

Spring 2019



FWA President's Message



FOR GOD HATH NOT GIVEN US THE SPIRIT OF FEAR; BUT OF POWER, AND OF LOVE, AND OF A SOUND MIND.

2 TIMOTHY 1 : 7

It is hard to believe that the 2018-19 school year is coming to an end in just a few weeks, and it is almost time to hand off the president's gavel to Julie Damron, your next FWA president. I am excited to see the continued growth and direction that the Faculty Women's Association will take under her leadership in the upcoming year.

As I reflect on my 12 years here at BYU and how much things have changed since I first arrived, I can see the efforts of so many past FWA presidents and officers to create a more inclusive environment for women at BYU. This year marks the 25th anniversary of the Faculty Women's Association, and it is a time to honor those past officers. If you have a moment, I encourage you to go to the FWA History webpage and browse through the names of all the women who have donated their time over the years to address issues of concern and provide support for women at BYU. <https://fwa.byu.edu/node/5>

The environment of BYU is becoming more open to discussion of the many challenges and opportunities that our female faculty and administration face. Denise Halverson has started an exciting education initiative called BYU Women Thrive. If you have not attended one of these events, I encourage you to do so and suggest you invite your male colleagues, too. As we work together, we can create an environment of growth and support for all of our faculty.

As more women get involved in FWA or serve in other leadership positions, I know we will continue to see changes that will benefit all of us, regardless of gender or academic role. As I ponder on our theme this year, I know that we have to continue on in faith, not fear. God has given us the spirit of power, of love, and of a sound mind, and the future is bright.

—Denise Stephens

ASTRONOMY

FWA PRESIDENT, 2018-2019

TABLE OF CONTENTS

- 2 [Upcoming Spring Retreat](#)
- 3-7 [Sharing Good News](#)
- 8 [Join FWA: How & Why](#)
- 9 [Women Thrive Initiative Event Recap](#)
- 9-11 [FWA Event Recaps](#)

UPCOMING FWA SPRING RETREAT

WEDNESDAY, APRIL 24

9:00AM - 1:00PM

BYU CONFERENCE CENTER

RSVP

<https://commerce.cashnet.com/webc?itemcode=webc-fws>

\$10 for FWA members; \$15 for non-FWA members

SCHEDULE

- | | |
|----------------|---|
| 8:30 - 9:00 AM | Check-In
- Room 2254
- On site registration will be \$15 for FWA members and \$20 for non-FWA members |
| 9:00 AM | Keynote Address
- Dr. Brigitte C. Madrian, Dean, Marriott School of Business |
| 10:00 AM | First Breakout Session
- Dr. Delys Snyder, English
- Dr. Angela Bradford, Marriage & Family Therapy |
| 11:00 AM | Second Breakout Session
- Sarah Brinton, JD, Elect Women Utah
- Dr. Chelom Leavitt, Family Studies |
| 12:00 PM | Lunch
- Awards
- Introduction of New Board Members |

FWA IS CELEBRATING 25 YEARS!

SHARING GOOD NEWS

DR. CINDY BLAIR, MARKETING AND GLOBAL SUPPLY CHAIN

Publication

Brewer, B., Ashenbaum, B., & Blair, C. W. (2019). Cross-functional influence and the supplier selection decision in competitive environments: Who makes the call? *Journal of Business Logistics*, 1-21. doi:10.1111/jbl.12199

DR. CYNTHIA L. HALLEN, LINGUISTICS

Publication

Hallen, C. L. (2018). Data approaches to Emily Dickinson and Eliza R. Snow. In J. Travis & J. DeSpain (Eds.), *Teaching with digital humanities: Tools and methods for nineteenth-century American literature* (71-81). Urbana, Illinois: University of Illinois Press.

