stewardship and Sustainability Initiative
- Encouragement to Further Investigate Clean Air Proposals Related to Electric Vehicle Charging Stations and Bicycle Parking

**Faculty Aims**
- Proposal for BYU Aims

**Mental & Physical Health**
- Assisting Faculty in their Efforts to Help Students with Mental Health

**Recruitment, Hiring & Retention**
- Avoiding Missed Opportunities to Minister to the One: Possible Adjustment to the Ecclesiastical Endorsement Form
- Increasing Faculty Candidate Pools

**Supporting Families**
- Campus Mothers Rooms
- Parental Leave Policy

**Teaching & Mentoring**
- Teaching portfolio Revision Committee
- Guidelines for Interpreting Student Ratings
Faculty Advisory Council

Committee Reports
Achievements

- Completed multiple administrative policy reviews.
- Communicated closely with AVP Shane Reese and AAVP Justin Collins on behalf of the FAC on multiple topics. These topics include (but were not limited to) the following:
  - Teaching Portfolio
  - Background checks for study abroad personnel
  - Procedures for forming centers at BYU
  - Research leave criteria
  - Grooming standards
  - Fellowship programs
  - Hiring statistics
  - Student ratings
  - Moving stipends for new faculty
  - Prescription benefits
  - Faculty leadership training
  - Rank advancement salary increase
  - Electric vehicle charging
  - Communication between FAC and BYU Faculty
  - Parental leave
  - Contractual language
  - FAC cooperation with administration
Committee Members: Jake Rugh*, Chantel Sloan, Laura Catharine Smith*, Kori Wakamatsu (*co-chair)

Proposals
- Creation of a Liaison for Belonging in All Academic Departments and Units
- Addition of a Question on Belonging on Annual Stewardship Review
- Define an internal support network for faculty who are the victims of targeted harassment while promoting civil discourse

Statement of Support
- Belonging Reporting and Recommendations Four-Year Data Collection Cycle
- Letter of Support for Faculty of Color Association

Additional Inquiry and Discussion
The Committee on Belonging had a busy year examining ways belonging impacts faculty and students on campus. First, in consultation with VP Carl Hernandez, we revisited the notion of making belonging more relevant at the individual and departmental levels to enable it to be more transformative for our campus community. In our discussions with VP Hernandez, it became clear that increased accountability and awareness are important. To this end, we have proposed adding a question on the Annual Stewardship Interview to ask faculty about their engagement with belonging. We also saw a greater need for engagement with belonging at the department level leading us to repropose the creation of a department liaison for belonging. Both of these proposals align with visions from the Office of Belonging. Our hope is that these proposals either add support to ones that will come from the Office of Belonging or will be an invitation for the Office to submit their own proposals with ours acting as support.
Second, to support the findings from the CoREB report, we want to support the official recognition of a Faculty of Color Association on campus. Our hope is that fast-tracking this organization can both show support to existing faculty of color and help recruit additional faculty of color. Moreover, to help track our progress in fostering belonging on campus among marginalized groups, we are also asking for continued data collection using the climate survey on a four year cycle such that course corrections and new initiatives can be made as necessary. This will also again reflect the university’s commitment to belonging which can in turn help attract outstanding students and faculty of color while also help change hearts on our campus.

Finally, we have sought to address concerns expressed by faculty who have experienced harassment for their efforts to promote belonging and civil discourse on campus. Extensive interviews were conducted to better understand their experiences and what support they feel would be helpful for faculty in similar circumstances. This has culminated in a proposal asking for information and resources that are available which can be shared to support faculty in such instances.

We are hopeful that our campus can continue moving in a direction that will foster Christ’s teachings to love one another in even more meaningful ways such that all in our campus community can feel like the valued members of BYU that they are.
Committee Members: Leanna Balci*, Emron Esplin, Grant Schultz*, Melissa Western (*co-chair)

Proposals and Statements
- Summer Salary Statement of Information

Additional Inquiry and Discussion
- Rate of Inflation v. Salary Increases
  The topic of the rate of inflation not keeping pace with salaries continues to be of great concern to many faculty at BYU. FAC co-chairs asked AVPs about this topic and were told that a proposal on this topic was not recommended. Many FAC members were also concerned about inflation and salary of staff positions, so this committee reached out to the Administrative Advisory Council (AAC) and asked if FAC could lend its support to any of its proposals. The offer was acknowledged, and AAC will reach out to FAC if/when they make a proposal to administration.

- Tuition Benefit Increase
  Dependents of BYU employees currently receive a ½ tuition waiver. FAC co-chairs brought the question of increasing tuition benefits for faculty dependents to the AVPs. Submitting a proposal on this topic was discouraged.

- Tuition Benefit for Children of Two BYU Employees
  Dependents of BYU employees currently receive a ½ tuition waiver. This amount does not increase for the dependents of two BYU employees. FAC co-chairs brought the question of increasing tuition benefits for faculty dependents of two BYU employees to the AVPs. Submitting a proposal on this topic was discouraged.

- Prescription Medication Coverage
  Faculty members across campus have expressed concern about the amount DMBA covers on certain prescription medications as well as the fact that DMBA does not cover
some necessary prescription medications at all. The committee considered writing a statement in support of increasing the types and amount of prescription medications covered by DMBA.

- **Moving Expenses**
  The question of moving expenses was raised in the FAC meeting. This committee investigated the amount of moving stipends by searching for published rates from comparable and state universities and by speaking with their department chairs. No rate amounts are published from comparable or state universities, but rate amounts were available via department chairs. In addition, newly-hired faculty are able to negotiate moving stipend amounts with their department chairs. As such, the committee did not move forward with this discussion item.

- **Adjunct Faculty Salary**
  The welfare of adjunct faculty, including salary, is of national concern and also a concern at BYU. The topic of increasing adjunct faculty salaries was raised at a FAC meeting. FAC members related successful salary increases for adjunct faculty on the college level. This committee discussed writing a proposal for a university-wide study on how BYU adjunct salaries compare with comparable universities.

- **Faculty Ticket Discount**
  The discount faculty receive on BYU sporting and event tickets has decreased significantly. The committee discussed this issue and decided to focus on proposals with potentially larger impact.
Committee Members: Matt Bekker, William Christensen, Mark Graham*, Rebecca Sansom* (*co-chair)

Proposals and Statements:
- Environmental Stewardship and Sustainability Initiative
- Encouragement to Further Investigate Clean Air Proposals Related to Electric Vehicle Charging Stations and Bicycle Parking

Additional Inquiry and Discussion
- Our committee reviewed many approaches to increasing the visibility of stewardship and environmental issues at BYU. We also met frequently with Bremen Leak from the Sustainability Office and his subcommittee to align our efforts with their efforts. Their most recent effort was to enlist the support of the deans of various colleges in supporting a more expansive and unified approach to stewardship, environment, and sustainability issues. During a recent meeting of the deans, the Bremen included a list of the various accomplishments and environmental initiatives from across the university as the beginning for future proposals. Our committee contributed to the gathering of past and ongoing projects that were included in this meeting.
- Our most ambitious work was constructing a proposal for a university environmental sustainability center. Every part of this proposal was informed by and supportive of what is currently being worked on in the Sustainability Office. We have included this proposal primarily as document of support for their initiatives, which include the establishment of an environmental stewardship center at BYU.
- Our committee also returned to an existing proposal to further investigate clean air proposals related to electric vehicle charging stations and bicycle parking. In each of the last two years (2020-2021 and 2021-2022), the Faculty Advisory Council has submitted
proposals to improve air quality and reduce particulate and greenhouse gas emissions. We also wanted to support faculty, staff, and students who have or will invest in electric vehicles. We have submitted this proposal in an abbreviated form, but wish to emphasize support for electric vehicles and bicycles is an important and growing concern.
Committee Members: Kerry Muhlestein, Steve Riep*, Justin Weidman* (*co-chair)

Proposals and Statements:
- Proposal for BYU Aims

Additional Inquiry and Discussion
- This year we worked on a proposal to help increase the faculty’s ability to improve their experience meeting the BYU Aims. The proposal consisted of making more resources available and visible through the student ratings reports that show how a faculty member is doing in meeting the aims. We also proposed that each college have a way of encouraging and training faculty in ways they can better meet the Aims of BYU.

- The Faculty Aims committee also collaborated with Craig Hart, director of the Faculty Center, to prepare a survey of colleges and school across campus on adjunct faculty issues. At Craig’s request, we prepared a survey of college leaders—dean or associate deans and department chairs—to see how they had implemented new policies in response to a survey of adjunct faculty conducted in 2019. Questions on the survey drew directly from policy recommendations provided in response to the survey by the Faculty Center. The survey was distributed by FAC members serving as deans’ liaisons. Due to the low number of responses, the deadline was extended to April 14. Data collected will be shared with the Faculty Center and may be used to help draft future FAC proposals for adjunct-related issues.
Committee Members: Brad Bundy*, Gus Hart, Royce Kimmons, Rob Martinsen* (*co-chair)

Proposals and Statements
- Assisting Faculty in their Efforts to Help Students with Mental Health

Additional Inquiry and Discussion

During the 22/23 school year, our subcommittee of the Faculty Advisory Council examined issues concerning the mental and physical health of the campus community. Many facets of this important topic came to the surface in our discussions. These included aspects of students’ and faculty’s physical health such as nutrition and physical activity which were spurred in part by recent reports that many students experience food insecurity or the recognition that faculty’s jobs tend to be relatively sedentary.

However, due to reports about the dramatic worsening of students’ mental health, those issues ultimately took center stage in the committee’s minds. After wide ranging discussions, we submitted a three part proposal designed to help faculty respond effectively to students’ mental health issues. The proposal, titled “Assisting Faculty in their Efforts to Help Students with Mental Health”, asked that the university take the following actions;
- Redistribute magnets with the “Distressed Student Response Protocol” to faculty,
- Allocate time during New Faculty training to mental health resources,
- Create a simple Learning Suite or online tool similar to the midcourse evaluation tool to message students in large classes who may be struggling to keep up in the course.

We feel that if implemented these steps would help students and faculty to deal more effectively with the increasing mental health challenges that seem to plague our student body.
Committee Members: Clark Asay*, Darron Billeter, Pamela Brubaker*, Rebecca DeSchweinitz*, Melissa Lewis Western (*co-chairs—Asay took over for DeSchweinitz halfway through the year because she went on leave)

Proposals and Statements
- Avoiding Missed Opportunities to Minister to the One: Possible Adjustment to the Ecclesiastical Endorsement Form
- Increasing Faculty Candidate Pools

Additional Inquiry and Discussion
- **Better understanding the ECO process**: The Committee spent a significant amount of time discussing and collecting data from units across the university about those constituencies’ experiences with and understanding of the Ecclesiastical Clearance Office process. This process is a key determinant of whether units across the University are able to hire necessary faculty to help fulfill BYU’s mission. Many constituencies expressed concern about a lack of transparency in the process. There were also some anecdotes shared that the process applies differently based on things like gender. That lack of understanding of the process can hinder units in successfully recruiting, hiring, and retaining faculty candidates. The Committee preliminarily proposed several ideas about how to increase understanding and improve functioning of the process to the AVP council through the FAC co-chairs. But the AVP council deemed that each of the ideas was unviable. The Committee then narrowed the ambit of its ideas to its proposal of making a slight adjustment to the Ecclesiastical Endorsement Form.
- **Best practices for hiring**: The Committee spent a significant amount of time discussing and collecting data from units across the university about different units’ hiring practices.
As part of that information gathering, Committee members had some preliminary discussions with the Office of Belonging and the Faculty Center. The Committee also reached out to units across campus in an attempt to gather documentation regarding those units’ efforts to improve hiring practices. The Committee received significant feedback from various constituencies at the university that identifying and hiring mission-fit candidates is a significant concern for many units across the university. These discussions culminated in one of our proposals for how to improve candidate pools across the university.
Supporting Families

Committee Members: Jeff Barrow, Angela Bradford, Erika Feinauer*, Michael Whitchurch* (*co-chair)

Proposals and Statements

- Mothers Rooms
  - There are not enough mother’s rooms on campus to accommodate the needs. Also, some of the labeled mother’s rooms do not in fact meet the requirements for such rooms. We proposed that, in cooperation with campus facilities and BYU Women’s Services Office, the university annually evaluate the number and layout of the rooms. In addition, we proposed that more promotion be set in place so the campus community is aware of where to find these rooms.

- Parental Leave
  - We received stories from university employees’ experiences of implementing the Parental Leave Policy. The variety of experiences led us to seek other stories and propose that university administration look for ways to encourage consistent application of the policy.

Additional Inquiry and Discussion

- Elder Care Policy
  - Many employees are in a position needing to care for elderly parents necessitating accommodations for time off. There is currently no policy regarding this type of potential leave. It would be beneficial to develop a policy to help employees decide how to best support those family members.

- Emergency childcare
  - Circumstances arise for some employees when childcare is needed with very short notice. Is there a way to provide some sort of benefit to help them in those...
situations? We understand that childcare in general is a non-starter for the university, but should there be some support for emergency situations?

- **General Childcare**
  - We discussed exploring the following ideas:
    - Finding network
    - Someone to vet pre-schools
    - Connect with BYU program for student internships
    - Possibility of Provo high school?
  - We also discussed requesting clarification from administration for why childcare is a non-starter.

- **Evaluate the Employee Assistance Program (EAP)**
  - From anecdotes experiences using the EAP have not all been good. The program should undergo an evaluation to ensure that the program provide more focus and caring for individuals. Receiving feedback from those who use the program will help with this.

- **Law Internship**
  - Related to the EAP, can the law school develop an internship for law school students to provide legal support for university employees. This could be limited to certain types of law, like family law. This would give excellent experiences to law students while providing an important service to the campus community.

- **Modified food/drink policy for pregnancies**
  - During pregnancy some future mothers need food and drink to support themselves. Currently some faculty forbid food and drink in the classroom which may cause some students anxiety and malnourishment. Having a policy exempting pregnant students would be beneficial.

- **Spousal hiring policy**
  - We currently don’t have a spousal hiring policy. We explored requesting that this policy be developed.
Teaching & Mentoring

Committee Members: Co-chairs: Matthew Grey, Brock Kirwan*, Blake Peterson*, Blaine Winters (*co-chair)

Proposals and Statements
- Teaching portfolio Revision Committee
- Guidelines for Interpreting Student Ratings

Additional Inquiry and Discussion
The Teaching and Mentoring committee of the Faculty Advisement Council (FAC) discussed three main topics in 2022-2023: 1) interpreting uncertainty ranges of student ratings, 2) refining of the teaching portfolio, and 3) communicating with the faculty.

- Interpreting Uncertainty Ranges
  It came to our attention that some departments on campus were interpreting the uncertainty ranges very differently than other departments. In fact, some faculty members were saying that even if the lower end of the uncertainty range of the instructor was below the lower end of the uncertainty range of the department (even if the ranges overlapped) then the teaching of that instructor was below average. They were then making rank and status decisions based on this interpretation. As a committee, we were confident that interpreting the uncertainty ranges in this way was incorrect but found it difficult to find the information to confirm on the CTL webpage. This experience led us to propose making the information about how to interpret uncertainty ranges more easily accessible and requiring rank and status committees to read that information before beginning their deliberations each year.

- Refining the Teaching Portfolio

FAC Annual Report 2022-2023
Since all members of the Teaching and Mentoring committee were serving on their respective department’s rank and status committees in the fall, we all had experience with and opinions about the new Teaching Portfolio that was being used as part of the rank and status process. We crafted an informal survey to send to the candidates in each of our departments who had completed the portfolio in the fall and combined that information along with our own experience reading the portfolios to come up with a pair of suggestions for the refining of the portfolio (listed in the proposal).

