

The left side of the page features a decorative graphic consisting of three vertical lines and two pencils. From left to right, there is a thin dark red pencil pointing upwards, a thin teal line, a thin gold line, and a thick dark red line with a pencil tip pointing downwards at the bottom.

Faculty Publishing Service

2025 ANNUAL REPORT



LETTER FROM THE EDITOR

Dear friends,

The word *feedback* can mean many things in practice. As editors, our work centers on providing thoughtful, constructive feedback to authors. As mentors, we try to provide growth-inducing feedback to stretch and mold students. And as creatives, we must actively seek regular feedback ourselves if we hope to continue to improve our craft.

Feedback is not always easy. It is not always flattering or comfortable. But it is *always* valuable. While there is nothing more fulfilling than someone telling you you've done a good job, the most meaningful feedback often challenges us to do better—to be better. The team culture at FPS is built on feedback, and this year we worked deliberately to embed that culture into everything we do. As we look back on this year and all that FPS has accomplished, I am grateful for the many voices—students, faculty, and staff—who have shared both encouragement and insight. Although there is still much room for growth, it is clear we are having an impact for the better.

From multiple surveys sent out in 2025, I've enjoyed reading the comments shared by those we have worked with. One professor shared, "[FPS] has been indispensable to me over many years as I have published several academic books and articles; . . . FPS always returns the manuscript with dozens and scores of improvements and refinements. The popular saying is precise: 'Behind every successful author is a great editor!'"

When I meet with students who are preparing to graduate, their feedback is overwhelmingly positive. During an exit survey, one intern reflected, "My internship at FPS has been a game changer for my editing career! I gained so much practical experience that helped me land the job I wanted in publishing after graduation." Because of comments like this one and others, we've redoubled our efforts to focus on mentorship and experiential learning experiences to better prepare students to enter the workforce both excited and prepared for what lies ahead.

This annual report is not just a record of what we have accomplished this year—it is a showcase of feedback in action. Just as we help authors refine their work, with the help of feedback, we are continuing to seek improvement, accomplish goals, and work toward a vision where FPS can help as many as possible. Thank you for your feedback—it makes our growth possible now and in the years to come.



SAVANNAH LUNT
FPS MANAGING EDITOR



xxx



ABOUT US

MISSION

Our mission is to provide professional-quality editing for BYU's faculty while also giving student editors a chance to receive mentoring to prepare them for publication positions after they graduate.

CONNECTION TO THE BYU MISSION

FPS supports faculty scholarship through professional editing while mentoring students in both skill and character. Our focus on hands-on experience, practical training, and personalized support reflects a strong student-centeredness, preparing students for meaningful careers in publishing. We promote excellence in scholarship and teaching and help build faith in Jesus Christ by enabling faculty to share research grounded in truth. The FPS environment fosters unity, love, and belonging, modeling exemplary conduct and professional integrity rooted in gospel principles.

THE FPS 2030 VISION

By 2030, FPS will be recognized as BYU's central hub for academic editing, publishing support, and student editor development—providing consistent, high-quality service for every college and department as well as offering high-impact internships that prepare students to become skilled, confident editors in the workforce.

Working with [FPS] over the years has been an absolute delight. Their customer care is outstanding. The editors are responsive, thoughtful, and committed to helping us deliver a professional, international journal.

GRANT ECKSTEIN, PROFESSOR, HUMANITIES

It is worth the extra time to let them do their professional work on your manuscript.

PATTI FREEMAN, PROFESSOR, MARRIOTT SCHOOL

I liked getting to learn a wide variety of skills! I felt like it really helped me as I put together my portfolio to apply for jobs. An FPS internship prepares you to meet deadlines and to thrive in a workplace environment.

STUDENT EDITOR, BA EDITING AND PUBLISHING

EDITORIAL STAFF

Our management team oversees all projects and client communication. Whenever possible, projects are first assigned to a student editor, giving them hands-on experience, before being reviewed by a professional editor for quality and accuracy. All of our editors are highly trained and stay current with the latest styles and standards. Projects often benefit from both student learning and professional reviews, providing multiple pairs of eyes and perspectives on the manuscript while supporting experiential learning.

MEET THE EDITORS



JACOB RAWLINS
EDITOR IN CHIEF



SAVANNAH LUNT
MANAGING EDITOR



KATE FOWLER
ASSISTANT MANAGING EDITOR



KIM SANDOVAL
PROFESSIONAL EDITOR



CHRISTINA CHAMPENOIS
PROFESSIONAL EDITOR

MENTORSHIP PROGRAM

At the heart of our mission is mentoring the next generation of editors. Each year, students in BYU's editing and publishing program gain hands-on experience by working directly with our professional editors and management team. Through personalized feedback, collaborative teams, and exposure to real-world publishing projects, our interns build both technical expertise and professional confidence. This mentoring ensures that students graduate not only with classroom knowledge but also with meaningful, practical experience that prepares them for successful careers.