<https://www.press.uillinois.edu/books/TeachingWithDH/>

<https://www.press.uillinois.edu/books/catalog/57cts5ym9780252042232.html>

Abstract: This chapter discusses some of the benefits of bringing a digital approach into a capstone seminar course on the language of Emily Dickinson and Eliza R. Snow in nineteenth-century literature. In a recent discussion of distant reading, Ted Underwood identified a problematic divide between literary studies and the social sciences. Problems with applying digital research to literary studies may lie closer to home than the tension between humanities and computer science, or the distance between literary criticism and the social sciences. Within the discipline of humanities itself, a more immediate problem may be the division between literary studies and language studies that came about with the gradual retirement of philology in the late 1800s. Because of the turn away from traditional philology in the humanities, today's typical literature instructor may find it hard to identify with the nuts and bolts of detailed language analysis, in spite of the advent of digitized literary corpora. The essay begins with an overview of how I collaborated with students to create a dictionary for all of the words in Emily Dickinson's poems. I then present a case study that demonstrates the use of digital philology and corpus tools (such as Monte Shelley's WordCruncher) in a cross-listed Linguistics 495 and English Language 495 seminar. My experience suggests that instructors and students can transcend any potential alienation between digital and traditional approaches by making a return to philology, which is the love of words, language, literature, and written discourse in general.

Award

Dr. Cynthia L. Hallen of the Linguistics Department has received an Alcuin Fellowship, a three-year Honors teaching and research award from the College of Undergraduate Education. From 2018-2020, Cynthia is team-teaching an



CINDY



CYNTHIA

CONTINUED ON PG. 4

SHARING GOOD NEWS

DR. CYNTHIA L. HALLEN, LINGUISTICS, CONT'D.

“Unexpected Connections” course with Dr. Julianne Grose of BYU’s Micro and Molecular Biology department. For her 2018 research focus, Cynthia compiled a digital WordCruncher corpus of her collected poems. The corpus has enabled her to select devotional hymn lyrics and collaborate with music composers to create submissions to be considered for the forthcoming new Church hymnbook. Cynthia has also trained students and encouraged them to submit entries to the Church Music website. Here is a sample hymn text that Cynthia provided for the music of Dr. Keith Leatham in BYU’s Mathematics Education department:

If not yet pure, more purified –
Refined, if not yet fine –
If not yet sure, more confident –
Less mine – if not yet Thine.

If not yet true, more trustworthy –
Enlightened, if not light –
If not yet clean, less small and mean –
More righteous, if not right.

If not yet meek, more modesty –
More whole, if not complete –
If not yet firm, confirmed by hope –
Less brine, if not yet sweet.

Titled, “If Not Yet,” the hymn is a psalm in three stanzas of 8-6-8-6 syllabic lines in common meter. The lyrical devotional text relies on polyptoton (pure, purified); litotes (righteous, not right); and antithesis (brine, sweet). The persona of the psalm prays to Heavenly Father, asking for a change of heart. However, the persona is requesting an incremental approach to sanctification, rather than a hopeless pursuit of instant perfectionism.

DR. NATALIE HANCOCK, FAMILY & CONSUMER SCIENCE

Award

Director of the School of Family Life’s Family and Consumer Sciences Education program, Natalie was recently given the post-secondary teacher of the year award from the Utah Association of Teachers of Family and Consumer Sciences at a conference in St. George, Utah.



CYNTHIA



NATALIE

CONTINUED ON PG. 5

SHARING GOOD NEWS

DR. AMY HARRIS, HISTORY

Upcoming Publication

Harris, A. (In Press). "She never inclined to it." Childhood, family relationships, and marital choice in eighteenth-century England. *Journal for the History of Childhood and Youth*.

DR. SHARON HARRIS, ENGLISH

Publications

Sharon published two articles this year. The first appears in the *Ben Jonson Journal* and finds new sources and a new date for a play by Thomas Middleton. The second discusses music, text, and stuttering as intermedia in Henry Purcell's *The Fairy Queen*, an adaptation of Shakespeare. It appears in a special issue of *Restoration: Studies in English Literary Culture, 1660-1700*.