After some research, we learned that the committee that had originally created the teaching portfolio was also the committee that was charged with its refinement. One member of our committee met with Tina Taylor, co-chair of the Peer Review of Teaching Task Force. Tina was very receptive to the suggestions. Although some variation in ways that the different colleges were implementing the portfolio, she was surprised at the degree of the variation and agreed that the communication about using the portfolio needed to be improved. Based on this conversation, the Teaching and Mentoring Committee felt that having a standing committee to evaluate and refine the teaching portfolio was a good idea. Thus, we proposed that the university make the current Peer Review of Teaching Task Force a standing committee to conduct regular updates and revisions of the teaching portfolio across campus.

- **Findings from the FAC**
  Once we found the information about how to appropriately interpret uncertainty ranges, we wondered what the best way would be to communicate this finding to the faculty. Another example of the kind of information that faculty would benefit from knowing is the parental leave policy. In both cases, the information existed but didn’t seem to be common knowledge among the faculty. Thus, we proposed a quarterly “Findings from the FAC” email to go out to all faculty. We felt that not only was communicating directly with the faculty was a good idea, but it would also give more visibility to the FAC. Given the feedback we received from the FAC about this idea, we decided to table this proposal. We believe that it would be wise for a future committee to look for other avenues to communicate the work of the FAC to faculty.
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.
Policies Reviewed

- Devotional and Forum Assemblies Policy (Sept. 2022)
- Devotional and Forum Assemblies Procedures (Sept. 2022)
- Emergency Management and Business Continuity Policy (Sept. 2022)
- Out-of-state Work Policy (Sept. 2022)
- Background Check Policy (Sept. 2022)
- Commencement and Convocation Policy (Sept. 2022)
- Post-retirement Employment Policy (November 2022)
- Campus Benefits Policy (November 2022)
- University Vehicle Policy (November 2022)
- Internship Policy (January 2023)
- University Personnel Tuition Policy (January 2023)
- Demonstration Policy (April 2023)
- Traffic, Parking, and Rideables Policy (April 2023)
Proposals and Statements
Proposals and Statements: Belonging

Proposal: Creation of a Liaison for Belonging in All Academic Departments and Units

Proposal summary: The creation of a citizenship position within each academic department and unit to serve as a liaison between college committees on 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: Last year we submitted a similar proposal to create a liaison position within each academic unit on campus. This proposal was originally a response to President Worthen’s invitation to all members of BYU to create a campus community reflecting a culture of belonging. As we were asked to do, we met with Vice President Carl Hernandez to discuss ways that faculty can support the Office of Belonging and how the Office can in return support faculty efforts to answer President Worthen’s invitation. Our discussion turned to ways we can establish greater communication with and accountability from faculty ultimately revealing a shared desire to see the creation of a liaison position in each department. Vice President Hernandez has indicated to the FAC Committee on Belonging that he would like to see department liaisons for Belonging. The question has been primarily the form that would take.

To this end, we again submit this proposal to encourage the creation of departmental liaisons for Belonging. Our discussions last year with Associate Dean Corry Cropper as well as the College of Humanities Diversity Committee found support for such a position. Indeed, the common response to this suggestion was simple: this was the missing link in establishing a line of communication and coordination with departments. While some colleges already have such positions, in other colleges, the committees for diversity and belonging have operated as separate entities without such articulation into departments. Thus, departments often have no idea what is happening at the college level and information from the Office of Belonging is often not making it to individual faculty members within various departments. This is creating an information gap meaning that some faculty still do not understand what the Office of Belonging is doing, nor do some faculty yet understand what belonging really means (one anonymous faculty member recently asked in a meeting, “What on earth does belonging really mean anyway and what does that have to do with me?”).

In light of the continued disconnect at the department level regarding Belonging on campus despite the Office of Belonging having become a functioning entity a year ago, we see an even greater need for departmental liaisons and we thus again submit this proposal. However, this time, we do so in support of the Office of Belonging, knowing that they, too, are seeing the need for such a position at the department level. Thus, our proposal seeks to not only encourage their own proposal for such a position, but indeed aims 1) to provide support for the creation of department liaisons for Belonging and 2) to provide one such recommendation to the Office of Belonging and university administration to help in determining the logistics for implementing such a proposed position. A department liaison for Belonging would:

1. 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;
2. would streamline coordination between the Office of Belonging, Colleges, and academic units to increase efficiency (i.e., help bypass communication breakdowns stemming from unopened emails!) and reduce redundancy.

As we noted last year, 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 revealed some critical findings. First, while there have been a wide range of initiatives underway across campus units and departments, the lack of consistency in either the dedication of resources to diversity and belonging or the establishment of committees and committee efforts continue across various colleges across campus. As we noted last year, even in colleges with committees on Diversity and Belonging, not all departments were represented. This has created a problematic gap in articulation with departments, and has also meant that many departments remain isolated from discussions on belonging. The consequence is that the commitment to and engagement with belonging across campus is spotty at best. The creation of a Liaison for Belonging would address the disconnect between the efforts made by the Office of Belonging (as well as college committees) with individual faculty members. Again, 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. A year into the Office of Belonging, that disconnect remains unchanged. And without this articulation, it will make it difficult for the Office of Belonging to have a more meaningful impact at the local departmental level.

Consider again what the students on the Student Advisory Council during the 2020-2021 academic year told us: faculty play a critical role in creating an environment of belonging in their classrooms and labs as they model for students what belonging is within the gospel. While many faculty are already exemplary models of belonging, some faculty are still unclear about what belonging is and why they should care two academic years after President Worthen’s talk. Since faculty are the front line in creating the cultural changes proposed in the 2021 report from the Committee on Race, Equity and Belonging, as the students reminded us, then it is all the more important to act and make sure that both Belonging in general and the Office of Belonging in particular have more relevance in our efforts at the department level.

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).

Again, we recognize the intention of the Office of Belonging to create such a position, and thus we intend for this proposal to also serve as support for the establishment of a liaison position in departments to support the work of the Office of Belonging. We hope that this proposal can be an invitation to the Office of Belonging to put forth their own proposal.
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 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 relevant 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; and
- 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

**In Conclusion:**
One of the important themes that was reiterated in our discussion with Vice President Hernandez was the notion of accountability. While we are still trying to coordinate our proposal with the one they hope to make, accountability is fundamental to the proposal of a new Liaison. Without articulation of Belonging into individual departments, it is possible for department life to exist without any intersection with belonging, either formally with the Office of Belonging, or
informally with the concept itself. The creation of such a position at the department level brings that accountability closer to home for faculty so that they cannot ignore it.

Belonging is a core part of the gospel. But regrettably, it continues to be politicized by various entities. Ensuring that discussions revolving around belonging are happening at the department level allows belonging to be re-situated into the core of Christ’s teachings. It allows us to reclaim belonging as a central tenet of the gospel of Christ such that our behaviors reflect that on campus providing more incentive to recruit and retain students and faculty from different cultures, races, backgrounds, etc. Moreover, it enables the Office of Belonging to have a more meaningful impact on our campus community since its message and programs will be able to reach all of the faculty, and not just those who open the emails. This would give the Office of Belonging greater power for good on our campus by extending its reach to the very level that can make a difference: the level of individual departments and faculty.
Proposals and Statements: Belonging

Proposal: Addition of a Question on Belonging on Annual Stewardship Review

Summary
The purpose of this proposal is two-fold: 1) to help faculty better understand their role in fostering belonging on campus; and 2) to help faculty have accountability for their role in creating belonging.

Background:
Belonging has been a key priority at BYU since the Committee on Race, Equity and Belonging was established. Moreover, as a faith-based university, our responsibility to “mourn with those who mourn” is not just part of our baptismal covenant but should be central to our values. Nevertheless, some groups on campus have continued to feel marginalized, feeling like they are not equally valued with other faculty, staff, or students.

Our discussions with faculty as well as own experiences have revealed that some colleges (e.g., Fine Arts, Marriott School) and departments (e.g., German and Russian) have already begun implementing questions as part of the Annual Stewardship Interview to discuss what faculty are doing to foster belonging on campus. However, the implementation of questions on belonging as well as the formulation of the question itself have been inconsistent across campus.

Perhaps most importantly, however, is that discussions with Carl Hernandez revealed a genuine desire at the Office of Belonging to have a question posed to faculty regarding belonging. This desire stems from an understanding, if we understand correctly, that faculty are more likely to more actively engage with and ultimately embrace actively fostering belonging if there is accountability to do so. In other words, if they are asked to report on their mindful efforts to actively encourage belonging in their classes and departmental relationships, then they may be more likely to make such actions a priority.

To this end, the current proposal reflects best practices to support efforts by the Office of Belonging to create an environment and culture on campus which fosters and encourages belonging. This proposal does not seek to supersede any proposal made by the Office of Belonging, but is intended to support such a proposal and provide one potential roadmap for such a question. Indeed, the proposal focuses on encouraging faculty to more actively contribute to the sense of belonging needed in our classrooms and departments by creating accountability. Past discussions with members of the SAC (Student Advisory Council) revealed how critical a role faculty play in setting the tone for belonging in classroom and learning settings. Students look to the example set by faculty regarding two factors in particular: 1) how faculty treat students, especially those belonging to more marginalized groups; and 2) how they navigate difficult and often sensitive issues. While some faculty are actively engaged in creating learning environments where belonging is not only encouraged but also modeled, others admit that they are still not clear as to what “belonging” means and what their role is in modeling and fostering it. This proposal would allow chairs to open up dialog with individual faculty members to help them better understand ways they can contribute to BYU’s goal of increasing belonging. Moreover, it provides an opportunity for faculty to reflect on their mindful efforts to encourage belonging thereby providing more accountability regarding that sacred stewardship for
belonging here at BYU. Adding such a question to the annual interview and review further underscores that belonging is indeed a meaningful goal valued by the administration and stake holders rather than just a token statement for our campus.

Proposal:
We propose adding a question pertaining to belonging minimally in the Annual Stewardship Interview if not also on the Faculty Profile in preparation for the Annual Stewardship Interview process.

If the question can be added onto the Faculty Profile, then it could be added onto the same page with the responses to our teaching, citizenships and research goals or as a separate tab. This can be done in one of two ways:

a) **Just one single question at the bottom of the other questions or on a separate tab:**

**Proposed Question:** What are you actively doing to foster belonging among your students and colleagues? How do you see your role in fostering belonging on campus?

b) **Broken up into 2 sections akin to the other categories:**

i) **Part 1: Report on what faculty did this past year:** What did you actively do to foster belonging among your students and colleagues? How have you seen your role in fostering belonging on campus this past year?

ii) **Part 2: Goals for the upcoming year:** What can you do in the coming year to actively foster belonging among your students and colleagues? How do you see your role in fostering belonging on campus this coming year with your upcoming teaching, researching and citizenship assignments?

c) **Implemented as part of the questions on teaching/citizenship (Less preferable as it could be ignored)**

The questions asking faculty to report and propose new goals in the areas of teaching and citizenship could be adapted to include faculty responses on belonging as well. As noted, the potential issue is that faculty could still ignore that part of the question.

**Minimally addressed during interview with the chair:**

- In the least, faculty should be asked to respond to questions on belonging in the actual sit down interview between the faculty member and chair. This is more difficult to control for without questions on the Faculty Profile, but it would still be better than nothing.

Whether the question is posed separately in the Faculty Profile (our top choice) or only addressed during the sit down meeting with the chair (the minimum proposal request), having a discussion on belonging would be key. Responses on the Faculty Profile (if added) would be
reviewed by chairs (and deans) and subsequently discussed in interviews. For faculty who do not understand their role in fostering belonging, this is a chance to discuss what the university commitment is and find ways to help faculty identify ways they may already be embracing belonging or for those who have not yet caught the spirit of belonging, to help them identify things they can do to improve in this area and add to the campus culture. For faculty who push back against belonging, this is a chance to discuss the larger meaning of belonging in terms of our campus citizenship.

**Benefits of proposal:**
In addition to helping raise awareness that belonging is a BYU value, this question provides several benefits:

1. Provides a consistent question for all faculty to respond to;
2. Provides chairs and deans with a framework to help faculty who are struggling to see the value of belonging or are struggling to connect with students and colleagues;
3. Allows chairs, deans, and faculty to learn from each other as success stories are shared while also opening up the opportunity for new ideas to be shared that can help faculty who are struggling to deal with similar situations, e.g., students who feel marginalized, addressing discriminatory language in the classroom, etc.;
4. May help faculty be more mindful and reflective of how their attitudes, behaviors, and language especially impact our marginalized students and faculty on campus for better or worse; and
5. Helps faculty better understand how much their example sets a tone and example for students to reflect Christ-like behaviors to others (hopefully for the better).

**Benefit of adding the question directly to the Faculty Profile:**

1. Underscores the importance of the focus on belonging;
2. Makes it clear that belonging is of importance to the entire campus community and the question is not just isolated to certain colleges or departments.
Proposals and Statements: Belonging

Proposal: Define an internal support network for faculty who are the victims of targeted harassment while promoting civil discourse

Proposal

BYU faculty desire to teach their students, build faith, advance their disciplines, and engage with challenging topics in an environment that is physically safe and free from harassment. However, faculty nationwide are experiencing poor morale due to the growth of targeted harassment from individuals, students, and fringe media from both sides of the political spectrum. We talked with faculty across BYU who have been recent victims of targeted harassment. The faculty felt that while there was support available, it was inconsistent across colleges. University administration can help rectify that imbalance. We therefore propose that to provide equal assistance: (1) an associate dean from each college is designated as the primary support for harassed faculty and receives training on how to do so, (2) administration review internal campus resources and provide information to those associate deans on how to help faculty navigate them when harassment occurs (3) administration affirm to the faculty that targeting is never used, and should not be used at the department or college level, to negatively influence decisions relative to job security, administrative assignments, or rank and advancement. Faculty further felt there was an imbalance in training students regarding academic freedom and civil discourse, and a lack of responsibility among students who promote targeting. We therefore also propose that (4) there be template language offered to faculty to put in syllabi that describes the copyrighted nature of course materials, encouraging harassment or violence of any kind against persons at the University with whom you disagree is not appropriate conduct, and briefly directs students to appropriate channels when there are concerns about course content.

Justification

University faculty, staff, and administrators across the country are grappling with the phenomenon of harassment from individuals or groups who focus negative attention on those they feel teaches against their political or religious ideology. When fringe media organizations are responsible for the targeting, they often find ways to monetize their content and therefore seek to drive followers to their sites with what is perceived as increasingly “egregious” teaching. What follows for the targeted person is a rapid series of harassing emails, phone calls, notes on office doors, or other acts of intimidation from people who follow that media. The acts of intimidation may include threats of physical violence, or in the case of BYU faculty, also calls for religious retaliation such as rescinding a temple recommend or excommunication.

In this proposal, we do not seek to restrict free speech or cool honest intellectual questioning of faculty by students, but to improve the quality of civil discourse and debate at BYU in ways that are in line with the spirit of the honor code and academic freedom. There are faculty groups, individual colleges and departments already generating resources which can be used to help meet these ends. However, the efforts so far are uneven and there are certain aspects of
this proposal- including instructions to academic leadership and campus offices- that require administrative involvement.

To date, harassment episodes at BYU have been handled on an adhoc basis. As fringe media groups on both the far left and far right continue to organize, the unfortunate outcome is increased and emboldened targeting of faculty. While being careful to not draw extra attention to individual harassers and online trolls, thereby providing them legitimacy, BYU should be ready to provide an organized fall-back for faculty in response to organized attacks.