MICHELLE LEONARD
PROFESSIONAL EDITOR



MEGAN EVANS
PROFESSIONAL EDITOR



ANNALYN SORENSEN
PROFESSIONAL EDITOR



2025 STUDENT INTERNS

- KAYLEE ANN ASHBY
- GABRIELA WELLING
- KYLA CHRISTENSEN
- LEAH PETERSON
- EMMY PARKIN
- SYDNEY CAHOON
- RILEY GREEN
- TORIA KNEPPER
- MADILYN CABLE
- MACADY WHITEHEAD
- LYDIA OLSON

2025 SUCCESSES

EXPERIENTIAL LEARNING

In 2025, we strengthened our commitment to student experiential learning by expanding opportunities for interns to gain meaningful professional experience. Over the course of the year, we hired nine new students across four hiring cycles to maintain a team of seven interns each semester.

As the team grew, we redesigned our onboarding program to better prepare interns for success. Based on feedback from graduating student editors, we created a two-week comprehensive onboarding packet that reviews core editing principles, introduces FPS software, and helps students begin building portfolios and interview skills.

We continued to emphasize mentorship and professional feedback for our students. One graduating intern reflected on this process: “I loved receiving such great feedback on my projects and the resources I had available to succeed and answer my questions. I really felt supported and respected throughout my internship.” In 2025, 100 percent of projects completed by interns were reviewed by a professional editor so interns received constant feedback. Of our total projects completed in 2025, 45 percent were completed first by interns (compared to 22 percent in 2024).

Survey responses from graduating interns reflected the value of their feedback experience: Interns rated the FPS internship program an overall 4.6 out of 5 stars. We also looked at how prepared students felt to enter the workplace. When asked how prepared they felt for a professional editing career, all of them felt FPS helped them feel ready to enter the workforce: One-third of student editors reported feeling relatively prepared, and two-thirds reported

feeling very prepared. Students shared how much they loved the diversity of projects they worked on, the “trust to work on such hands-on editing projects [along with] the mentorship and guidance,” and the “personalized feedback from the professional editors.”

To further support leadership development, FPS introduced the intern lead position in March. Three students served in this role during the year. Intern leads acted as peer mentors, helping fellow interns navigate projects while also communicating feedback and concerns to the management team. They also helped create three instructional packets, organized two intern on-campus trainings, and facilitated activities designed to strengthen collaboration and community among interns.

ORGANIZATIONAL

In 2025, the team implemented several organizational improvements to improve connectivity, including the team-wide transition to Microsoft Teams and Outlook email. These platforms improved communication across the team while also creating a centralized space where training materials, resources, and project information can be easily accessed.

To support an increasing project workload, FPS hired two additional employees, including the newly created assistant managing editor position. Management roles were expanded from half-time to three-quarter-time positions, allowing leadership to

dedicate more time to marketing efforts, intern mentorship, and team development.

Additional organizational improvements included the introduction of employee performance reviews to support professional development and more consistent communication between staff and management. We also hosted our first annual retreat. This retreat offered team members the opportunity to gather together and strengthen team bonds.

We also implemented the first FPS rate increase in years, raising service rates from \$40 to \$45 per hour. Finally, we developed a 2026 budget plan that includes improvements to office space and expanded marketing materials.

Looking further ahead, we also created a long-term FPS 2030 vision to guide our growth. As we worked to improve the service for clients, we introduced a faculty feedback form and refined our project submission survey to better understand faculty needs and maintain the high level of service described by Professor Grant Eckstein: “[FPS’s] customer care is outstanding. The editors are responsive, thoughtful, and committed to helping us deliver a professional, international journal.”