DR. KRISTIN MATTHEWS, ENGLISH

Publications

Matthews, K. (In Press). "Woke" and reading: Social media, reception, and contemporary black feminism." *Special Issue of Participations: Readers, Reading, and Digital Media*.

Matthews, K. (In Press). Making reading popular: Cold war literacy and *Classics Illustrated*. *Book History*.

Matthews, K. (2018). *True Grit*: A radical tale. *Journal of American Culture*, 41(4), 370-384. doi:10.1111/jacc.12959

Presentations

Matthews, K. (January 2019). Well-read black women: Reading, social media, and the contemporary freedom struggle. *Invited Lecture: BYU Kennedy Center Lecture Series 2019: Women & Politics*. Provo, UT.

Matthews, K. (November 2018). Reading, writing, and racism: Ralph Ellison's *Invisible Man* and African American literacy in Cold War America. *Invited Lecture: University of Birmingham's Centre for American and Canadian Studies*. Birmingham, U.K.

Matthews, K. (April 2018). Revolutionary design: Print culture and the new left. *Invited Keynote Address for "Design, Sound and Vision in Midcentury America," Annual Kern Conference in Visual Communication*. Rochester, NY.



AMY



SHARON



KRISTIN

CONTINUED ON PG. 6

SHARING GOOD NEWS

KRISTIN MATTHEWS, ENGLISH, CONT'D.

Public Humanities

Matthews, K. (January 2019). Rise of the black feminist through literature and social media. *KBYU's Top of Mind With Julie Rose Radio Program*. Brigham Young University, Provo, UT.

Matthews, K. (March 2019). The enduring legacy of J. D. Salinger's *The Catcher in the Rye*. *Springville Library Roundtable Presentation with Professors Brian Jackson and Spencer Hyde*. Springville, UT.



KRISTIN

JANI RADEBAUGH, PLANETARY STUDIES & GEOLOGY

Visiting the Rome Temple

Recently, the BYU Geology department and friends visited the Rome temple visitor's center and open house, along with related sites in Florence and Rome. We visited the Carrara marble quarry, source of renaissance statues including Michelangelo's David and Pietas, and source of the Christus and Twelve Apostles, fashioned after the Thorvaldson statues and now sitting in the Rome temple visitor's center. With our group was Joseph Brickley—local artist, painter of the mural behind the Christus and Twelve Apostles, and Renaissance sculpture expert—who enhanced our experience there greatly. Also with us were Tom and Gayle Holdman, stained glass artists for over 90 temples and artists of the Come Unto Me glass mural depicting all the parables from Christ's ministry, now up in the Rome temple visitor's center. BYU Geology helped locate 12 stones in our collection that could represent the twelve tribes of Israel, as discussed in Exodus, that were lain in the priest's breastplate. This contribution from BYU will stand in the visitor's center from now on, for all to see. Justin Kunz of the BYU Design department was also there and helped to create an Inspiring Learning medallion that will be available to all in the BYU Store this year. The trip was a valuable experience for all who shared in it.



JANI



ELISE SILVA, HAROLD B. LEE LIBRARY

Publication

Silva, E., Green, J., & Walker, C. (2018). Source evaluation behaviours of first-year university students. *Journal of Information Literacy*, 12(2), 24-43. doi:10.11645/12.2.2512

DR. BRANDIE R. SIEGFRIED, ENGLISH

Publication

Brandie had an edition come out recently: a new volume of the 17th century philosopher Margaret Cavendish's *Poems and Fancies*.



ELISE



BRANDIE

CONTINUED ON PG. 7

SHARING GOOD NEWS

RACHEL WADHAM, HAROLD B. LEE LIBRARY LYNETTE CHRISTENSEN, CENTER FOR THE IMPROVEMENT OF TEACHER EDUCATION & SCHOOLING

Publication

Rachel and Lynette have been awarded a CITES Fellowship Grant for \$28,000. The grant will allow them to conduct research over the next three years on the use of narrative texts in teacher professional development to convey norms and structure thinking around important educational ideals.