We recognize that BYU administration receives harassment and threats at an even more severe level than faculty, and therefore wish to address the issue in solidarity with and empathy for University administration’s experiences. In our interviews with faculty there was never an indication that administration supports or gives any credence to harassers. It may therefore seem that this is an issue over which faculty should not worry. However, we repeatedly found that targeting is deeply affecting morale, perceived and actual safety, belonging, and well-being across campus and therefore needs to be addressed.

In preparation for this proposal, we performed the following three steps:

(1) We informally identified and interviewed faculty across campus about their experiences with targeted harassment. Their experiences were diverse, but there were also clear patterns. We spoke directly in informal interviews with eleven faculty across six academic units and campus offices, at which point we felt we had identified enough of a pattern to proceed (though we could have easily kept going, as the number of faculty impacted is astonishing). Faculty from departments within the Colleges of Family, Home and Social Sciences and Life Sciences were the most commonly represented in interviews, though not exclusively. The interviews were freely structured, asking general questions such as “Tell me about your experience with harassment,” and “what support would have made your experience easier to handle?” We strongly encourage the reading of the summative findings from our interviews, found in the supplementary data, before proceeding to the proposal itself, as each element of the proposal is in direct response to concerns brought up by a majority of interviewees.

(2) We discussed our proposal with other entities on campus, specifically the UFDC and Faculty Center, who are also very concerned about this issue. We found that we had identified many of the same patterns, and had come up with similar conclusions and ideas. We will refer to their efforts where appropriate.

(3) We reviewed what other campuses in the US are doing to respond to increased attacks. We found a variety of examples, a few of which we will link here for your reference.  
(a) Boise State provides a faculty resource guide instructing individual targeted faculty on appropriate steps to take, and includes statements about free speech and academic freedom.
(b) The University of Minnesota has a website similar to Boise State, with an additional contact directory and instructions on how to best support harassed colleagues.

(c) Some campuses have responded to harassment by adopting very strict policies related to audio and video recording of faculty lectures. For example, see the University of Chicago’s policy here. While such policies are an option for BYU, they do not give further guidance regarding appropriate ways to disagree, debate, raise protest, or redress wrongs, all of which are essential to University discourse.

(d) The American Association of University Professors has a myriad of resources related to targeted harassment and best practices for administrative involvement.

Implementation

The Faculty Advisory Council is very concerned about targeted harassment, and after careful interviews and research, a consensus arose that if BYU administration enacted increased, equitable organization across colleges for those impacted by harassment, it would lead to better morale and improve teaching and learning on campus. Specifically, we recommend the following:

1. Assign and train an associate dean from each college to be responsible to provide information and support to targeted faculty and keep a record of harassment cases. The associate dean should provide flexibility around what resources are actually accessed in discussions with the faculty member. A member of BYU administration should also be assigned to be available for consultation if the associate dean is unsure how to proceed in a certain case.

2. Provide the associate deans with a packet which outlines campus resources and appropriate contact information available when a faculty member is harassed. Any involved campus offices should also be made aware of the packet and instructed. The UFDC is already designing an informational packet in collaboration with the Faculty Center which can be used as a starting point and adapted by administration. The faculty we interviewed overwhelmingly reported that they would especially like contact information for the below to be included in the packet:

   A. A public relations expert who can provide advice in case any members of mainstream media reach out for comment.

   B. Primary contacts within BYU police and BYU security, delineating their specific responsibilities, who can consult with the faculty member if desired and offer options including a security review of their office and classrooms, and provide escorts if requested. They should also provide information on what to do if someone comes to their office or classroom with the intent to heckle or harm.
C. A member of the IT department who can assist in rapidly scrubbing contact information, office location, etc. from all BYU websites if requested.

D. A legal expert who can provide some basic consultation or assistance (such as having copyrighted video removed from the internet or give instruction relative to cease and desist letters to harassers if appropriate).

3. A *standardized statement to be included in syllabi* that includes the following:

   A. It is copyright infringement to record a faculty lecture or post course materials online without express consent.

   B. Instructions to students about what appropriate channels are available to them (primarily raising the issue in class, meeting with a faculty member privately, and reporting on student evaluations) if they have concerns about course content or views shared by an instructor. This statement should be carefully considered so as to protect free speech (including intellectual critique of faculty work), describe principles of civil discourse, and promote academic freedom.

   C. If those affiliated with BYU directly call for physical, verbal, or spiritual harm against a specific individual or group on campus, or posts recordings or course materials online without faculty consent, it is considered grounds for referral to the Honor Code Office and/or Office of Belonging.

4. An *expression of support to faculty* at University Conference (or some other venue deemed appropriate) that directly addresses the current national academic climate. The expression should reassure faculty that:

   A. They have academic freedom in seeking to teach and research their disciplines in the light of gospel knowledge.

   B. Faculty members are not “presumed guilty” when targeted. Any consultations with department chairs, deans, and BYU administration are to provide council and support, not punish or question course material. Standard internal reviews such as student evaluations, stewardship interviews, and rank and advancement procedures are the method through which teaching deficiencies- including teachings not in accordance with established church doctrine- are addressed.

   C. As a matter of policy, being targeted online is never used, and is never to be used, negatively against faculty in rank and advancement decisions, committee assignments, or administrative appointments (either formally or informally) at the department, college, or university level.

   D. The faculty are trusted members of the campus community who belong here.
Supporting Data

Define an internal support network for faculty who are the victims of targeted harassment while promoting civil discourse

I. Faculty interviews

In preparation for this proposal, we informally identified and interviewed many faculty across campus about their experiences with targeted harassment. The number of faculty impacted was astonishing; and while their experiences were diverse, there were also clear patterns. We spoke directly in informal interviews with ten faculty across six academic units and campus offices. One was an associate dean who was tracking harassment incidents within their own college and was able to describe and affirm the patterns we saw through individual interviews. Though there were more than ten faculty we were aware of who were targeted, we felt the patterns were clear enough at that point to generate a good proposal. We will not go into detail on each specific story here to protect faculty privacy, but report overall trends and use quotes as appropriate.

II. Overarching summation

There were faculty interviewed who were harassed by members of the political far right, far left, or both. One faculty member said they were attacked by the far right, and then when members of the far left read the story they harassed her for not going far enough in her original statement. The forms of harassment varied but included obscene or threatening phone calls, e-mails, notes left on or slipped under office doors, materials being removed from office doors, fliers calling for violence against them, having their name posted on “watch” websites, being bombarded on social media by fringe groups, and having people call for religious discipline either online or within their own wards. It should be noted that faculty are often targeted repeatedly. One interviewee said they were “getting hit every single semester either externally or internally. It’s gotten to the point that I’m applying for jobs elsewhere.”

Multiple faculty we interviewed said that when administration was reached out to by them or others on their behalf, they were met with silence or only with instructions related to what not to do, such as “make sure people know you don’t represent the university.” This left them feeling anchorless and isolated. When one interviewee was asked “what is the one thing they wish they could change about your experience?”, they replied “I would love to feel the trust of the administration, and actions speak louder than words.”

The material for which most faculty were targeted were not what most reasonable people would consider controversial. These included a simple statement of historical fact on a university panel, a quote requested and vetted by BYU magazine, or a single slide from a lecture taken out of context. Every faculty member interviewed said that the accusations were either totally nonsensical, misrepresentative, or clearly politically motivated. Many times it was for using terms which have long been standard in their fields, but are now considered politically
divisive. In one case, however, it was based on media that the church or its affiliates had requested from the faculty member, placing them in an exceptionally difficult position.

Regardless of the source, statement, or context that instigated the harassment, it led to feelings of isolation, fear, anxiety, and self-doubt, and many noted that negative effects rippled out through their departments.

Two faculty members from different colleges independently described beginning therapy in response to the attacks they received. Once faculty realize that their carefully researched and planned discussions and activities can be taken and distorted by a mal-intentioned individual, even if the class is rated highly overall and class discussions are positive experiences, “it becomes very difficult to walk into a room full of new students and begin afresh every day, let alone every semester with a totally new group of students.”

III. Specific, consistent problems enumerated during interviews

1. Through our interviews, we found that fear of physical violence was the primary concern, especially among female faculty and those who taught large general education or religion courses. Most of the fear related to what a member of a fringe group would do if they found their class schedule, office number or home address. However, one faculty member described having to involve police because of fear of one of their own students. Another faculty member said she was so frightened, she did not use her on campus office for a whole year, until she was moved to another office space. Some faculty received help from BYU police due to threats of violence while others did not seek or receive help from police.

Those who received help expressed gratitude for and trust in BYU police processes. However, there was consistent confusion about the role of BYU police, which could easily be cleared up with training. Many faculty noted that when they reached out to BYU police, they were not necessarily seeking for them to directly intervene on their behalf with the harasser. They were hoping for support related to security reviews of their office and classrooms, escorts to parking lots, etc. These roles, which are actually more the purview of BYU security than police, were not clear to faculty or their academic leadership, and therefore they did not receive the help they sought because they were simply asking the wrong office. Many noted that classrooms on campus have little security, including the ability to lock or even barricade doors from the inside in case of an intruder. Recent mass shootings, including on college campuses, have brought this issue to the forefront for all faculty, but especially those who are being actively harassed.

2. The second most common concern was job and religious security, with special attention given to both ecclesiastical endorsements and department and college leadership. Some faculty had positive experiences with ecclesiastical leaders after being targeted online, others had negative experiences. One targeted faculty member’s bishop came to their house without warning and gave them what was essentially a temple recommend interview because they had been “reported on” by a ward member who saw the targeting materials online. Another faculty had letters about them sent to the church commissioner of education. The idea that “higher
-ups” in the church were receiving negative information about them by those who wanted to threaten their cherished temple worthiness, was an emotional and spiritual burden that was entirely borne by the faculty member. The further potential impact that losing their temple recommends meant losing their jobs, exacerbated that stress.

Many interviewed faculty received empathy and support from their department chairs and or/deans and expressed tremendous gratitude for those who supported and shielded them. Unfortunately, others had a very negative experience, were “presumed guilty”, and asked to submit syllabi and assignments for review (which rewarded their harassers). One interviewed faculty member said that the presumptiion of guilt by their academic leadership was the “hardest part of the whole experience.” While some faculty have been told informally by administration that targeting is never taken into considerations for hiring, rank or advancement, (for which they were very grateful) many had not yet received that message and some noted that there is no firm policy to fall back on when administrations change. It also didn’t provide assurances related to assignments or opportunities being potentially denied at the department or college level.

3. Harassed faculty also expressed almost universal difficulty in identifying and navigating appropriate campus resources. Many said they received notes of sympathy from department and college leadership but no direct guidance or tangible support simply because “no one actually knew what to do”. Common examples included asking a colleague to write a cease and desist letter because they didn’t know how else to obtain one, calling several offices before finding someone who could take their location information off of BYU websites, and having no one to counsel with regarding mainstream media follow-up requests. Many felt that the general attitude of different offices on campus was that they had no instructions on how to help, so therefore they had no power to do so. One faculty member expressed the overall experience very succinctly when they said “All most faculty can do is tuck into the fetal position and wait until it’s over.”

4. There was strong concern expressed around the potential changing of the quality of instruction in order to appease individual students or political factions, rather than teaching principles of civilized discourse. Faculty were put in the impossible position of having to consider not just how best to teach their discipline in the most academically honest and gospel-centric way, but based on the fact that outside entities “may at any time politicize their field of study”. Several interviewees said they are already extremely careful in how they word lectures related to controversial issues. However, there is no way to be careful enough in a highly polarized society. This was described as both bad for faculty and students because it creates an atmosphere not of rigorous intellectual debate, but of wielding power over someone you do not agree with through intimidation and threat. Multiple interviewed faculty felt that while this is a worldly trend that can bring quick gratification, it goes against the spirit of the honor code, belonging, and academic freedom, and that students need to receive that message from not just individual faculty but higher authority figures.

5. There was further concern about incidents of faculty, staff, or students who go online and
support or encourage the harassment of their own colleagues. In this point, again, the interviewees saw themselves as powerless. There was no recourse, even if they knew which students, faculty, or staff initiated or perpetuated harassment. We currently refer internal incidents of harassment related to race, ethnicity, sex or sexual orientation to the Office of Belonging, Honor Code, or Title IX. However, as one interviewed faculty member put it, “if the harassment isn’t due to race or sex, where do you go?”
Statement of Support: Belonging Reporting & Recommendations Four-Year Data Collection Cycle

We strongly support scheduling and repeating an in-depth climate survey every four years. The climate survey and assessment should be modeled after the tool used for the Report and Recommendations of the BYU Committee on Race, Equity, and Belonging1 (commonly known as the CoREB Report). Based on the findings of the initial CoREB report, it is critical that we engage in ongoing research and assessment to identify areas of achievement, improvement, and ways to amplify belonging for our community. We recommend that the findings of a regularly scheduled climate survey be publicly available, similar to other implemented climate surveys.

The 60-page CoREB report illuminated significant perspectives and considerations. Specifically, out of the 26 recommendations, five distinct faculty reforms were detailed. The CoREB Committee recognizes the 2021 report as an “initial” (1) report and “if accepted, will certainly need to be developed more specifically as they are implemented” (43). These statements imply the need for subsequent data, actions, and revisions. Indeed, as former president Thomas S. Monson (1970) counseled, “When performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates.”

We propose a four-year cycle to gather, review, and apply data in constructive ways. Every four years mirrors a student’s life cycle. We anticipate that at some point during a student’s undergraduate experience, their demographics, perspectives, and input will be gathered for a climate survey report. Additionally, a four-year cycle will capture faculty perspectives at least once during the Continuing Faculty Status (CFS) rank advancement process.

In addition to surveying current students, faculty, and staff, we concur with the CoREB recommendation to “conduct exit interviews and follow up with departing BIPOC faculty to more fully understand the reasons they have chosen not to stay at BYU. The outcomes of these interviews can be used to revisit recruitment and retention efforts” (47). We also encourage efforts to contact and survey students who left the university without graduating to better understand disparities in graduation rates. We anticipate that designated entities will work with university administration and the Office of Belonging to oversee survey questions, distribution, data analysis, and a report of findings. In accordance with the dynamic needs of the university, we recommend that the committee evaluate and adjust pertinent questions and delivery methods as needed. If a four-year cycle is adopted, we anticipate dissemination of surveys and data collection in 2024 in order to publish the findings in 2025.

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Statement of Support: Faculty of Color Association Letter of Support

The Faculty Advisory Council (FAC) strongly supports the official recognition and formation of a BYU Faculty of Color Association. We are aware of efforts to create a BYU Faculty of Color Association by the faculty of color committee in collaboration with the Faculty Center and Office of Belonging.

The Report and Recommendations of the BYU Committee on Race, Equity, and Belonging (commonly known as the CoREB Report) references a faculty of color committee under the direction of the Faculty Center (46-47). This ad-hoc committee has been instrumental in connecting faculty of color across campus. The faculty of color committee has served as an important liaison between administration and faculty of color. The committee has also implemented networking events, faculty mentoring opportunities, and social events. We anticipate that an officially recognized association would have greater impact and immense value. The increase in visibility, funding, and status would provide important intersections of belonging for faculty of color including rank and status mentorship, employment longevity, solidarity, camaraderie, and leadership opportunities.

