PSYCH 308 - Psychological Statistics

Winter 2018

Section 004: 227 RB on M W from 9:00 am - 10:45 am

Instructor/TA Info

Instructor Information

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TA Information

Name: Joseph Moore
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Course Information

Description

Welcome to Psychological Statistics! Psychology is part of the social sciences, and as such, is a scientific discipline. This class will help you learn how psychological researchers use quantitative data (i.e., numbers) to try to understand how people think, feel, and behave. This is not a math class, thank goodness! We will tinker with numbers and formulas, but, you don't need to be a math whiz or have a fancy calculator - so relax. Many students who have gone through my class have reported that they enjoyed the class much more than they thought they would. So, you might be pleasantly surprised at how fun it is to play with stats. Additionally, I've had students tell me years after taking this class that it was one of the most useful classes they took while at BYU. So, the knowledge and skills you will gain in this class are broadly applicable to almost any path you pursue in life.
In addition to the textbook, please purchase a calculator. I recommend something like the Texas Instruments® TI-30X IIS, which you can get for less than $15.
Course Alignment Table with Learning Outcomes, Assessments, and Activities:
Psych 308 alignment table.docx Download (plugins/Upload/fileDownload.php?fileId=61c23eb1-JPQY-hL9W-AjdV-4j643ed7f0a6&pubhash=K1H0mJ2azCgtQkqpwlDku300JsOL9oydPQX-WydtpLBT--Q1sRZ26pDy-KOCqG5rb3OlAcs4uhchACrjfqTwzQ==)

Materials

Item	Price (new)	Price (used)

ESSENTIALS OF STAT BEHAVIORAL SCIENCE 3E - *Required* 182.65 137.00

Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

1. Recognize and understand notation, formulae, and concepts
Students will be able to recognize and understand basic statistical notation, formulae, and concepts.
Measurement: Multiple choice and short answer exams
2. Speak and write about notation, formulae, etc.
Students will be able to accurately speak and write about statistical formulae, concepts, analyses, and results.
Measurement: Short essays.
3. Select and use formulae appropriately
Students will be able to correctly select and use basic statistical formulae and appropriately interpret the results.
Measurement: Multiple choice tests, short essays.

Grading Policy

Grades are based on the percentage of points earned out of the total possible points. The total points possible may not end up being exactly as indicated in the syllabus. But, regardless, your grade will be based on how many of those possible points you earned. In borderline cases I will give students the benefit of the doubt if they have faithfully attended class, participated in class discussions and activities, and completed assignments. This is my way of rewarding effort.

Attendance Policy

Attendance is required. I do not take attendance. But, my experience is that those who attend class do better in the class. Statistics can be hard to learn on your own, so, attendence in class is critical to your learning and to your achievement in the class. I will do my best to make your time in class worthwhile.

Classroom Procedures

will help you understand the concepts and logic of psychological statistics, and walk you through examples. The lab portion will include a quiz over lectures, and will also provide opportunities for you to more extensively practice what you have learned from your readings and the lectures. It is also a time to help clarify anything that still remains unclear from lecture. In addition to lectures and labs, you will be given assigned textbook readings for each day of class.

Weekly Schedule

Day 1

Lecture 1: 9:00-10:15am (75 min)
Break: 10:15-10:25am (10 min)
Lecture 2a: 10:25-10:45am (20 min)

Day 2

Lecture 2b: 9:00-9:55am (55 min)
Break 9:55-10:10am (15 min)
Lab: 10:10-10:45am (35 min)

The best way to communicate with me if you have questions or concerns or need help of any kind is to catch me right after class, email me, or come to office hours. I prefer that you avoid pop-in visits at times other than my office hours. You can also get help by emailing the TAs or visiting their office hours.

Study Habits

If you want to do well in this class, please take note of the following suggestions:

1. Read the assigned textbook pages.It is best to read them read them before class, and then go back through them after class as you are working on homework. Often you will find that it will make much more sense after lecture.
2. Do the homework.Since you are graded based on completion (completion meaning you write out answers to each question), these are basically free points. Also, the homework will help you learn the concepts and statistical procedures and help you prepare for exams.
3. Attend and participate in class.It is really hard to learn statistics from a book, or even a book and a set of lecture handouts. It is much easier to learn statistics in a classroom setting where you are free to ask questions, and where you get a chance to discuss the concepts with other students, and get multiple explanations from the instructor. Also, participation aids learning.
4. Attend and participate in lab.First of all, you need to attend lab to take the quizzes and complete the lab projects. But, lab is also a time to reinforce your learning of the concepts. Students find it very valuable, even though it might seem redundant. You can make the best of lab by going with questions (such as questions from the homework, or things that were unclear in lecture). Further, lab gives you additional opportunities to help your peers understand statistics, and often we learn best by teaching others.
5. Attend the exam reviews.This is another time to reinforce concepts, and a chance to get more specifics on what you will need to know and be able to do for the exam.
6. Organize a study group. Research has shown study groups to be helpful for learning, as you get a chance to get help and help others understand the course material. In the case of this class, it is helpful while working through problems to collaborate with others and double-check each others' work.
7. Drop the class if you are busy or distracted. This is a class where you will really get lost if you miss too many classes, because each class builds on prior classes, so you have to keep up to know what's going on. If you think you will miss a lot of classes due to family issues, work, athletics, illness, etc., it may be best to take the class at another time.

Teaching Philosophy

As a teacher, my goals are to instill in students an interest in the course content, build their critical thinking skills, help them gain an understanding of basic course material, and help them become competent applying course concepts to scientific and real-world settings. I love teaching because when I accomplish these goals, students' lives change. My teaching goals are achieved by focusing on the following objectives:

First, I establish an atmosphere conducive to student learning. I do this by responding positively and

involvement in class. Learning is more effective when it is interactive; thus, greater student participation leads to greater learning.

Second, I help students realize the scientific and real-world application of course content, particularly the importance it has to them personally. This way the course content will be useful to them wherever they go in life. I accomplish this objective by carefully selecting compelling and often humorous examples that straightforwardly convey the course concepts. Often they are practical examples that build on students' prior knowledge and experiences, which greatly facilitates their understanding of even difficult course concepts. Additionally, students are more motivated to learn material when they see *why* it is important.

Third, I provide students opportunities to develop the ability to apply course concepts to new situations. I find that this leads to deeper understanding, increased retention, and expanded ability to independently apply course concepts outside of class. These opportunities come in the form of in-class exercises (e.g., group and class discussions, individual and group writing activities, and problem solving) as well as homework assignments, quizzes, research papers, and extra-credit opportunities.

Fourth, I work to foster in students the ability to think critically about information and issues they encounter in their own lives that are relevant to course material. To help them acquire these skills, I first demonstrate critical thinking to them during class lectures and discussions. In addition to demonstrating these skills, I allow students to practice critical thinking independently and in groups. I am continually experimenting with different ways to promote critical thinking skills through discussions, in-class activities, and assignments. Critical thinking abilities, when developed, have broad application, and can significantly impact individuals' lives.

Helpful Resources

See the following list of useful websites:
online stats resources.docx Download (plugins/Upload/fileDownload.php?fileId=50672315-1FzI-8btB-WJKf-s3cce7ff6b18&pubhash=AHw-K6UF7WnXr0pIDAH-0-5Rw2Sg84m0ASjT2x3HvUoXuTwX0vQoU0Hq_0ygCgxsNuMYKu_O670GgJJ7wlGYyQ==)

Assessments

Your grade in the course will be based on your performance on homework, quizzes, and exams. -
Homework. A set of homework exercises will be assigned for each chapter. These homework problems will come from the problem sets at the back of each chapter. To know which questions to answer, see the course Schedule. You will find for each chapter a list of the required homework problems, as well as the due date. These are primarily calculation problems. The answers to each question are in the back of the book (or look at the PDF on the Content page for the solutions). To get credit for completing the questions, for each question you need to show all your work. Even in cases where there are no calculations (the conceptual questions), please write out a one or two sentence justification for the answer. Some questions ask you to explain something to a friend. You can just write out an explanation if you prefer not to bore your friend.
Quizzes. The quizzes will be administered in the lab sections. You will have a short quiz at the beginning of each lab section, and these will primarily be conceptual questions. These will be graded during lab, and used for discussion. The questions will come from the Key Concepts on the last slide of each lecture handout.
Exams. You will have three exams throughout the semester that will cover the assigned readings and the material discussed in lecture. These exams will not necessarily be cumulative, but much of the material learned later in the semester will build on the concepts learned earlier. The final exam in particular will entail knowledge of material learned throughout the entire course. The exam reviews (one during class with me, and at least one provided by the TAs) will help you focus your study efforts. You will not be allowed to use your book or work with other students on the exams.
Extra Credit. You can do a total of 10 points extra credit. There are three types of extra credit projects you can do. All extra credit is due by the last day of class.