DAWN-MARIE WOOD, PSYCHOLOGY

Award

The College of Family, Home, and Social Sciences (FHSS) presented the Martin B. Hickman FHSS Excellence in Teaching by an Adjunct/Non-CFS Faculty to Dawn-Marie G. Wood in the Psychology department (August 2018) for demonstrating excellence in the classroom over the span of several academic years. In conjunction with holding this award for the 2018-19 academic year, Professor Wood will be presenting at various campus events, such as the FHSS Master Teaching Luncheon for faculty (February 2019), in addition to collaborating with administrators to develop and support department-based training efforts.

DR. MARY JANE WOODGER, CHURCH HISTORY

Publications

Woodger, M. J. (2018). *Mission president or spy? The true story of Wallace F. Toronto, the Czech Mission, and World War II*. Provo, UT: Brigham Young University Religious Studies Center.

Newell, L. D., & Woodger, M. J. (2018). *The beatitudes and the Christlike life*. American Fork, UT: Covenant Communications.

Woodger, M. J. (2018). Laying the foundation of the Church of Jesus Christ of Latter-day Saints in Hong Kong: Seminary and institute programs. *Mormon Historical Studies*, 19(1), 57-82.



RACHEL



LYNETTE



DAWN-MARIE



MARY JANE

JOIN FWA!

FACULTY WOMEN'S ASSOCIATION WANTS YOU!

Please join us and help create a strong network of women at BYU. If you are a member of FWA and are not sure if your dues have expired, feel free to email FWA treasurer [Sarah Coyne](#).

WHAT IS FWA?

Open to all female faculty (full-time and adjunct) and administrative staff, the purpose of this association is to support the mission of Brigham Young University, to promote solidarity and a sense of community among its members, to improve the quality of professional life for faculty and staff women on the BYU campus, and to increase awareness of and sensitivity to gender issues at BYU.

WHAT DOES FWA DO?

In addition to addressing and aiding faculty women issues, FWA activities aim to bring together the professional women of BYU campus for activities of professional development, collegial networking, service, and social interaction. Activities also include an annual Rank and Status Forum; Research, Creative Works, and Teaching Showcase; and a Spring Retreat.

WHAT DOES IT COST?

Dues are \$15 for one year, or \$40 for three years. Dues can be paid online via our website: <https://fwa.byu.edu/dues>. Click the "online here" link to go to the electronic payment site. Dues help cover the costs of activities (including guest presenters), lunches and refreshments, and FWA annual awards.

HOW DOES FWA BENEFIT ME?

FWA provides a community for personal and professional enrichment as we interact across disciplines. Gender issues education and research affects the BYU campus as a whole. The Research, Creative Works, and Teaching Showcase provides a forum for presenting and sharing your work with others on campus. The Rank and Status Forum provides valuable information, as well as feedback on concerns regarding the rank and status process. Each April, the Spring Retreat is an opportunity to relax together and enjoy interesting and interactive presenters. Other activities may include sports, arts, or science events for the entire family!

EVENT RECAPS

FWA CROSS-COUNTRY SKIING AT ASPEN GROVE FEBRUARY 1, 2019

Beautiful scenery. Wonderful friends. Perfect afternoon outing.



WOMEN THRIVE EVENT FEBRUARY 19, 2019

Title IX Discussion led by Tiffany Turley and Jared Rasband

Since its official inception in January 2017, BYU's Title IX Office has worked tirelessly to address the issues of unlawful sex discrimination and sexual misconduct on campus. Already we have seen great success, with a 400% increase in reporting from the 2016-2017 school year to the 2017-2018 school year. However, we know there is more to do and we are constantly evaluating our efforts in order to effectively navigate the ever-changing landscape of Title IX. Our goal is to be a resource for the campus community where people can find help, and with that in mind, we've focused on three "SOS" goals: S=Support students, O=Optimize awareness, S=Strengthen partnerships. Our office is located in 1085 WSC, or you can reach us through email (titleix@byu.edu), phone (801-422-8692), or our website (titleix.byu.edu). Let us know how we can help!