As detailed on page 14, number 6 of the Report and Recommendations of the BYU Committee on Race, Equity, and Belonging BYU faculty of color face multiple challenges. The following key points indicate a need for an organization such as a Faculty of Color Association:

- BYU has failed to recruit, hire, and retain and adequately diverse faculty
- BIPOC faculty members on CFS track comprise 6.4% of overall faculty
- BYU does not follow best practices for identifying and creating a pool of prospective BIPOC faculty
- BIPOC faculty report experiencing racism and discrimination in student evaluations that potentially endanger BIPOC faculty retention
- Few BIPOC faculty are provided administrative advancement and opportunities to serve in academic or other senior leadership positions at BYU
- BIPOC faculty are isolated with a diffuse presence on campus, and there is currently no organized community for BIPOC faculty and staff to develop social and mentoring networks at BYU

Both the CoREB Report and anecdotal feedback underscore how easily faculty of color can be isolated and burdened. The CoREB Report further discusses “cultural taxation,” and faculty of color consistently report the invisible labor they feel they must undertake at this university. All of these issues may have lasting effects on the rank and status process and highlight the need for an organization that supports faculty of color in their professional pursuits. Furthermore, the CoREB report “noted with great concern that BYU has had some difficulty retaining BIPOC faculty” (47).

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1. Faculty of Color is the current chosen term. We recognize the inadequacy and inaccuracy of the term “of color.” Nevertheless, we support this title because it fosters color-conscious actions and pursuits.
3. We are using BIPOC to be congruent with the CoREB Report. We recognize the inadequacy and inaccuracy of the term “BIPOC.” Nevertheless, we are committed to color-conscious actions and pursuits that illuminate specific experiences of Black, Indigenous, and People of Color.
The current informal faculty of color committee has seen positive outcomes from the meetings, networking, and connections made since early 2019. The following anonymous remarks were offered after a recent luncheon in winter 2023:

“Shared experience is powerful! To be in a safe place where we can feel supported and like we belong is valuable.”

“As much as we want our students to feel that there is space for them, we need to feel that too.”

The Church ward I grew up in was pretty white and middle class. I didn’t realize what it would be like to be in a ward that was made up of people of color who hold the priesthood. I am in such a ward now, and none of us are ever egotized or have to worry about who we are. It makes me think how would having such a space have changed my experience in the Church as a child. It’s the same thing in the Faculty of Color Association—I didn’t know how much I needed it, until I had it. The fact that people higher up at BYU recognized that it was important to support the Faculty of Color Association is significant even if they do not know or...understand exactly why we need it.

The creation of the BYU Faculty of Color Association and its ongoing support through the Faculty Center represents a significant step toward recognizing how such “infuriating unfairness” (even if largely unintentional) impacts faculty of color (Infuriating Unfairness, Elder Dale G. Renlund, April 2021 General Conference). This step appropriately leads to identifying professional development opportunities that have the best chance of effectively promoting the retention of faculty of color and supporting them through the rank and advancement process.

In closing, we echo CoREB Recommendation number 25 to foster community: “Developing a sense of meaningful community for BIPOC faculty is important for creating belonging” (46, emphasis added). We anticipate the Faculty of Color Association will expedite the building of a beloved community¹, kindle belonging, and bolster opportunities to serve the divergent needs of both faculty and students.

Proposals and Statements: Compensation & Benefits

Statement: Summer Salary Statement of Information

Several members of the FAC asked our committee to investigate the 10-month contract to find out why the 9th and 10th months are calculated as 9% of the 8-month base rather than 12.5% (1/8th) of the 8-month base. In this case, faculty are being compensated 18% for 25% more work (assuming they teach both Spring and Summer terms). One of the reasons for the inquiry associated with this topic was that although the university encourages research, faculty are encouraged not to be reliant upon that research. If faculty have a research grant, however, they are able to be compensated at 12.5% for their summer months. Although the 9% per month compensation is explained to faculty when they are hired and again each summer when they are given the opportunity to “buy-back” their 9th and 10th months with research, the question was raised, so we wanted to get the background on this. In preparation to inquire about this topic, the committee searched other universities, and although the sample size was small (this is not a well-documented topic), they did find that summer months are generally based on 1/9th of base 9-month contracts at other universities.

This question was posed to Brad Neiger (Associate Academic Vice President) who consulted with Kurt Huntington (Manager, Faculty Compensation) about the topic. Brad reported back that while our records (and current policy) describe how to calculate salaries they do not include background or justification on why/how current percentages were established. Following this response, committee member Grant Schultz met with Kurt Huntington who had done additional investigation into the background and said he was unable to find anyone at the university who had any information or institutional knowledge on why this was the case.

Brad Neiger did not think that increasing the 9th and 10th months to 12.5% compensation would be considered by the administration, so we decided not to pursue a proposal on this topic at this time. We did, however, want to include this statement to make the administration aware of the conversation and to better understand the reasons behind the current policy and work with the administration to have more discussions about this topic moving forward.
Proposal: Environmental Stewardship and Sustainability Initiative

Proposal

To support the Sustainability Office in its efforts to establish an Environmental Stewardship and Sustainability Initiative to coordinate and engage multidisciplinary teams of students and faculty in mentored research, and experiential service-learning projects with real impact in the community. Support the development of disciple-scholars who enter to learn and go forth to serve. Our committee has been working closely with Bremen Leak and his sustainability committee to coordinate efforts to increase the visibility and viability of research and experiential learning in the area of environmental stewardship. Ultimately, we would like to see the organization of some kind of environmental stewardship center on campus that would cultivate interdisciplinary collaboration, research, and student experiential learning.

Justification

Brigham Young University is striving to become the “educational Everest” (2nd Century Address) envisioned by President Kimball, and to do so in a unique, Gospel-centered way. We believe that part of this goal can be accomplished by establishing an Earth Stewardship and Sustainability Initiative that will support students in interdisciplinary service learning experiences. These experiences will allow students to work in teams with other students and faculty mentors from around the university, applying the specific skills of their chosen field to a project of significance for the community and related to environmental stewardship and sustainability.

This type of inspiring learning will prepare students to “bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind” (BYU Mission Statement). As students work together to serve their communities, they will develop a service ethic that will “permeate each student’s heart, leading him or her to the ultimate wellspring of charity— the love for others that Christ bestows on his followers” (Aims of a BYU Education). Students will see how their skills can be used to “go forth to serve” the world.

The specific focus on environmental stewardship is a response to Bishop Caussé’s call to care for the earth and our natural environment as “a sacred responsibility entrusted to us by God.” This echoes the teachings of President Nelson who said, “As beneficiaries of the divine Creation...we should care for the earth, be wise stewards over it, and preserve it for future generations.” Bishop Caussé continued by making the connection between earth stewardship and service to our fellow man by saying, “Our stewardship over God’s creations also includes, at its pinnacle, a sacred duty to love, respect, and care for all human beings with whom we share the earth. They are sons and daughters of God, our sisters and our brothers, and their eternal happiness is the very purpose of the work of creation.” We believe that an Earth Stewardship and Sustainability Initiative can help accomplish these goals, while helping students develop as disciples of Christ. Additionally, this work can support BYU’s recent decision to join the Association for the Advancement of Sustainability in Higher Education.
Exemplary Efforts in Environmental Stewardship and Sustainability

Many colleges and departments are pursuing projects related to environmental stewardship. For example,

The Marriott School offers courses on sustainable sourcing, environmental, social, and governance (ESG) accounting criteria. Inspiring learning initiatives Cougar Strategy, Cougar Talent Solutions, and Social Impact Projects work with real companies to improve their environmental action and reporting.

Family, Home, and Social Sciences faculty Matt Bekker is developing millennial-length tree-ring records to reconstruct flows on major rivers, as well as Great Salt Lake levels, and provide a baseline of hydroclimatic variation for drought and flood risk assessment in collaboration with water management agencies along the Wasatch Front. This data is also improving precipitation and snowpack forecast models. In Political Science: Darren Hawkins is involved in a large interdisciplinary research project on media framing of renewable energy.

Geography faculty in Family, Home, and Social Sciences faculty are developing tree-ring records to assess drought and flood risks and improving precipitation forecast models, studying media framing of renewable energy and international influence on protected lands. Faculty in the college also teach a course on environmental history and conduct social science research on environmental viewpoints.

In the College of Fine Arts and Communication, design and illustration students tackled climate change for a new exhibit at the Life Science Museum. Students showcased a climate change exhibit at the life science museum and an ongoing sustainability exhibition. Students designed a zero-waste clothing line as a capstone project, are working to design a more efficient milk container.

BYU Graduate Studies facilitates an MS in Environmental Science & Sustainability, emphasizing interdisciplinary problem-solving, and an MS & PhD in Wildlife and Wildlands Conservation, focusing on scientific knowledge and skills in conservation biology.

The College of Humanities sponsors lectures and symposia on environmental philosophy, ethics, and art in collaboration with other colleges. The Interdisciplinary Humanities program has an Environmental Humanities track.

BYU’s International Study Programs offer students opportunities to learn about sustainability across the world through various programs, such as Italy Business and Sustainability, Native American Health and Sustainability, European Gardens and Urban Agriculture, Dominican Republic Hydroengineering, and Renewable Energy in Denmark.
Students at BYU Law School have access to courses on environmental law, natural resources law, water law, energy law, human rights, and more. These courses are designed to give students an interdisciplinary understanding of key issues, including the intricacies of the Clean Air Act and the causes and effects of climate change.

A life science-led team produced a roadmap for protecting and restoring the Great Salt Lake, highlighted by major news outlets. Life Sciences partners with BYU Grounds to conserve water on campus, starting with athletic turf. Students in the college participate in mentored research labs focused on sustainability issues.

In Physical and Mathematical Sciences, one team is creating biofuel from various sources, with their technology used to create energy from dairy farm waste. Another team collaborates with climate scientists to understand the effects of climate change on glaciers, using new data sources to better characterize the effects. A research lab focuses on reducing the environmental cost of deep learning models through reducing their size and complexity and seeking new learning algorithms that require less energy. Another lab is working on two distinct lines of research that seek to reduce the environmental cost of deep learning models like DALL-E and ChatGPT.

Religious Education has published several works highlighting the role of stewardship and creation in environmental perspectives within the church. These include an edited volume and several other written works exploring religion, politics, and the environment.

In Engineering, there is a Sustainability Lab in the Department of Civil and Construction Engineering. Faculty from both Civil Engineering and Construction Management working the lab with their primary focus on water resources (environmental engineering), air quality (transportation engineering), and construction. The Lab designed and built a sustainable home that won funding from the U.S. Department of Energy and gained entry to two solar decathlons in 2023. The lab also designed an award-winning carbon-neutral community for transitioning homeless populations.

General Education is sponsoring an interdisciplinary course that explores the feasibility of saving the Great Salt Lake, taking into account its cultural, social, economic, and environmental significance.

The HBLL has funded doctoral research on a "Holistic Framework for Sustainability." Library research guides are available to help students and faculty find relevant information on sustainability. The library has hosted a symposium on environmental and social challenges.

Implementation

The ESSI will need a Director and administrative support to coordinate the initiative’s activities. At the beginning, the ESSI would focus on creating interdisciplinary teams of faculty and students to engage in sustainability-focused experiential service learning projects. The director
would recruit interested faculty from across campus and help to assemble teams to address specific concerns while leveraging the expertise of the students involved.

One possibility for offering these experiences would be to use the existing course, MSB 492R Social Impact Internship offered by the Ballard Center, and/or to work together with the Global and Community Impact minor to create special sections focused on earth stewardship and sustainability. Additionally, the Ballard Center Faculty Fellowships could be a useful resource to support faculty who mentor students for social impact projects. Another possibility would be to utilize the Office of Experiential Learning & Internships’ infrastructure to coordinate interdisciplinary sustainability projects.

A natural outgrowth of this type of interdisciplinary work would be for faculty and students to become affiliates of the ESSI, and for there to be ESS events, such as brown bag lunches, speakers, etc. The ESSI director could help to facilitate these collaborations and support ESS work across campus.

As the program grows, fed by student interest and engagement with meaningful projects that allow them to use the knowledge and skills developed in their major at BYU to make meaningful impacts on the community around them, there may be opportunities to engage in campus-focused projects as well. The ESSI director could help coordinate with campus offices and departments to support this student-led work to improve the sustainability efforts on campus.

Appendix
We have included several hypothetical press releases that we believe represent the types of projects and student experiences that would be an outgrowth of the ESSI in the appendix below.
Appendix

To help communicate our vision of this initiative, we will present examples of what we believe would be typical press releases describing the work of the ESSI and the students who engage in service learning experiences for earth stewardship.

BYU Undergraduates Take Action to Combat Heat Islands and Improve Community Quality of Life

A group of 20 passionate BYU undergraduates from diverse programs came together to tackle the problem of heat islands in West Provo. Over the course of a semester-long project, students from the geographic information systems, environmental science, landscape management, and politics & public policy programs collaborated to plant young gambel oak trees and serviceberry shrubs in the community.

Using state-of-the-art infrared cameras, GIS students scanned the afternoon temperatures across the city and identified three significant heat islands within West Provo. With the help of environmental science and landscape management students, the group was able to determine the most appropriate types of trees to plant in order to reduce the heat island effect.

Working closely with Provo City offices, the public policy students secured the necessary approvals and permits for additional plantings and created a plan to care for the trees as they grow. The culmination of the project saw the 20 undergraduates planting young gambel oak trees and serviceberry shrubs in West Provo, marking a significant step forward in the fight against heat islands and environmental degradation.

Emily Smith, one of the students who participated in the project, shared her enthusiasm for the project saying, “This experience has helped me realize that the skills I learned during my BYU degree will enable me to make a positive impact on the world. I’m so grateful for the opportunity to get to know my neighbors in West Provo and contribute to improving their quality of life.”
This inspiring initiative by the BYU undergraduates demonstrates the power of collaboration and determination in addressing environmental challenges and enhancing community wellbeing.
BYU Students Cultivate Garden to Combat Food Insecurity and Serve their Community

The BYU Environmental Stewardship and Sustainability Initiative has responded to the growing problem of food insecurity among BYU students by assembling a team of undergraduate students from plant and wildlife sciences, social work, and civic engagement leadership programs to create and sustain a community garden located near the shrub lab just south of campus.

The students worked together to survey the needs of their peers, design a garden that would provide for those needs, and create plans to care for the garden throughout the year. A combination of fruit trees, vegetables, grains, and legumes were chosen to fulfill all the nutritional needs of students who participate in the program.

Jacob Larson, a student who now uses the garden to supplement his family’s food supply, shared his gratitude, “I used to worry about providing nutritious food for my family, but now I know how to grow it myself. The students who run this place are so generous in sharing their knowledge. They have been such a blessing for me and my family.”

Kelly Peterson, the undergraduate team leader, highlighted the impact of the project on her career path, “When I chose plant and wildlife science as my major, I thought I would work for a big agricultural corporation. This project has helped me see how my skills can also be used to make a difference and serve my community. It’s like the BYU sign says – enter to learn, go forth to serve!”

Ingrid Gretasdotter, the director of the Environmental Stewardship and Sustainability Initiative, expressed her admiration for the students' work, “What the students have accomplished with this community garden is truly inspiring. It’s a perfect example of what we aim for at BYU – not just teaching students skills and knowledge, but also teaching them how to use that knowledge to serve in the Savior’s way.”

The community garden created by these BYU students serves as a shining example of how individuals can use their skills and knowledge to create positive change and make a real difference in their community.
On Monday, the BYU Environmental Stewardship and Sustainability Initiative announced the launch of a comprehensive repository of teaching modules that can be integrated into various educational programs to promote environmental resource management and stewardship. Ingrid Gretasdotter, Director of the ESSI, praised the initiative and its potential to transform the way educators teach students of all ages about taking care of the environment.