- You can get extra credit by completing student evaluations. You will have two opportunities, and they are 2 points each. One will be a mid-course evaluation after the first exam. The other will be the end-of-semester evaluation.
- You can get extra credit by attending research talks. These are 2 points each, and you can do up to 3 (for a

each talk you attend, and the write-up must include a summary and a discussion of some of the statistics presented in the talk and how they relate to concepts or statistics discussed in our course. You can upload it to Learning Suite on the Assignments page.

- You can get extra credit by participating in research through the department participant pool (Sona). You will get 1 point extra credit for every 15 minutes of participation, for a maximum of 6 points. To get credit you will need to write a one-page write-up that describes the study, talks about the kinds of variables included in the study, and the types of analyses they might do using the data. You can upload it to Learning Suite on the Assignments page.

Assignments

Assignment Description

Quiz 1

Jan 10 Due: Wednesday, Jan 10 at 1:00 am

Lectures 1-2

Homework 1 (Intro & Methods)

Jan 17 Due: Wednesday, Jan 17 at 9:00 am

Chapter 1
19, 26, 31, 36, 38

Quiz 2

Jan 22 Due: Monday, Jan 22 at 1:00 am

Lectures 3-4

Homework 2 (Frequency Dist & Displaying Data & Central Tendencies)

Jan 22 Due: Monday, Jan 22 at 9:00 am

Chap 2
27, 41 (a-d)
Chap 3
8
Chap 4
14 (a-b), 22 (a-c)

Homework 3 (Variability)

Jan 24 Due: Wednesday, Jan 24 at 9:00 am

Chapter 4
10, 13 (c), 14 (c-d), 27, 29

Jan 29 Due: Monday, Jan 29 at 1:00 am

Lectures 5-6

Homework 4 (Probability & z-scores)

Jan 29 Due: Monday, Jan 29 at 9:00 am

Chap 5
29
Chapter 6
20, 22, 26, 45

Mid-Course Evaluation

Jan 31 Due: Wednesday, Jan 31 at 1:00 am

Possible 2 points extra credit for taking a course evaluation survey.

Homework 5 (Sampling Dist)

Jan 31 Due: Wednesday, Jan 31 at 9:00 am

Chapter 6
29, 30, 31, 47, 49

Quiz 4

Feb 05 Due: Monday, Feb 05 at 1:00 am

Lectures 7-8

Homework 6 (z-tests)

Feb 07 Due: Wednesday, Feb 07 at 9:00 am

Chapter 7
18, 21, 40, 48 (a), 49 (c)

Quiz 5

Feb 12 Due: Monday, Feb 12 at 1:00 am

Lectures 9-10

Homework 7 (Effect Sizes & Power)

Feb 14 Due: Wednesday, Feb 14 at 9:00 am

31, 32, 40*, 44, 46
*Cohen's Conventions are on page 197

Exam 1

Feb 20 Due: Tuesday, Feb 20 at 9:00 pm

Exam 1

Quiz 6

Feb 21 Due: Wednesday, Feb 21 at 1:00 am

Lectures 11-12

Homework 8 (Single-Sample & Paired-Samples t-tests)

Feb 26 Due: Monday, Feb 26 at 9:00 am

Chapter 9
41 (a), 45, (a-b, d), 48 (use two-tailed test and report effect sizes rather than confidence intervals), 50 (d, g)

Quiz 7

Feb 28 Due: Wednesday, Feb 28 at 1:00 am

Lectures 13-14

Homework 9 (Independent-Samples t-tests)

Mar 05 Due: Monday, Mar 05 at 9:00 am

Chapter 10
23 (a-b, i-k), 25 (a-b, f-h), 28

Quiz 8

Mar 07 Due: Wednesday, Mar 07 at 1:00 am

Lectures 15-16

Quiz 9

Mar 14 Due: Wednesday, Mar 14 at 12:00 am

Homework 10 (ANOVA)

Chapter 11
30 (a-h), 31 (a-h)

Exam 2

Mar 24 Due: Saturday, Mar 24 at 3:00 pm

Exam 2

Quiz 10

Mar 28 Due: Wednesday, Mar 28 at 12:00 am

Lectures 19-20

Homework 11 (Correlation)

Apr 02 Due: Monday, Apr 02 at 9:00 am

Chapter 13
19 (create scatterplot and calculate r the way we did in class)
21 (ditto)

Quiz 11

Apr 04 Due: Wednesday, Apr 04 at 11:59 pm

Final Course Evaluation

Apr 05 Due: Thursday, Apr 05 at 12:00 am

Extra credit.