EVENT RECAPS

FWA RANK & STATUS EVENT

MARCH 11, 2019

Faculty split into breakout discussions for following groups:

- Adjunct Faculty, led by Dr. Jenith Larsen, Faculty Center
- Pre-CFS Professorial Track Faculty, led by Dr. Tina Dyches, Associate Dean, McKay School of Education
- Post-CFS Professorial Track faculty, led by Dr. Melissa Heath, Counseling Psychology and Special Education
- Professional Track CFS faculty, led by Connie Lamb, Harold B. Lee Library, and Lee Robinson, Communication Disorders
- Leadership, Dr. Laura Bridgewater, Associate Academic Vice President for Faculty Development

Summaries of several of these sessions are provided below.

ADJUNCT BREAKOUT

Summary by Toni Pilcher, English

Dr. Jenith Larsen shared valuable information about the resources and representation available for adjuncts. Specifically, she encouraged us to attend the Faculty Resource Fair, held annually in the fall, and to visit the website adjuncts.byu.edu. In both places, you can learn more about what campus resources adjuncts have access to, like the gym and BYU Store discounts. She also invited us to the annual Adjunct Faculty Seminar to be held April 26. This event hosts classes and plenaries, and attendees can also receive a free book about teaching. Jenith introduced a newly formed committee on improving the adjunct experience. Each of the 5 colleges with the most adjuncts (Family, Home, and Social Sciences; Humanities; Marriott School; Fine Arts and Communication; and Engineering) have sent one representative to serve on this committee. Adjuncts can contact these representatives to provide input and feedback; it is a great way to make their voices heard and to highlight the issues of the current adjunct experience.

POST-CFS PROFESSORIAL TRACK BREAKOUT

Summary by Dr. Sarah Clark, Teacher Education

Dr. Melissa Heath was very positive in her efforts to encourage those attending this session to actively pursue going up for full professor—when the time is right. Here are some ideas she recommended:

- Read as much as you can about expectations and requirements listed in university and college rank and status documents.
- Visit with your department chair and the dean or an associate dean to determine your timing.



TONI



SARAH

CONTINUED ON PG. 11

EVENT RECAPS

- Record and document everything that you can as you do it so that it is not as daunting to put your information together.
- Get to know your field. What do full professors look like? What types of activities are they engaged in?
- Your personal statement is very important. Take the time to map it out.
- Seek advice from others and have them review your CFS documentation. Other eyes help you to see new ways of thinking about your work.

LEADERSHIP BREAKOUT

Summary by Dr. Sarah Clark, Teacher Education

Dr. Laura Bridgewater began this session with a list of questions she brainstormed to lead the discussion. These questions included the following:

- Are you engaging in leadership for the right reasons?
- Is the timing right?
- How can you get the support/mentoring you need?
- What role will you play in these leadership positions?
- How will you communicate your needs and abilities as a leader?

There were nine women in attendance and we sat in a circle. Laura shared some of her own experiences of being asked to be department chair as an associate professor. She said it was challenging not to be a full professor while in this position, but she learned much from the experience and was able to secure full professor afterwards. From there, she was asked to be associate dean.

Another department chair shared how the timing may not always be right, but she felt that if she had said no to the invitation for leadership, then it would have meant that a woman would not be at the table where decisions were made. However, Laura shared how it is important to consider all demands and priorities before saying yes. When she recently asked a female to serve on a search committee, the woman was grateful for the invitation and said she would give her answer after carefully considering the opportunity.

There was also a discussion about how women need to speak up and ask questions. There is a shift in the group dynamics when women participate instead of being silent. We need to be aware of our responsibility and influence.



SARAH