The repository includes K-12 educational modules developed through a partnership between students and educators from BYU’s McKay School and subject matter experts from diverse fields. Additionally, modules designed for college and university students were authored by students and faculty from 21 different academic departments, spanning art to statistics. The innovative modules provide an opportunity to engage students in environmental problem-solving, promoting sustainable practices, and ethical treatment of the global community.

“The modules illustrate how statistical thinking can be used to identify environmentally-sound and economically-prudent approaches for improving air quality”, said graduate student Teresa O’Donnell of the Department of Statistics, emphasizing the versatility of the resources. The repository, which is available free of charge, aims to empower educators worldwide to incorporate principles of Stewardship Thinking into their courses, emphasizing the religious conviction to care for creation and ensure the well-being of future generations.

The initiative underscores BYU's commitment to serving and improving the world by providing educators and students with the tools they need to make a positive difference.
BYU Students Collaborate to Create Engaging STEAM Activities for Local Elementary Students to Combat 'Plant Blindness'

A group of innovative BYU students from the Art, Elementary Education, and Plant and Wildlife Sciences departments have come together to combat the phenomenon of "plant blindness" among elementary students through the creation of STEAM (Science, Technology, Engineering, Art, and Mathematics) learning activities. The project, which was spearheaded by the Environmental Stewardship and Sustainability Initiative, aims to educate young students about the local plants in their community and foster an appreciation for the environment.

According to the students, plant blindness is a phenomenon in which individuals fail to notice the plants in their environment or recognize their significance. The activities, which were designed with the needs of elementary students in mind, include everything from creating plant identification guides to using technology to explore the microscopic world of plants. The program also includes hands-on activities such as planting seeds and learning about the role of plants in the ecosystem.

"Through this project, we hope to inspire a new generation of environmental stewards who understand the importance of plants in our lives and in the world around us," said one of the undergraduate student leaders, Emily Brown.

The project has received widespread support from both the academic and local communities. Provo School District has adopted the modules as a recommended curriculum for all fourth grade students. "We are thrilled to see our students using their skills and creativity to make a positive impact on the world around them," said Ingrid Gretasdotter, Director of the ESSI. "This project is a shining example of the impact BYU students can have as they collaborate to effect change and inspire the next generation of leaders."

The STEAM learning activities are available for download on the Center's website and are free for anyone to use.
Proposal: Encouragement to Further Investigate Clean Air Proposals Related to Electric Vehicle Charging Stations and Bicycle Parking

In each of the last two years (2020-2021 and 2021-2022), the Faculty Advisory Council has submitted proposals to improve air quality and reduce particulate and greenhouse gas emissions. In the interest of brevity, we refer University decision-makers to the 2022 proposal for the motivation and justification for such infrastructural investments. Here, we summarize the two main proposals from the 2021-2022 FAC Report and we encourage BYU leadership to incorporate these proposals into campus development plans.

1. We propose the installation of electric vehicle (EV) charging stations at additional locations around campus. Based on surveys of where EV owners currently park, natural locations for charging stations include the LSB garage, JFSB garage, Art Museum parking lot, and the TNRB parking lot. This is also an appropriate time to integrate EV charging as part of the construction of the new Theater and Arts building.

2. We propose the installation of (i) additional secured parking for bicycles and (ii) additional canopies for protecting bicycles from rain, snow, and sun. The first type of structure involves additional secured bicycle parking like that available in the LSB parking structure. Such facilities could be incorporated into existing parking structures around campus, or could be added with card-swipe-enabled bike shelters. Secured bicycle parking addresses both protection from the elements and anti-theft security that discourages many bicyclists from bringing their bikes to campus. The second type of recommended structure is the bicycle canopy. This is a lower-cost option that would remove a substantial disincentive for many bicyclists (student, staff, and faculty) who experience loss of functionality and bicycle value when parking in the elements. The 2021-2022 FAC report suggests several locations where bicycle canopies could be added with minimal impact on the aesthetic flow of campus.

We are grateful for the ways in which BYU leadership has championed principles of environmental stewardship in the past. BYU-sponsored public transportation options, conservation-mindedness in the use of university facilities, and the creation of a more pedestrian- and bicycle-friendly campus are just a few examples of major wins for the BYU community. Further investment in EV charging stations and bicycle parking will help BYU build on this positive momentum.
Proposals and Statements: Faculty Aims

Proposal: Proposal for BYU Aims

In order to help faculty be more consistently conscious of the BYU Aims and how they may incorporate those aims into their work as a faculty member, we propose a two-pronged approach. The first will be action that can by taken by university-level entities, and the second by college- or department-level entities. This second portion is viewed as a suggestion to go to colleges and departments, not a mandate.

1. Use the “Student Ratings of the Learning Experience” as a tool
   a. Continue to make sure the BYU Aims portion of the Student Ratings report is highly visible, as it now is.
   b. On the BYU Aims portion of the Student Ratings report, create a link to resources that can help a faculty member increase their abilities to accomplish the Aims. It is believed that making resources more visible, easily accessed, and regularly put in front of faculty as they are assessing their teaching, will help faculty to consider how they can constantly improve in contributing to the BYU Aims. We have consulted with those who administer the Student Ratings, and they assure us that they are willing to do this and that it would be easy.
      i. The Faculty Development Center has already created resources that would help with this, such as the Faith and Learning Initiative. A simple link to those resources would be helpful. We have already spoken with the Faculty Development Center, and they are on board with this idea.
      ii. The Faculty Development Center informed us that they are in the process of creating more resources. As these resources are created, they could also be linked to.
      iii. The Center for Teaching and Learning is also willing to look at material they have and let the university know which of these might be helpful to link to.

2. Encourage each college and department to
   a. Have discipline specific discussions about how to help faculty members increase their ability to accomplish the aims, both in terms of being faculty and in terms of working with students. These discussions should be aimed at creating resources for current and future faculty that are discipline specific.
   b. Consider incorporating discussions of discipline specific gospel methodology into BYU Aims discussions.
Proposal: Assisting Faculty in their Efforts to Help Students with Mental Health

As reported in multiple studies, the COVID-19 pandemic has increased the prevalence of mental health challenges among university students.1-3 However, mental health challenge awareness and diagnosis among university students has been on the rise for many years.4 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.5 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.

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. Consider redistributing magnets with the “Distressed Student Response Protocol” to faculty (image below). While many faculty have these magnets, many have been lost and newer faculty are less likely to have this resource. Redistributing these magnets would be an efficient way to make sure all faculty have access to critical information for assisting distressed students.

2. Consider allocating time during New Faculty training to mental health resources. Also, consider providing 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. Consider creating a simple Learning Suite or online tool similar to the midcourse evaluation tool (https://teachanywhere.byu.edu/resources-support/mid-course-evaluations) that enables faculty to quickly send a personalized email (similar to the midcourse evaluation email tool, figure below) to all students who are missing assignments or have a grade lower than a specified input. Similar to an early warning system, making it easy for faculty to encourage students before they get too far behind, could significantly impact a student’s trajectory and reduce the risk of mental health challenges that are associated with procrastination and failure.

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)

1. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7473764
5. https://news.byu.edu/announcements/byu-makes-additional-staff-increase-to-counseling-and-psychological-services
Proposal: Avoiding Missed Opportunities to Minister to the One: Possible Adjustment to the Ecclesiastical Endorsement Form

Proposal

We suggest the ecclesiastical endorsement process may improve if the endorsement form requested the leader to indicate whether they have: 1) communicated their lack of endorsement to the employee, and 2) discussed a plan of action that would allow the leader to endorse the employee.

It is important to note that by requesting this information, we hope that it will encourage communication between the Bishop and the employee, but this proposal does not require such communication. That is, the Bishop could still decide not to communicate with the employee prior to submitting a recommendation. Even in this case, it is likely helpful for the ECO to know whether recent communication about the Bishop’s concern has occurred or not. We believe this adjustment would help avoid misunderstandings and promote the goal of helping bring our brothers and sisters closer to our Savior, Jesus Christ.

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Justification or Guiding Principles

If an ecclesiastical leader cannot endorse a candidate, then the employee may be struggling, or, perhaps, a miscommunication has occurred. Either way, as the situation is addressed, it is important to remember the mission of BYU and the scriptural council that we have received that encourages us to show compassion. A small adjustment to the process of ECO clearance will aid employees at a time when encouragement is needed and result in them getting to a point where ecclesiastical endorsement can be provided quicker.

BYU Mission

The mission of Brigham Young University—founded, supported, and guided by the Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life.

Scriptural Counsel

Jacob 1:7

Wherefore we labored diligently among our people, that we might persuade them to come unto Christ, and partake of the goodness of God, that they might enter into his rest, lest by any means he should swear in his wrath they should not enter in, as in the provocation in the days of temptation while the children of Israel were in the wilderness.

1 Peter 3:8

Finally, be ye all of one mind, having compassion one of another, love as brethren, be pitiful, be courteous.

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Implementation
BYU’s mission affirms that our primary objective is to help individuals develop a deep love for the Savior Jesus Christ and to faithfully follow Him to obtain and share the blessings of eternal life. This stewardship often challenges us to look beyond formal requirements and requires us to act as the Savior would. We are also mindful of scriptural and prophetic counsel to show love and compassion to all the children of God, particularly to those who are suffering, and to those we esteem to be brothers and sisters in faith.

It is an unfortunate outcome when a Bishop or Stake President feels that they cannot provide an ecclesiastical endorsement for a current employee. This process may be further complicated if the ecclesiastical leader has not reached out to the employee to discuss concerns and paths to remediate the concerns.

For example, an employee struggling with depression or a recent tragedy may experience intermittent church attendance during a difficult time—the lack of church attendance, in these situations, is not caused by faith or worthiness issues. Without talking to the individual, the ecclesiastical leader may attribute faith or worthiness issues as the cause of the behavior (or lack thereof).

Two potential unfortunate consequences may result in these situations if ecclesiastical endorsement is withheld without a discussion with the employee. First, the remedy pursued may be ineffective in promoting a consecrated faculty and staff (e.g., withholding ecclesiastical endorsement for a fully committed faculty member struggling with a tragedy or depression may result in BYU losing valuable and committed faculty). Second, withholding ecclesiastical endorsement without a discussion with the employee at a time when an employee is experiencing strife may further discourage the brother or sister and delay supporting the brother or sister in obtaining the help needed to regain strength.

We suggest the ecclesiastical endorsement process may improve if the endorsement form requested the leader to indicate whether they have: 1) communicated their lack of endorsement to the employee, and 2) discussed a plan of action that would allow the leader to endorse the employee. Our understanding is that the current form does not request information about whether the leader has discussed the concern with the employee and communicated their lack of endorsement to the employee.
Proposal: Increasing Faculty Candidate Pools

Proposal overview

This proposal solicits the help of the BYU administration in assisting academic units as they cultivate diverse pools of faculty candidates who possess the academic, professional, and ecclesiastical qualifications required to work at BYU.

Across campus, academic units have strategic plans aimed at developing, supporting, recruiting, and hiring faculty. Two of the most successful practices used to prepare faculty candidates for academic life at BYU have been programs that bring people to campus: 1) through visiting faculty slots/faculty fellowships and academic conferences, and 2) development programs that expose students to academic life and research. Expanding these types of programs and encouraging a diverse set of scholars/students to participate has the potential to significantly increase the faculty candidate pool, including the pool of candidates who possess valuable, but underrepresented experiences.

We propose that the Faculty Center work with the Office of Belonging—which is charged with “strategic planning and implementation of initiatives to assist students and employees with issues related to race, equity and belonging”—to achieve three objectives:

1. Learn from the successful efforts\(^1\) of academic units on campus,
2. Determine how to scale and implement these efforts broadly across campus,
3. Determine how to measure the success of the efforts in increasing candidate pools and faculty hires.

We have had preliminary discussions with both the Faculty Center and Office of Belonging about some of the ideas in this proposal. This proposal is meant to be an extension of and solidify those preliminary discussions.

Below we first elaborate on the justification behind this proposal. We then provide examples of successful programs across the university. Finally, we propose several ideas related to these successful programs that the Faculty Center and Office of Belonging might pursue in seeking to achieve the three stated objectives above.

Justification

Cultivating pools of faithful, well-qualified faculty candidates is difficult. BYU faculty should be excellent teachers, researchers, citizens, and mentors. As President Kimball advised, “As scholars you must speak with authority and excellence to your professional colleagues in the language of

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\(^1\) That is, successful efforts to increase the faculty candidate pool and to develop, hire, and retain well-qualified and consecrated faculty.
scholarship.” In addition, faculty must whole-heartedly support the mission of BYU, the aims of a BYU education, and actively promote faith in Jesus Christ and His gospel. In President Kimball’s words, BYU faculty must “also be literate in the language of spiritual things... to fulfill our promise in the second century of BYU.” These necessary hiring requirements effectively limit faculty pools. Despite this challenge, item 1.A of BYU’s strategic plan is to make “mission-fit hiring decisions.” To achieve this objective, it is likely the case that faculty pools need to be cultivated. This proposal provides some recommendations that outline how to help academic units increase their faculty candidate pools and also strengthen these pools.

Implementation

I. Examples of successful strategic initiatives

A. Visiting Faculty Slots/Faculty Fellowships

The use of full-time equivalent (FTE) positions for visiting faculty slots and faculty fellowships has resulted in the cultivation of diverse faculty pools who possess the qualifications to work at BYU. In instances where academic units have FTE positions available, these units have strategically leveraged FTE positions for bringing prospective faculty (e.g., professionals, diverse candidates, etc.) to campus for one to three years. For example, academic units such as the Law School and the School of Communications have proven that faculty candidates who engage in the academic community are better prepared for academic life as such positions have directly resulted in successful faculty hires at BYU. In fact, both current associate deans at the Law School (Carolina Nunez and Michalyn Steele) entered legal academia through the Law School’s fellowship program, and several other current faculty members similarly came to BYU through its fellowship program. Such visiting positions also provide the relevant departments, colleges, and university administration with greater opportunities to assess whether the visiting faculty member would be a good fit at BYU.

In other instances, these programs have helped visiting faculty find academic homes outside of BYU. For instance, the Law School has successfully placed several of its fellows not hired at the Law School at other academic institutions. Those external placements are valuable both because they help increase the influence of faithful members of the Church in academia more generally while also cultivating the pool of candidates for BYU. In fact, the Law School recently re-hired one of its former fellows from another academic institution.

B. Academic Conferences

Another noteworthy and successful recruiting practice is the use of on-campus events. Events allow prospective faculty to engage in the campus community related to their specific discipline.

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1 https://speeches.byu.edu/talks/spencer-w-kimball/second-century-brigham-young-university/
2 https://speeches.byu.edu/talks/spencer-w-kimball/second-century-brigham-young-university/
3 https://aims.byu.edu/strategic-plan.
These events lead to stronger faculty candidate pools with individuals who better understand BYU’s unique mission. For example, on-campus events have led to successful hires in both the College of Humanities and the School of Accountancy in the Marriott School of Business:

- **College of Humanities: Humanities and Belief**

Each year the College of Humanities hosts an application-only, multi-day conference primarily composed of doctoral candidates from other universities and academics who are early in their careers. While on campus, attendees build their faith and intellect by intersecting scholarship and faith among a group of like-minded people. The faculty in the College engage with attendees by leading enriching discussions during panels, lectures, and social activities.