Homework 12 (Regression)

Apr 11 Due: Wednesday, Apr 11 at 9:00 am

Chapter 14
24 (d-f), 25 (d-f), 26, 27

Quiz 12

Apr 11 Due: Wednesday, Apr 11 at 11:59 pm

Exam 3

Apr Due: Monday, Apr 16 at 12:00 am

Homework 13 (Chi-Square)

Apr 16 Due: Monday, Apr 16 at 9:00 am

Chapter 15
34, 35, 36, 37

Other Extra Credit

Apr 18 Due: Wednesday, Apr 18 at 11:59 pm

Schedule

Date	Class Activities	Readings	Due Dates
Week 1			
M Jan 08 Monday	(Lecture 1) Introduction to the Course	Introduction Notes: scientific-method.ppt Download	
W Jan 10 Wednesday	(Lecture 2) Introduction to Stats and Methods (and Intro to SPSS) Lab 1: Lectures 1-2	Intro to Stats and Methods Chapter 1 Notes: Methods Win17.pptx Download	**Quiz 1**
Week 2			
M Jan 15 Monday	**Martin Luther King Jr Day** NO CLASS		
W Jan 17 Wednesday	(Lecture 3) Frequency Distributions; Displaying Data; Central Tendencies	Frequency Distributions; Displaying Data; Central Tendencies Chapter 2, Chapter 3, Chapter 4 (2nd Edition: pp. 70-78, 3rd Edition: pp. 78-86) Notes Distributions - Displaying Data - Central Tendencies_Win17.pptx Download	**Homework 1 (Intro & Methods)**

M Jan 22 Monday	(Lecture 4) Variability Lab 2: Lectures 3-4	Variability Chapter 4 (2nd Edition: pp. 78-83, 3rd Edition: pp. 87-92) Notes: Variability_Win17.pptx Download	**Homework 2 (Frequency Dist & Displaying Data & Central Tendencies)** **Quiz 2**
W Jan 24 Wednesday	(Lecture 5) Probability & z-scores	Probability & z-scores Chapter 5 (2nd Edition: pp. 96-100, 3rd Edition: pp. 105-108) Chapter 6 (2nd Edition: pp. 116-128, 3rd Edition: pp. 126-138) Notes: probability & z-scores Win17.pptx Download	**Homework 3 (Variability)**
Week 4			
M Jan 29 Monday	(Lecture 6) Sampling Distributions Lab 3: Lectures 5-6	Sampling Distributions Chapter 5 (2nd Edition: pp. 92-95, 3rd Edition: pp.100-103) Chapter 6 (2nd Edition: pp. 129-136, 3rd Edition: pp. 139-147) Notes: Sampling Distributions Win17.ppt Download	**Homework 4 (Probability & z-scores)** **Quiz 3**
W Jan 31 Wednesday	(Lecture 7) Hypothesis Testing with z Tests	Hypothesis Testing with z Tests Chapter 5 (2nd Edition: pp. 101-105, 3rd Edition: pp. 109-114) Chapter 7 Notes: Hyp testing z-test Win17.pptx Download	**Homework 5 (Sampling Dist)**
Week 5			

M Feb 05 Monday	(Lecture 8) Hypothesis Testing with z Tests - Review Lab 4: Lectures 7-8	Hypothesis Testing with z Tests - Review review Chapters 5-7 Notes: Hyp testing review decision errors Win17.pptx Download	**Quiz 4**
W Feb 07 Wednesday	(Lecture 9) Effect Sizes	Effect Sizes Chapter 8 (2nd Edition: pp.177-182, 3rd Edition: pp. 191-197) Notes: Effect Size Win17.pptx Download	**Homework 6 (z-tests)**
Week 6			
M Feb 12 Monday	(Lecture 10) Power Lab 5: Lectures 9-10	Power Chapter 8 (2nd Edition: pp.183-189, 3rd Edition: pp. 198-204) Notes: power Win17.pptx Download	**Quiz 5**
W Feb 14 Wednesday	Exam Review		**Homework 7 (Effect Sizes & Power)** **Exam 1 Opens**
Week 7			
M Feb 19 Monday	**Presidents Day** NO CLASS		
T Feb 20 Tuesday	**Monday Instruction** (Lecture 11) Single-Sample t Test	Single-Sample t Test Chapter 9 (2nd Edition: pp. 198-210, 3rd Edition: pp. 214-226) Notes: intro to t and sample t tests Win17.pptx Download	**Exam 1 Closes**