- **School of Accountancy (SOA): Annual SOA Accounting Research Symposium**

The fall of 2023 will be the 20th Annual SOA Accounting Research Symposium. Attendance ranges between 150 and 200 attendees per year. From inception, one goal of the conference was to provide a venue for BYU alumni in Ph.D. programs and early faculty to present their work (i.e., to support new faculty). This event has been a great way for BYU alumni (and members of the church) to connect with BYU and collaborate. In the last 10 years, 100% of the SOA recent hires have attended previous symposiums. The symposium costs typically include a social activity on the first evening, food, and sometimes gifts. To cover the costs, the SOA charges a registration fee of about $230 for all faculty from other universities (other than BYU) or professionals. The symposium has come close to breaking even most years. As such, the largest cost is faculty time in organizing the event.

C. **Development Programs**

Another fruitful path is exposing current BYU students to the research process and increasing their understanding of a career in academics. BYU’s Honors program is an example of a university-wide program. A discipline-specific example is the School of Accountancy’s Ph.D. prep program. In the past 20 years, 192 BYU alumni have entered Ph.D. programs in accounting and 151 (or 79%) have graduated from the SOA’s Ph.D. prep program. Although the business school does not have a Ph.D. program, the Ph.D. prep program prepares students for academic life in four distinct ways.

First, students in the program participate in a series of academic research seminars that provide an introduction to methods of scientific inquiry as well as formulation of research questions and forms of academic writing. Second, students in the program replace some electives with graduate-level courses across campus in disciplines such as mathematics, statistics, computer science, psychology, and economics. Third, many students in the program teach business courses at Utah Valley State College or the BYU Salt Lake Center to have an experience teaching. Finally, the program includes a formal mentoring component—students meet regularly with faculty and participate in faculty research projects. This program has been very effective in
developing faculty that return to BYU (and are very successful). Of the 15 faculty in the SOA who were hired in the last 10 years, 8 (53%) participated in the Ph.D. prep program.

The Law School is also seeking ways to increase the number of its graduates who go into academic careers. The Law School currently has multiple faculty members who are BYU Law School graduates, and it has placed several other of its graduates at law schools across the nation. Because publication is such an important factor in whether a law school graduate can enter legal academia, the Law School has undertaken a number of initiatives aimed at increasing student scholarship. These include an empirical methods class taught by two faculty members, where the students spend an entire year formulating a research proposal and executing it. Despite only being in place for two years, this class has already resulted in several student publications co-authored with the faculty members. The Law School has also begun to help pay for student submissions to law journals when a faculty advisor is willing to sponsor the student’s paper (a prohibitive cost for most law students). That initiative has also helped several students successfully publish papers written during law school. The Law School is also considering a more formal mentoring program, similar to those found at top law schools, for helping coach those students interested in a career in legal academia.

II. Scaling Initiatives

Developing communities of people with a shared faith and a shared intellectual interest are important in every discipline. Inviting prospective faculty candidates to campus for a BYU experience or engaging current students in research-intensive experiences broadens faculty pools for academic units striving to cultivate pools of diverse candidates, strengthens small candidate pools, and exposes/trains professionals to work in academia. Overall, these programs have blessed our students with qualified teachers and mentors; they have blessed our university with capable faculty citizens and administrators; and they have blessed the Church by cultivating faithful members who have pursued successful academic careers both at BYU and in other parts of the world.

Obviously, conferences/workshops are not relevant for every discipline, nor are faculty fellowships/visiting faculty positions, but they are valuable approaches that lead to faculty hires in academic units across campus. To enhance and assist the efforts academic units are making, the administration could provide support in a variety of ways and potentially coordinate the support efforts via the Faculty Center and Office of Belonging:

A. Designate university faculty fellowships or visiting faculty slots.

Create or designate university fellowship positions for visiting faculty or faculty fellows. Allow academic units to apply for and use these slots to bring prospective faculty to campus.

This resource would aid academic units who need help developing their pools prior to an FTE becoming available. Without a university fellowship position, academic units currently wait for an FTE to become available. This is a lengthy process that takes years. A university fellowship
position could expedite the process so units can strengthen their faculty pools when an FTE is not available. For example, academic units looking to hire professional faculty members could be blessed by a university fellowship position that is used to recruit individuals who are working professionally and need a better understanding of academia.

**B. Support on-campus recruitment events.**

Academic units who host on-campus events aimed at cultivating faith-based communities of scholars create an opportunity for BYU administration to help nurture this community of scholars. A few examples of where the administration could provide support include the following:

- Discuss successful on-campus recruitment strategies among deans, chairs, and directors across campus.
- Make administration available, upon request, to speak about “the university’s mission and its role in The Church of Jesus Christ of Latter-day Saints” ([BYU Faculty Center, New Faculty Series](https://byu.edu/facultycenter/newfacultyseries)). To nurture faith-based communities of scholars these discussions could be offered to academic units who host on-campus events aimed at cultivating their pool of faculty candidates.
- The Faculty Center could create a speaker series on the “the university's mission and its role in The Church of Jesus Christ of Latter-day Saints” ([BYU Faculty Center, New Faculty Series](https://byu.edu/facultycenter/newfacultyseries)). BYU administration could make themselves available, upon request, to speak on relevant topics within this speaker series.
- Host a university-wide future faculty event once a year that academic units could tap into.

**C. Create formal mentoring program(s) for students interested in academia.**

Often students may not consider academia for a variety of reasons that have nothing to do with their potential as an academic. For instance, students often have inadequate information about the possibility of an academic career, or they may suffer from “imposter syndrome” and simply assume that they could never make it in academia. These barriers may be particularly pertinent to students who are underrepresented in the academe more generally.

While it is certain that many students receive informal mentoring from faculty about the possibility of an academic career, it seems likely that most of that mentoring goes to students who have self-identified as future academics. We believe a more formal mentoring program could help broaden the pool of students interested in academia and who ultimately pursue an academic career. Such a result would both help BYU address its hiring pool issues while also increasing BYU’s worldwide influence as its graduates obtain academic positions across the globe. We suggest the following:
Each academic department should be asked to consider if a formal mentoring program could aid students in obtaining relevant information about academic careers. Such programs will certainly look different from one unit to the next, but may include things such as designating a faculty member as the point person for advising students on academic careers, greater financial support for student research, and classes aimed at introducing students to academic standards. The idea would be to simply ask each unit to think about this issue and formulate a more formal plan about how best to address it in their department.
Proposals and Statements: Supporting Families

Proposal: Campus Mothers Rooms

The original proposal asked for maps to be created by the University showing the locations of mother’s rooms, changing stations, and free feminine hygiene product dispensers. The only map we found (https://wsr.byu.edu/mothers-room-changing-station-map) is inaccurate and should be updated. We understand now that a better map has been created and not yet been generally promoted. With this request we ask that the map be systematically maintained. Section 7(r) of the Fair Labor Standards Act (FLSA) sets recommendations for accommodations for nursing mothers. We recommend that when the verification of the maps is performed a review also be done to note how these spaces meet the recommendation of the FLSA. While FLSA applies only to employees, this type of review and implementation will improve the student mother’s experience who are not covered by FLSA.

We also propose that there be more marketing/promotion for the Mothers Rooms, and especially the new interactive map, to all BYU employees and students so that new mothers can be informed of their whereabouts and that others can be aware and able to direct individuals to the rooms. In addition, we propose that the map be added to the BYU app to provide easy access to the information.

Justification

In the last few years BYU has made great strides to recognize the need for and provide Mother’s Rooms. However, there is great variability in women’s bathrooms and mother’s rooms provided across campus and there are not enough complete Mother’s Rooms. Many of the rooms labeled as such on the existing map are not, in fact, mother’s rooms but a designated corner of a restroom. These spaces are often not private (e.g., lacking a curtain), lack adequate furniture to feed or pump, and some do not have outlets necessary to plug in pumps. For example, rooms designed as a ‘mother’s room’ in the McKay building (an older building) do not meet the minimum requirements for a mother’s room. There is no privacy, as the room is an anteroom to a women’s bathroom – completely open in view to the hallway when women enter or exit.

Implementation

If not already in place, all new buildings should by default include Mother’s Rooms. In addition, other bathrooms on campus should be retrofitted to meet the needs of mothers which include:

- Power outlet
- Privacy
- Changing table
- Comfortable chair for nursing
Proposal: Parental Leave Policy Proposal

We propose revising the parental leave policy to include greater flexibility, clarification of expectations, and acknowledgement of the unique nature of parental leave (as opposed to other forms of leave). We also propose improving implementation of the policy at all levels of administration, including better and more consistent training for department chairs and deans, greater support and sensitivity from HR, and more accessible support to departments managing the shifts in responsibilities.

Justification

Although we acknowledge the many positive things about the current parental leave policy (e.g., full salary compensation, timing, recommendations for departments), we have heard anecdotes suggesting that improvements are necessary. We reached out to faculty who had taken parental leave through Facebook posts and emails, as well as reaching out to specific faculty known to committee members. Stories were collected from 12 faculty across 11 different departments. Three respondents were men. Experiences of those who responded are included in “Supporting Documents.” Overall, it appears there is inconsistency in how the parental leave policy is applied, with some faculty reporting mostly positive experiences and others reporting very negative experiences. These varied experiences occurred with the policy as it is currently written as well as with different experiences with how the policy was implemented.

Policy- The current policy allows for one full semester of leave and states that “during parental leave, faculty members shall be relieved of their normal faculty duties and responsibilities.” It also allows faculty to postpone their CFS review for a year. Flexibility in how the leave, distribution of duties, and CFS review postponement are allotted is not explicitly granted; however, clarification regarding this flexibility would be helpful for faculty and departments. For instance, some faculty reported that when parental leave coincided with the Spring/Summer term (i.e., when 10-month faculty already have a reprieve from teaching) it was particularly helpful to negotiate 6 months (i.e., winter semester plus spring or a summer term plus fall) without teaching responsibilities. Other faculty with heavier lab specific research responsibilities would have liked to spread their leave across two semesters, resulting in part-time work for 8 months so they can more seamlessly maintain their research teams.

Some faculty who had taken a professional development leave one year and then found themselves unexpectedly pregnant that same year had to petition to be able to take parental leave again, which unnecessarily increased their stress. There were yet others who during their parental leave were relieved of their duties but were expected to teach new courses or multiple unique courses immediately upon their return, essentially requiring much preparation to be done during the leave. Other faculty, who took parental leave reported postponing their CFS review out of caution only to regret doing so when they were nevertheless able to perform in a way that would qualify them for CFS at their original eligibility time.
We propose that the leave policy be revised to provide flexibility to faculty members in when and how they take the allotted parental leave and the ability to retract the CFS-review postponement. In order to further protect faculty, the policy should also state that arrangements other than a typical 4-month leave are to be initiated by the faculty members, not their departments or colleges.

Policy Implementation- Whereas some department chairs, deans, and HR representatives have been supportive and professional, there have nevertheless been several instances where administrators did not adequately implement the parental leave policy. Some did not know the policy and instructed the faculty members to find it. Some were insensitive about the nature of pregnancy, postpartum complications, unique needs of adoption, and the nature of parental leave (i.e., treating it as “break” rather than recognizing it is exhausting work). At times, discretion was lacking. Furthermore, faculty consistently report lack of clarity about their expectations at CFS review when they have taken parental leave. These are all issues that can be mitigated through improved training of administrators at all levels.

We propose more consistent training for deans and department chairs regarding leave policies. We also propose that HR either improve their approach- through sensitivity and policy training- or that HR designate one representative to field all questions, concerns, and issues related to taking parental leave.

Implementation

Improvements to the policy

1. **More Flexibility in Allotted Leave:** Allowing faculty members and their department chairs to determine the most appropriate way for the allotted one-semester leave to be taken is important because it recognizes that individual circumstances and departmental needs may vary. This flexibility will help ensure that faculty members are able to take the time they need to care for their new child while minimizing disruption to their department.

2. **Option to Retract CFS Review Postponement:** We appreciate the current policy, allowing new parents to “stop the clock” for a year, giving them needed time to respond to the significant responsibilities and demands that come with parenthood. However, the current policy does not allow those same faculty to “retract” their CFS postponement if they eventually find that they did not need to do so. This results in new(er) parents having to wait to apply for CFS longer than their professional achievements warrant (and a concurrent loss in income). We recommend greater flexibility in this policy- allowing new parents to “stop the clock” but also retract that if they find they didn’t need it.

3. **Provide specific funding available for the hiring of Adjunct professors.** Making colleges and departments aware of this money. Clarify the process for accessing this money and relieving the burden on faculty taking the parental leave to find instructors to cover their courses.
4. *Designate and make visible a person in HR for parental leave issues.* Clarify the appeals process for parents who are not offered this benefit by their colleges and departments.

**Improvements to policy implementation**

1. **Improved Training for Department Chairs and Deans:** Improved training for department chairs and deans is important because it will ensure that they are better equipped to understand and implement current policies regarding parental leave and tenure-clock extensions in a supportive and equitable manner. This training will help to prevent misunderstandings or inconsistent implementation of policies and will support faculty members as they navigate this important time in their lives.

2. **Coordinate plan for re-entry with faculty before parental leave.** Advance planning with the faculty taking parental leave can help alleviate the stress of an unpredictable and unplanned return to work. This will help facilitate a positive parental leave experience as well as positive work experiences upon return.

3. **Clear Prohibition on Work Activities during Leave:** Ensure that faculty are protected for work activities during leave, as indicated in the policy. We recommend the addition of explicit language to preclude the assignment of new course preps, course development, or multiple unique course preps for the semester after parental leave. This clear prohibition will help to prevent overburdening of faculty members and ensure that they are able to take the necessary time to care for their new child.

4. **Encourage the use of the Parental Leave Policy by male faculty.** Because it is not historically common for men to be primary caretakers of their children, many male faculty are still unaware that the parental leave policy may apply to them and their situation. As a result, they are left navigating a difficult transition period without much University support. Improved communication about this option would be beneficial to many faculty.

In conclusion, these recommendations are important because they will help to promote a more supportive and equitable environment for faculty members who have a child, while also ensuring the smooth operation of departments and the continuation of high-quality academic work.

**Supporting Documents**

The following faculty stories represent some successes and several challenges with the current parental leave policy and its implementation. Accounts are verbatim but have been anonymized to protect faculty identities.

**Respondent #1**
My experience was not great. I went on leave in 2011 and 2014. When I told my department chair, he told me he was clueless and I was on my own. Back then there was no official documentation and no real support. I had to track down all the policies, explain them to my chair. He interpreted the statement about having my teaching covered as being my responsibility to find someone to teach my classes. Luckily the first baby came April 30, so I just did not teach spring and summer. But the second baby came on March 18 and my husband, who was not a BYU faculty at the time and had no affiliation with the University at that time, went in and taught my courses because they refused to take the effort to find someone and pay someone to cover my courses. It was really frustrating and very unsupportive. In fact the best support I received was from a faculty member who has since been fired because they did not like his teaching, but he came to me and voluntarily took my graduate course for me so that I would just have the X course to deal with. I also had a friend that when she came back from maternity leave, they gave her two new course preps! And she was too new and worried about push back. We need some real training of leaders at BYU. When a woman becomes pregnant the University should be fully supportive and all in. My experience was very hands-off and you are on your own - you chose to get pregnant - you deal with the consequences. Not a good experience. I am happy to hear that current faculty are having a much better experience than we did.
Summary of additional in-person conversation with committee members

Additional issues identified
- No guidelines for departments or colleges
- Picking the semester is awkward depending on when the baby is born
- It’s hard to get classes covered during leave time
- Was asked to mentor students during maternity leave but she refused
- A pot of money set aside for hiring adjuncts
- Many new female faculty don’t know to ask

Recommendations
- Department chair and college need to work together to plan for covering classes
- Give advice to department chairs and deans
- No new course preps right after a leave
- Create a plan with the faculty for how coming back would work best
- Ask them what would be best for them
- Don’t overload while pregnant – maintain the same schedule as before the leave
- Mid-semester starting a leave
- Parking pass for pregnant women in the last trimester?
- A leave advocate from campus benefits? Faculty women’s association? Experienced colleague? to help you stand up for your rights – Especially for pre-CFS faculty
- Don’t expect a research grant to pay for an adjunct
- Support paternal leave as well

Respondent #2
I have taken two maternity leaves (2019 and 2021) and I have to say mine were great, no complaints! My chair gave me a fist bump both times and then took care of all the things (finding people to take my teaching load etc.). I couldn’t have asked for a more supportive chair.

Respondent #3
I’m in the XXX (department) and had a semester maternity leave when I was pregnant (15 and 18 years ago). That was unusual on campus at the time and I was grateful.

Respondent #4
I am in XXX (department) and I have taken two parental leaves during my pre-CFS years. Overall, I had a positive experience.
Positive:
- No pushback about arranging things
- Talking to university HR rep was helpful because she was able to point out that I could tack on my leave to either my spring or summer terms that I am “off contract” which was good b/c my department culturally did not honor those as “off contract”
• Never got pushback in my ASIs for low performance for that year (I was afraid my chair wouldn’t understand that I just didn’t work for 4 months, but he actually did handle that well).
• No problem getting through CFS discussions – but I didn’t pause my clock, so I don’t know if it would have been confusing to some had I (like they would want to change the denominator for pubs or something?)

Negative:
• My first leave, no one in my department knew about the policy as I was the first person to take it in ages, if not ever
• One of my colleagues joked (I heard through the grapevine) that he wished he could get pregnant and so he could just take months off at a time like me (I wanted to shove my breastfeeding app in his face).
• My dean didn’t even know where to find the policy at the time and when the second person in the college used it, he reached out to me to find it.

It would be nice to do some additional planning with chairs/deans about reentry after leave. This past fall I returned to teaching and had we been more strategic, I would have shifted my teaching load around – I jumped back in with 3 unique courses (7 credits) and two of those were large classes with a lot of students and TAs to manage. It was overwhelming, plus I was still pumping/breastfeeding for half of that semester.

Overall, it was smooth for me both times. I do like the newer version of the policy (I used it the second time) compared to the first version.

Respondent #5
By choice, I asked if I could spread out my full semester off for parental leave so that I would work part-time for twice as long so that I could feel like I was with my baby more. There is a lot of work that I felt I could do with my baby, from home at asynchronous times; I also have a light teaching load and felt like I could hold my baby and teach at the same time (TBD on how that went on my student ratings Fall 2022). My department declined giving a 6-month leave like some colleges and departments on campus, but did give me the 4-month leave, so by working half-time, made it last for fall and winter. While I was disappointed that they couldn't give a semester + a term like other dept/collages (I really wish that was standard for all dept/collages since so many already offer it.), I was so happy that they saw how my proposed use of parental leave was a win for them and a win for me and agreed to it. I am now in the second half of this partial parental leave, and it has gone even better than I imagined. I honestly think if you asked any of my colleagues about it, they would also sing praises about this arrangement. If other women wanted to do a leave like this, I would want them to have this example to decide if it would meet their needs better than a full semester off.

The con(s): BYU ASB Admins basically told my Dean they weren't allowed to do it. That they couldn't let me do half-time for twice as long. Something about FMLA. . . . I proved in the U.S.
Code how my proposed plan was absolutely kosher with FMLA and they still said no. So my college just decided we were doing it; my Dean and department head were sooooo supportive of me. But the main BYU admins said they are not recognizing me on leave. So if someone was in my position, and they wanted to delay the CFS-track clock because of the leave, but because the leave isn't officially recognized, they might not be able to. For other reasons, I decided not to delay my clock (I go up for my 6th year review this September.) so that didn’t end up being a problem for me.

I don’t understand why high-up BYU people need to stand in the way of an amazing leave that was worked out by my college and my department. It truly was a win for them (no one needed to take over half my responsibilities) and win for me (I am with my baby 24/7 like I wanted and I still get to teach and do research and help people in the XXX (department) and that brings me joy and fulfillment.) That was very disappointing. So because of that, I worry my dept/college could get in trouble if my example gets out. I don’t know.

**Respondent #6**

When I first came to the University, I was unaware of the parental leave policy and as a new, fairly young female faculty member, did not feel like I could ask questions about it without negative results. I only later discovered that I should have been able to take advantage of the policy since we had just adopted a child (One cannot often control the timing of adoption—there are so many factors involved!). To this day I feel bad that I missed out on the opportunity to spend more time with my young daughter.

I had my first parental leave in 2015. I had a nightmare experience. At the time, information about leave was not readily accessible and I had to actually personally contact [redacted] in HR. Because I plan ahead, I called his office fairly early in my pregnancy to find out what the parental leave application process entailed. I was alarmed to discover that I was required to disclose specific details about my pregnancy, including my due date and when I planned to request the leave, before they would even share any materials about applying for parental leave. I asked if they could just send me the information without doing that and was told no. Even though I felt very uneasy about it, I did so. A few minutes after talking with XXX I was horrified to find that he had emailed me the parental leave information but had also cc’d my department chair—with a subject line that made clear what the message was about. At the time, no one other than family and very close friends knew that I was pregnant. In addition, I had a less-than ideal relationship with my department chair, who had treated me (and several other female faculty members) paternalistically on a number of occasions. I was incredibly upset! I called and emailed XXX, expressing my concern that he had shared my private medical information without my consent. He responded by gaslighting me—telling me I should have told him beforehand not to share the information with my chair (it had never occurred to me that he would cc my chair related to such personal information) and insisting that it wasn’t a big deal. He repeatedly belittled what he called my “discomfort” and apologized only for “offending” me. He never directly acknowledged or apologized for his breach of privacy. In addition to this being something no woman should ever have to go through, I had a high-risk pregnancy that had come in my “old” age after multiple failed IVF attempts (which, at the time, were not covered at
all by DMBA), so this—and other factors—made pregnancy especially stressful. I am so glad BYU had a parental leave policy (and there is no way I could have kept my job without it), the way it was administered was horrible. I’ll note that HR started making parental leave information available on the website, but I shouldn’t have had to go through what I did to make that happen.

In addition, because I had recently had a PDL, there was no guarantee that I would get parental leave. As part of the parental application process, I had to submit a request for an exception that usually disallows faculty from taking parental leave if they have had any other sort of leave within the last year. Let’s get rid of that policy. It created extra stress and involved a cumbersome paperwork and multi-leveled approval process at a time when I really couldn’t handle any additional stress.

I was so thankful to have a semester leave after the birth of my daughter. When it was up, however, I really wasn’t in any shape to come back to work full time. I was still dealing with postpartum depression and postpartum OCD. That first semester back almost did me in. It was the worst teaching of my career and made me hate my job (temporarily). I wish I had felt like I could ask for a course reduction. At the end of the term, I couldn’t do anything for months—so it set me back on research as well. Since then, my department and college have put in place more flexible policies for coming back to work after the birth of a child. That would have been huge for me—and is perhaps partly because of my input. After my experience coming back before I was ready I counseled subsequent chairs to offer more flexibility on coming back after parental leave, and have counseled pregnant colleagues to be upfront about their needs. I hope other colleges can put in place similar flexible policies.

I was the first person in the HISTORY OF MY DEPARTMENT to give birth as a faculty member. I was also the first person in the history of my department to take advantage of BYU’s parental leave policy. This was in the 2010s! What does that tell you about the university culture and status of women at the university? Do you have any idea how it feels to be a pathbreaker like that at BYU? Because of the historic exclusion of women from faculty positions, the university really needs to be proactive about creating a culture of belonging for mothers.

I had a bad experience with department leadership when I was undergoing fertility treatments. I was asked if I would undertake a very time-consuming department citizenship obligation when we were in the middle of an IVF cycle. I didn’t feel comfortable sharing with my department chair this private information and told him I wasn’t sure if I could accept because of personal reasons and would get back to him. When it turned out that our IVF cycle had failed (just a week later) I told him I would fulfill the service assignment. He had already asked someone else in the meantime and made clear that he didn’t see me as a good team player.

Respondent #7
Family leave experiences. I have had three babies while at BYU.
First leave: My baby was born June 2014 and I did not take an official leave. I had started at BYU in January 2014 and while the family leave policy allowed me to take a one semester leave, I was concerned about how it would reflect on me to take a leave so early in my appointment. I was not explicitly told not to take a leave, but felt encouraged that not taking a leave was appropriate. I stayed home for six weeks after my baby was born in the summer when I had no teaching responsibilities assigned to me, but this did not affect any of my responsibilities in the department. When I requested a one-year CFS extension due to this birth (as is available in the university handbook and specifically states it does not depend upon a leave being taken), it was denied at the academic vice president’s office. Dean [redacted] received an email back, “Is it even worth keeping her?” Dean [redacted] fought for me and the result was I had to put together a mini packet of my research and future projections that had to be approved by the VP office to keep my position. Later, I did receive a one-year extension for CFS after Dean [redacted] fought for me, but it was explicitly stated it was due to my heavy teaching load my first three semesters, NOT childbirth.

Second leave: My baby was born July 2017. This time I did apply for and receive a family leave for fall 2017. I was told by the undergraduate curriculum committee chair that to take this leave, I was responsible for preparing my classes, submitting exams to the testing center, and finding substitutes for each of my lectures to be able to take the leave. It was also explained that the department would not help with any of this. Appeals to the curriculum chair and the department chair with university policies for over a month did not change anything. Finally, a new faculty in the department stepped in and agreed to take over my classes as he could see there was no other way for me to have a leave. After I returned, Dean XXX heard about my experience and did offer a training to current department chairs about family leave policies. One of my female colleagues in another department told me her chair came to her afterward and said, “Did you know BYU offers a maternity leave??” She was appalled, as the maternity leave policy as written is one of the reasons she chose to come to BYU.

I did not teach classes during fall 2017, but I came on campus two days a week to be able to keep my research lab and the students I mentored continuing. I also worked a partial day at home during this “leave.” Even with this, it was very difficult to get the momentum moving again after my leave. My newborn had extensive needs and had to nurse every 1½-2 hours around the clock, so I had to bring her with me everywhere. She rarely slept and this time was incredibly difficult for me. Based on my previous experience, I did apply for a CFS-extension at the time I applied for family leave. It was granted. However, I did not use it as I was exhausted from having a lower rank than all of my colleagues, less respect, and lower pay, and felt I had sufficient experience.

Third leave: My baby was born April 2020. This pregnancy was incredibly difficult and led to me being bed-bound on IV fluids for six months, as well as time on a feeding tube. I did not have the strength to come on campus beginning mid-November 2019. My department was supportive during this time, and I was not expected to be at most things relating to citizenship. No specific help was offered, but my plans to manage during this time were approved. My teaching load was not affected. I taught my lectures on zoom and coordinated with my lab.
assistants to ensure the lab functioned well. I took a family leave during summer 2020 (although I did not have any teaching expectations during this time anyway). During this leave, I completed and submitted (my) CFS/promotion packet. Due to my illness, I did not recruit any new lab members during the previous school year and all (existing) graduated in April 2020, which required me to start up a research lab again, which felt like the fourth time since I had started at BYU.

Here are some notes I typed up based on my experiences. I am very happy to discuss this in person, if that is easier.

1. I would like to see very specific wording in the Rank and Status documents that a faculty going up for CFS delayed due to parental leave should be evaluated at the same level as faculty going up at six years. I have talked with numerous people, including Craig Hart, who helped add something to the policy about this. Historically, there was no direction if individuals had a one year extension to help them “catch up” from their parental leave—meaning you had an extra year to get extra publications so you averaged the right amount for seven years, etc. Right now the wording states When the CFS clock is extended due to a personal or parental leave, the criteria for evaluation are unchanged; additional scholarship or other expectations do not accrue during the year of extension.

I greatly appreciate this update. If it could be even more explicit (ie evaluated for the same amount of scholarship/teaching/citizenship as if the faculty had been evaluated at six years), that would be better. Every person I have talked to since I started at BYU said the policy was very clear, but each person gave a different interpretation of it, including faculty on the university committee for advancement. I was so anxious because I did not know how I would be evaluated.

In all honesty, for a woman who is pregnant and has a baby and a research lab, we are talking 9 months of illness for many women, a life-changing event with a new baby, plus having your body destroyed and need to rebuild your strength, plus the emotional effects of vastly varying hormones, potentially still managing your students and lab while on “leave” because there is no other option, then once you get back, restarting your laboratory, which takes a year to get back to your momentum. I have been so frustrated by comments of, “did you have a nice break?” “I bet you were able to get a lot of publications out while you were on leave” “you shouldn’t qualify for sabbatical because you already got a break.” I don’t know the best way to handle this, but the more explicit the CFS documentation is, the better for parents.

2. I am a very strong proponent of men taking parental leave. I think it is crucial in families and in society for us to make the sacrifice and effort for men to take care of, nurture, and bond with their children as infants. I would love to have a culture where it is expected that men will take a parental leave. If we could talk about and advertise it more, that would be great.
3. I started in January, so my CFS clock didn’t begin until fall. I had one CFS clock extension due to a heavy teaching load early in my position (no extensions for parental leave). I had been at BYU almost 8 years before I received CFS and it was difficult to wait that long. Pre-CFS is very stressful for all faculty. For those who take parental leave and extend this, the extra year(s) of pre-CFS are incredibly difficult. It is also disheartening to have all of your peers you started with receive CFS and leave you behind. It also encourages those in your department to view you (unintentionally) as always “behind” where you are supposed to be. This is why I did not take parental leave extensions, especially as I had already been required to take one for unbalanced teaching assignments in my department.

I propose that there be a second option for parental leave instead of extending a year. This is almost always used because of scholarship assignments. Even though I truly believe the effects are more than the semester of leave, I would have preferred to have the option to go up at the same time, but with reduced scholarship assignments in the year of a parental leave. For a department with the expectation for professorial faculty of 2 publications a year, the faculty would only be required 1 publication for that year. I don’t know of any instances where a faculty who was on track for CFS in every category except scholarship took an extension and still did not meet the requirements when they went up for CFS. If that is the case, why must faculty with parental leave wait the extra year before promotion? Taking a parental leave is not an indication that the faculty is undeserving of CFS. If anything, completing at least half of the scholarship requirements when taking parental leave (which I believe is more than one semester impact) shows the faculty is completing even greater than their assignments.

4. Train new department chairs in parental leave policies. The faculty requesting parental leave should not have to train them and fight for their university benefit.

Respondent #8 (Male Respondent)

I used the family leave policy to fill in a care gap in our house when my wife took a job at a law firm after graduation. I stayed home for a semester to care for our youngest daughter, who was a few months old at the time. I heard about the family leave policy mainly through word of mouth. I recall having to do a bit of research on the BYU website about it but a lot of the information I received came from colleagues who had taken them for either births or adopted children.

Finding out the information about parental (leave) and the process of applying for it was fairly straightforward. I wouldn’t call it a “roadblock” but I did feel some social hesitation about taking leave as a man because I was aware of more senior female colleagues who had not been able to take parental leave in previous eras because of more restrictive policies. I also was not aware of any male colleagues who had applied for parental leave. Ultimately, I decided to apply for and take the leave to help create new norms for new BYU fathers with partners who work.
Being able to take a parental leave has been a tremendous blessing to my family. Not only did it allow us to provide care for our youngest during a crucial time in her development, it fundamentally changed my relationship with my daughter in ways that are still apparent even years later. I hadn’t realized how impactful it would be and only wish that I would have been able to have the same experience with my other children.