W Feb 21 Wednesday	(Lecture 12) Paired-Samples t Test Lab 6: Lectures 11-12	Paired-Samples t Test Chapter 9 (2nd Edition: pp. 210-218, 3rd Edition: pp. 234) Notes: table.pptx Download paired samples t-tests Win17.pptx Download	**Quiz 6**
Week 8			
M Feb 26 Monday	(Lecture 13) Independent-Samples t Test	Independent-Samples t Test Chapter 10 (2nd Edition: pp.230-238, 3rd Edition: pp. 248-257) indep-groups_t-tests Win17.pptx Download	**Homework 8 (Single-Sample & Paired-Samples t-tests)**
W Feb 28 Wednesday	Lab 7: Lectures 13-14 (Lecture 14) Independent-Samples t Test continued	Independent-Samples t Test continued Chapter 10 (2nd Edition: pp.239-243, 3rd Edition: pp. 258-263) Notes: review-table.ppt Download indep-groups_t-tests_continued Win17.pptx Download	**Quiz 7**
Week 9			
M Mar 05 Monday	(Lecture 15) One-Way ANOVA	One-Way ANOVA Chapter 11 (2nd Edition: pp. 254-263, 3rd Edition: pp. 274-283) Notes: Intro to ANOVA Win17.pptx Download	**Homework 9 (Independent-Samples t-tests)**

W Mar 07 Wednesday	(Lecture 16) ANOVA - Calculating *F* Lab 8: Lecture 15-16	ANOVA - Calculating *F* Chapter 11 (2nd Edition: pp. 263-271, 3rd Edition: pp. 283-290) Notes: ANOVA calculating F Win17.ppt Download	**Quiz 8**
Week 10			
M Mar 12 Monday	(Lecture 17) ANOVA - Beyond F	ANOVA - Beyond F Chapter 11 (2nd Edition: pp.273-277, 3rd Edition: pp. 293-298) Notes: ANOVA Follow Ups Win 17.pptx Download	
W Mar 14 Wednesday	(Lecture 18) ANOVA review Lab 9: Lectures 17-18	ANOVA review review Chapter 11 Notes: Anova review day Win17.pptx Download t and anova review.docx Download Indp t vs ANOVA.docx Download Download	**Homework 10 (ANOVA)** **Quiz 9**
Week 11			
M Mar 19 Monday	Exam Review		**Exam 2 Opens**
W Mar 21 Wednesday	Exam Review		
Week 12			
M Mar 26 Monday	(Lecture 19) Correlation	Correlation Chapter 13 (2nd Edition: pp. 344-352, 3rd Edition: pp. 364-373) Notes: Correlation W17.pptx Download	

W Mar 28 Wednesday	Lab 10: Lectures 19-20 (Lecture 20) Correlation - Hypothesis Testing	Correlation - Hypothesis Testing Chapter 13 (2nd Edition: pp.353-354, 3rd Edition: pp. 373-375) Notes: Correlation Continued W17.pptx Download	**Quiz 10**
Week 13			
M Apr 02 Monday	(Lecture 21) Regression	Regression Chapter 14 (2nd Edition: pp.370-378, 3rd Edition: pp. 394-402) Notes: Regression W17.pptx Download	**Homework 11 (Correlation)**
W Apr 04 Wednesday	(Lecture 22) Regression - Hypothesis Testing Lab 11: Lectures 21-22	Regression - Hypothesis Testing Chapter 14 (2nd Edition: pp. 378-387, 3rd Edition: pp. 402-412) Notes: Regression Continued W17.pptx Download	**Quiz 11**
Week 14			
M Apr 09 Monday	(Lecture 23) Multiple Regression	Multiple Regression Chapter 14 (2nd Edition: pp. 389-391, 3rd Edition: pp. 413-415) Notes: Multiple Regression Win17.pptx Download	
W Apr 11 Wednesday	(Lecture 24) Chi-Square Lab 12: Lectures 23-24	Chi-Square Chapter 15 (2nd Edition: pp. 404-419, 3rd Edition: pp. 430-446) Notes: Chi Square Win17.pptx Download	**Homework 12 (Regression)** **Quiz 12**
Week 15			

M Apr 16 Monday	Exam Review		**Homework 13 (Chi-Square)** **Exam 3**
W Apr 18 Wednesday	Exam Review		
Week 16			
M Apr 23 Monday	Final Exam: 227 RB 11:00am - 2:00pm		

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report (https://titleix.byu.edu/report) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu (http://titleix.byu.edu) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you

ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010
"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010