I think making more men aware of the family leave policy would be a great benefit to the university. It decreased the stress in our household during an important time in our child’s development and that has definitely helped me to build a career at BYU that I can feel good about. Anecdotally, I know of many professor spouses (like mine) that take advantage of BYU’s generous tuition benefit to pursue additional schooling. One natural outgrowth of the tuition benefit is that BYU spouses will pursue career opportunities that open up once they have completed their degrees. We are grateful that this policy has allowed our family to reap the full benefits of the additional schooling that my wife has pursued while I have worked at BYU.

There are no drawbacks to generous leave policies. It is good for children, good for spouses, good for BYU faculty members, and ultimately good for the university as well. Currently, the policy requires the BYU faculty member to be the primary caregiver but I think our community would benefit from extending some type of parental leave option to all faculty members, regardless of caregiving status. I think an expanded option would be a great reflection of our emphasis on strengthening families and would improve the quality of life of all BYU faculty members.

**Respondent #9 (Male Respondent)**

In 2022, I had the opportunity to go on parental leave during spring and summer terms for the birth of our fifth child. This was an amazing experience for me and my family and I highly encourage other BYU faculty members to take advantage of this benefit. Below I will provide a brief summary of the benefits and challenges I experienced while on parental leave.

**Benefits**

By and large, this was an extremely beneficial experience for me and my family. Unlike the births of my previous children, having this extended time made a huge difference in being able to provide for my family’s needs as well as just being present for this special time. I absolutely loved being with my family and developing stronger bonds with all of my family members. This was all the more important to me for this child’s birth as he ended up spending over two weeks in the NICU. Without this benefit, I would have either needed to use vacation or FMLA leave in order to provide for the basic needs of my family. The parental leave benefit provided great peace of mind, especially during our experience in the NICU.

Another huge benefit to me was the ability to take a mental break from my regular job responsibilities and research. While some individuals might be tempted to use the time on parental leave to catch up on research or other projects, I completely decoupled from my regular work assignments in order to focus solely on my family responsibilities. This was beneficial both personally and professionally. First, I really appreciated having the mental space
to be with my family without outside distractions, particularly at this important time. Second, when I did return to work in fall semester, I felt energized to re-engage in my professional assignments and research.

I also appreciated that I didn’t have to be a zombie at work for the first few months after the birth of a baby. I remember feeling completely exhausted at work and not being all that productive for the first few months after the birth of each of our previous children. In contrast, with this most recent baby, I didn’t have to worry about falling asleep at my desk or struggling to be productive because I could just stay home and better support my wife and kids through this beautiful, but exhausting time.

Challenges
While this was an overall positive experience, there were some challenges with taking an extended parental leave. First, it did take some adjustment to be at home full-time without a regular daily schedule. Our five kids kept us very busy, so it wasn’t like I had nothing to do – rather it was just an adjustment to not having my regular BYU employment identity as a major part of my daily life. This wasn’t a major issue and I quickly adjusted to this new reality, but it is something to consider.

Another challenge I experienced is that my initial expectation of how things would be during my parental leave didn’t quite match up with what actually happened. For example, I had envisioned being that cool dad who would conduct a lot of fun science experiments and go on amazing field trips with my kids. However, the reality of having a newborn and a bunch of other highly energetic kids needing my attention 24-7 was that I was often exhausted and crabby. While we did do some science experiments and have fun excursions with the kids, it was not nearly at the level that I had anticipated. I also had unrealistic expectations of working on home and yard projects while I was on leave (I actually completed zero home projects during this time). I was able to readjust my expectations after several weeks to embrace my role as family support dad, so I wasn’t frustrated the entire leave. If anything, this experience taught me some really valuable lessons about myself and things I could do to be more flexible and resilient with my family responsibilities.

A last challenge that I experienced occurred when I returned to work. I felt like I needed an entire semester just to catch up on things that had been put on hold while I was gone. I did have some amazing colleagues who covered for me in my absence, so the essential things had been taken care of while I was gone. However, there were certain things (especially research, citizenship, and other professional responsibilities) that only I could do. This was counterbalanced by the fact that I felt more energized to be back at work, as mentioned earlier, but it is a factor for anyone considering a parental leave.

Conclusions
Despite some of the challenges mentioned above, this was a highly beneficial experience that I would recommend to anyone else welcoming a new child into their home. If we were to have any additional children, I would definitely plan on taking another parental leave. Most, if not all,
of these challenges could be mitigated by readjusting expectations and staying focused on the actual purpose of the parental leave (i.e., family bonding and support). I am extremely grateful that the university modified their parental leave policy, which allowed me to have this sacred time with my family. I would support similar policy adjustments to allow greater flexibility for improved work-life balance for all employees.

Respondent #10
My leave experiences were generally quite good. That is a function of the fact that my department (SFL) has been VERY supportive and the fact that I’m very lucky to have easy births and recovery. I can see how someone with more challenges and in a less supportive department would have a difficult time with the current policy and the way it is implemented. My main beef is with stopping the CFS clock. I did so with the first child I had after starting at BYU (baby #4) because I wasn’t sure how having a baby while working toward CFS would impact my scholarship. So I stopped the CFS clock to be cautious. Well, 2-3 years later when I was having another child, my chair asked if I was going to stop my clock again. I told him no and that I regretted doing so in the first place because I had been able to keep my productivity high enough to qualify “on time.” He agreed. That felt good but was also irritating. Now I HAD to wait to submit my file until my 6th year at BYU because there is no option to retract the CFS postponement. There are a number of reasons that was frustrating, but chief among them is the lack of autonomy granted to me about my own career trajectory. The policy should really allow for more flexibility on that matter.

Respondent #11
I have taken 3 family leaves. The first one (2015) was great. I had a male department chair who seemed really open to listening to what I needed. I took off winter semester and he didn’t require me to teach that spring. I had some complications that the doctors thought might require surgery (I didn’t end up needing surgery, hurrah) so I was home with my baby for 9 months. It was amazing.

I had my second and third babies closer together, had a different department chair – and a totally different experience. Actually, my second baby was born in January, 2020 and my ‘family leave’ was hijacked by COVID and having my son and husband suddenly home. Also, I unexpectedly found myself adopting my then 13-year-old step son after a years-long and super hostile custody battle with his biological mother. In the end, she basically abandoned him and he ended up coming to live with us full time. This was and is wonderful, and I’m so grateful to be his mom. But it definitely required some adjusting to for all of us, but especially me as I was suddenly the mother to a traumatized teenager. I was told I couldn’t take a family leave to deal with any of those issues because I had taken a family leave earlier in the year and also, he wasn’t a baby. So...you know...he probably won’t need anything. Ha. The policy is NOT clear on this at all, and I was just getting vague interpretations. I had too much on my plate —logistically, emotionally, and physically (having just gotten pregnant again), so I decided not to pursue it in favor of going to take a nap.
When I had my third baby, who was born in May, 2021, I was told I had to take either summer off or Fall semester for my family leave – not both. I didn’t understand why. For some reason, my chair would not let me rearrange to have both the summer and fall off. I pointed out we had been able to arrange for it before, but she was immovable. So, three weeks after having given birth, I was teaching a summer term graduate course. I was then able to take the fall semester off, but about 2 months into my fall family leave, I was told that upon my return in the winter I would be teaching a brand new course for our brand newly revised program. This meant, in essence, that I had to begin developing and prepping that course during my maternity leave. This was so frustrating to me as I’d tried to plan far in advance, worked the summer, and talked to my chair multiple times about my leave. In addition, I was also assigned another course with a unique prep that I hadn’t taught before and told I needed to teach it in order to ‘meet load’. I was overwhelmed and frustrated. I feel like I didn’t really get a break at all after my third baby – which was really, now, my fourth child after the adoption.

It was terrible timing, having no time to recover after having had two babies and a teenager in 16 months, bookending that horrible COVID period…it was just a lot and really impacted my morale and sense of being supported as a woman in my department. I tried to talk to my department chair about it, who is really wonderful in so many ways, but I think she felt like she had had a baby before, so it shouldn’t be too hard for me. I find that too many female leaders think like this. I also should mention that I’m an older mom, and already had CFS by the time I took my first Family Leave. I didn’t have to take any extensions or anything, but I have watched as my male colleagues have sailed on by me toward their rank advancements. I can’t imagine what pre-CFS women do to make this work, especially if there is no consistency or pre-planning that can be counted on.

Participant #12 (Male Respondent)
I used the Family Leave Policy twice, in fall 2019 and fall 2021. I think I heard about it from a colleague’s wife who used to work in HR. I don’t think I would have known about parental leave for fathers otherwise, but I was aware of ‘maternity’ leave. My chair and dean were supportive and the application process was smooth and uneventful.

The policy was beneficial, of course, because it allowed me to bond with the two children. My wife was in a MSW program and working during the first leave, and working full time during the second. We saved quite a bit of money on childcare. I had very modest ambitions during the first leave to get a little reading done, but it didn’t work out that way. The two leaves, punctuated with the pandemic overlapping that period, were quite disruptive in terms of scholarly productivity, as well as taking me out of exercise and other healthy routines. The department was understanding of the fact that I didn’t accomplish much on leave. I don’t have any specific recommendations except to make the policy more widely known.
Proposal: Teaching Portfolio Revision Committee

Proposal
The Teaching and Mentoring committee proposes that the administration make the current Peer Review of Teaching Task Force a standing committee to regularly evaluate (and refine as needed) how the teaching portfolio is being used across campus. The evaluation can be done by surveying candidates who create the teaching portfolio as well as rank and status committee members who review the portfolio. The revisions of the teaching portfolio should be completed by August 1 every year so all candidates in a given review cycle are working with the same format.

Justification
Members of the Teaching and Mentoring committee surveyed faculty members in their departments who recently completed the Teaching Portfolio as part of their rank and status files about their experience using it. These data were combined with the committee members’ experiences reading the portfolios as members of rank and status committees in their respective departments. They found the following:

- Many who completed the portfolio felt overwhelmed by the volume of work and redundancy if they evaluated all courses over many years. Those who read the portfolio had a similar response.
- Many candidates commented that reflecting back several years to complete the portfolio was difficult but if they had been working on it all of the way along it would be much easier.
- Some faculty expressed concern that the questions in the portfolio were primarily yes/no questions.

These survey responses resulted in the following suggestions to improve the process of using the teaching portfolio:

- Clarify that the teaching portfolio is intended to be used to reflect on 1-2 courses over 2-3 years. The choice on the number of courses reviewed should be left to the candidate.
- Colleges and departments should implement mechanisms for the teaching portfolio to be used regularly as a teacher improvement tool and thus reduce the need for a promotion candidate to reconstruct their past reflections on their teaching.
- The yes/no guiding questions should be changed to how/why questions.

In the Peer Review of Teaching Task Force proposal dated September 30, 2020, it says that "As the university community adopts and fine-tunes the Teaching Portfolio process, with substantive formative peer review, it will prove to be a powerful means to deliberately improve our teaching." The original task force chaired by Tina Taylor and Vincent Wilding is currently involved in refining the portfolio. The above suggestions were shared with Dr. Tina Taylor who
was very receptive. Thus, we propose that this committee or a similar one be charged to regularly gather feedback from those who use the Teaching Portfolio and refine it accordingly.
Proposal: Guidelines for Interpreting Student Ratings More Accessible

Proposal

In order to improve universal understanding of how student ratings are to be interpreted, we propose the following:

- Link more directly and obviously to the student rating training from the CTL webpage.
- Provide information directly on student ratings reports on how to interpret the uncertainty bands for the section reported.
- Update notation of the uncertainty bands to use square brackets ‘[ ]’ rather than parentheses ‘( )’ to use the mathematical notation to indicate that the ranges include the endpoints and thus uncertainty bands that share endpoints are thus overlapping.
- Provide training to evaluators (Rank and Status committees; department chairs; associate deans) on how to interpret student rating reports.
- Provide regular trainings to faculty generally on how to interpret student ratings reports. A session during University Conference might be ideal for this.
- Include links in the training for new faculty hires to the student ratings reports training information.

Justification

In his 2022 University Conference address to the faculty, AVP Shane Reese encouraged those working to revise their units’ Rank and Status documents to “[e]nthrone superior teaching as the principal responsibility of all faculty members who have a teaching assignment. In laying out the standards for promotion at BYU, teaching should come first—literally and substantively”1. The University provides immense resources and support for the teaching activities of BYU faculty. We acknowledge and thank the administration for this support.

Student evaluations are one of the major tools available to instructors seeking to improve their teaching and to Rank and Status committees and others seeking to evaluate teaching effectiveness. Given their importance in this critical mission of the University, it is important that instructors and evaluators interpret student rating reports correctly. Of particular concern is confusion on how to interpret the “uncertainty range” included in student rating reports.

The Center for Teaching and Learning (CTL) provides training on interpreting student ratings reports; however this information is not easily discoverable on the CTL website2. While this

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1 [https://speeches.byu.edu/talks/c-shane-reese/becoming-new-creatures/](https://speeches.byu.edu/talks/c-shane-reese/becoming-new-creatures/)
2 From ctl.byu.edu, one must click on a link midway down the page labeled “(SR help docs)” (there is no indication that “SR” stands for student ratings), which links to softwaresupport.byu.edu. From there, one must select the “Student Ratings” drop-down, and then the “Instructor Help” option. From the Instructor help page, one can select
information is more easily accessible from the Student Ratings website (there is a link from studentratings.byu.edu to the “Instructor Help” page for student ratings), there is nothing on the reports themselves that gives any training on how to interpret uncertainty ranges.

“Uncertainty Ranges” from the side menu to reach https://softwaresupport.byu.edu/student-ratings/student-ratings-faculty/uncertainty-ranges
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
Welcome
FAC Co-chairs: Julie Allen, Jon Cox
  • Overview of FAC Report

Belonging
Co-chairs: Jake Rugh, Laura Catharine Smith
  • Creation of a Liaison for Belonging in All Academic Departments and Units Departments and Units
  • Addition of a Question on Belonging on Annual Stewardship Review
  • Define an internal support network for faculty who are the victims of targeted harassment while promoting civil discourse
  • Statement of Support - Belonging Reporting and Recommendations Four-Year Data Collection Cycle
  • Letter of Support for Faculty of Color Association

Compensation and Benefits
Co-chairs: Leanna Balci, Grant Shultz
  • Summer Salary Statement of Information

Facilities and Sustainability
Co-chairs: Mark Graham, Rebecca Sansom
  • Environmental Stewardship and Sustainability Initiative
  • Encouragement to Further Investigate Clean Air Proposals Related to Electric Vehicle Charging Stations and Bicycle Parking

Faculty Aims
Co-chairs: Steve Riep, Justin Weidman
  • Proposal for BYU Aims

Mental and Physical Heath
Co-chairs: Brad Bundy, Rob Martinsen
  • Assisting Faculty in their Efforts to Help Students with Mental Health

Recruitment, Hiring, and Retention
Co-chairs: Clark Asay, Pamela Brubaker
  • Avoiding Missed Opportunities to Minister to the One: Possible Adjustment to the Ecclesiastical Endorsement Form
  • Increasing Faculty Candidate Pools

Supporting Families
Co-chairs: Erika Feinauer, Michael Whitchurch
  • Campus Mothers Rooms
  • Parental Leave Policy
Teaching and Mentoring
Co-chairs: Brock Kirwan, Blake Peterson
  • Teaching portfolio Revision Committee
  • Guidelines for Interpreting Student Ratings

Farewell
FAC Co-chairs: Julie Allen, Jon Cox
  • FAC Achievements

Conclusion