MARKETING

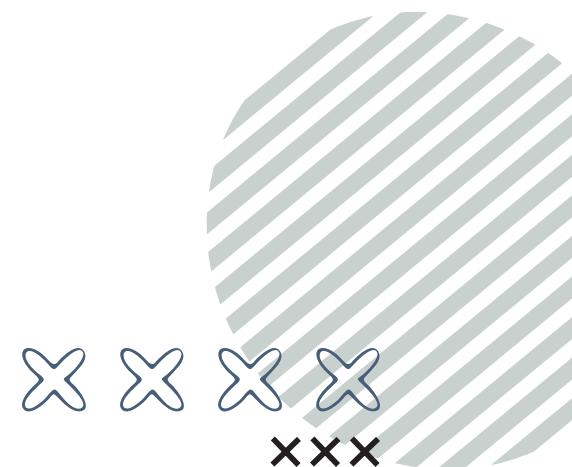
An important goal of FPS is ensuring that faculty who could benefit from our services are aware of the support available to them. Professor Jarica Watts described the impact of FPS on her work: “FPS has been a game changer in my publishing career; I no longer lose valuable time formatting minutiae or proofreading demands, and I can instead focus fully on the substance of my work. Their contribution has become an essential part of my scholarly process.”

To expand awareness, the FPS management team attended five in-person marketing events throughout the year and designed a new brand, marketing campaign, annual report, website, and merchandise to share with faculty and others. We also distributed a summer marketing email highlighting FPS services to professors in colleges currently contracted with FPS.

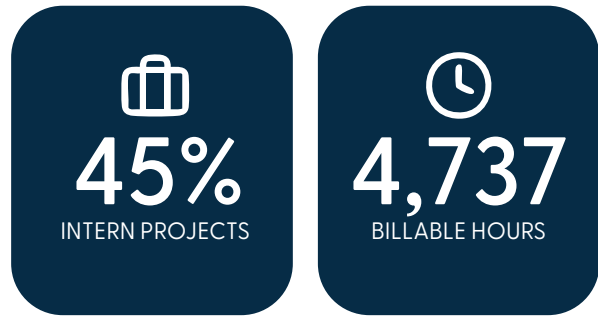
These efforts contributed to measurable growth. FPS contracted 196 projects in 2025 (up from 186 in 2024), with 92 percent of projects coming from contracted colleges. The scope of projects also increased significantly: Our total billable hours reached 4,737 in 2025, nearly double the hours recorded in 2024.

OUTREACH

As part of the university community, FPS also works to support student learning beyond the internship program. During the year, FPS collaborated with faculty to help develop the ELING 410R Academic Editing curriculum using FPS resources. In addition to helping shape class curriculum, we also helped promote academic editing for other students in the first year of the major. FPS staff presented to students in ELING 273 about professional editing and the work done at FPS.



BY THE NUMBERS



Tt 31,755
AVERAGE WORD COUNT



FPS CONTRACTED WITH SIX BYU COLLEGES AND COMPLETED 178 FACULTY PROJECTS



- HUMANITIES (46%)
- RELIGIOUS EDUCATION (14%)
- FHSS (13%)
- MARRIOTT SCHOOL (10%)
- HBLL (6%)
- ENGINEERING (3%)

92%
OF OUR PROJECTS CAME FROM FACULTY FROM A CONTRACTED COLLEGE AT BYU

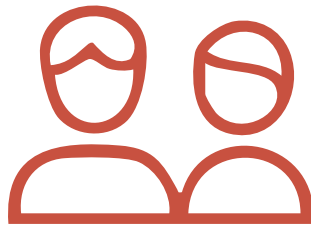
195
TOTAL PROJECTS



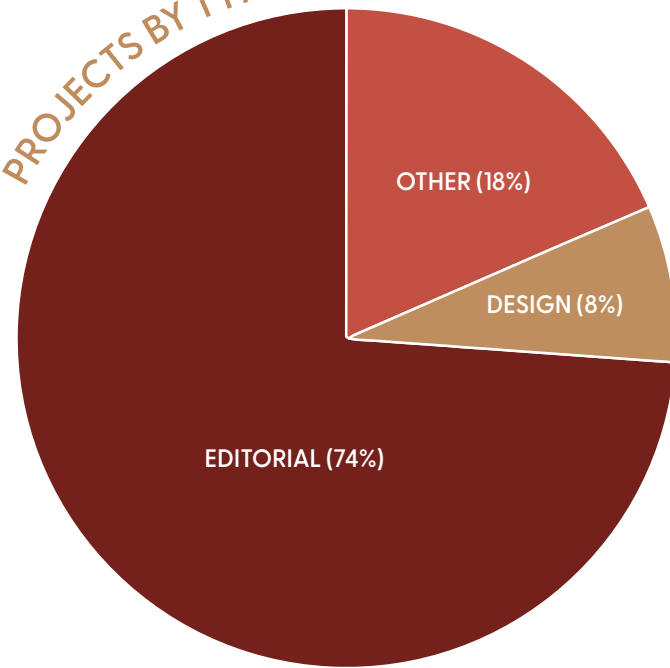
102
PROFESSORS USED FPS



CHICAGO WAS OUR MOST-USED STYLE GUIDE



PROJECTS BY TYPE



2025 PUBLICATIONS

While FPS is not a traditional publishing company, our services make it possible for many authors to pursue publishing, whether by traditional or self-publishing means. In 2025, FPS worked with author submissions that were accepted or published by the following organizations:

- LibPMC
- Utah Conference on Undergraduate Research
- *Administrative Theory and Praxis Journal*
- *Annals of Leisure Research*
- *Business and Professional Communication Quarterly*
- *Choice Magazine*
- *Early Childhood Research Quarterly*
- *Foreign Language Annals*
- *German Politics & Society*
- *History of Philosophical Quarterly*
- *Hume Studies*
- *Journal of Agricultural Education and Extension*
- *Journal of Chemical & Engineering Data*
- *Journal of Experiential Education*
- *Journal of Law and Religion*
- *Journal of Management*
- *Journal of Marriage and Family*
- *Journal of Peer Tutoring in Secondary Schools*
- *Journal of Public Administration Research and Theory*
- *Journal of Reading and Writing*
- *Journal of the National Council of Less Commonly Taught Languages*
- *Journal of the Royal Statistical Society Series A: Statistics in Society*
- *Locutorium*
- *Luso-Brazilian Review*
- *Nonprofit and Voluntary Sector Quarterly*
- *Nursing History Review*
- *Online Learning Journal*
- *PMLA*
- *Rhetorica*
- *Russian Language Journal*
- *Studies in Second Language Learning and Teaching*
- *The Accounting Review*
- *The Academic Business Leadership Review*
- *Volkskunde in Sachsen*
- *Wayfare*
- Academica Press
- Amherst College Press
- Bloomsbury Publishing
- BYU Faculty Publications
- BYU Religious Studies Center
- BYU ScholarsArchive
- BYU Studies
- BYU Undergraduate Honors Theses
- Cambridge University Press
- Church News
- Columbia University Press
- Demeter Press
- Deseret News
- IEEE
- John Benjamins Publishing Company
- Latter-day Saint Counseling & Psychotherapy Association
- Michigan State University Press
- Oxford University Press
- Peter Lang International Academic Publishers
- Routledge
- SAA Press
- Taylor & Francis
- The Ohio State University Press
- The University of Oklahoma Press
- The Victorian Short Fiction Project
- University of Illinois Press
- University of Nebraska Press
- University of Toronto Press
- University of Wales Press
- University Press of Colorado
- Utah State University Press
- Y Mountain Press
- International Education Conference

2026 GOALS

EXPERIENTIAL LEARNING

Looking ahead, FPS plans to expand leadership opportunities for interns by introducing bi-monthly online training sessions led by interns themselves. Several graduating interns expressed interest in more opportunities to meet with fellow interns and discuss project challenges. These sessions will provide a space for interns to share learning experiences and build stronger connections within the team.

In response to feedback about the challenges of working in a largely remote environment, FPS will also create additional in-person opportunities for interns. One graduating intern shared: “My least favorite thing about my internship was the isolation . . . I didn’t feel like I got to know the other interns or collaborate with them as much as I would have liked.”

To address this concern, we plan to organize at least three experiential learning field trips in 2026 to increase intern familiarity with the publishing industry. We will also improve the FPS office space to create a welcoming on-campus work environment and establish weekly work hours where interns can collaborate with each other and the management team in our office.

Finally, we will update our graduating intern survey to evaluate the effectiveness of these new initiatives and continue refining the internship experience.

FEEDBACK PROCESS

Because student learning remains central to the FPS mission, we aim for 75 percent of projects to be edited first by an intern. To support this goal, we will standardize the FPS feedback process to strengthen collaboration between interns and professional editors while creating more

structured opportunities for reflection and growth.

As part of this initiative, we plan to collaborate with editing faculty to research the effectiveness of the new feedback model. Conducting research on feedback will provide measurable data on the process while providing areas for future study.

Professional editors will also work with management to set individual development goals throughout the year and review progress regularly.

ORGANIZATIONAL

In 2026, FPS plans to further strengthen staff development and team coordination through a more structured performance and training schedule. All staff members will participate in mid-year check-ins and annual performance reviews to support professional growth, provide opportunities for feedback, and ensure alignment with FPS goals.

In addition, employees will establish annual professional goals through the university’s Workday system. These goals will be revisited throughout the year to track progress and encourage continuous development. By integrating regular check-ins with goal-setting, FPS aims to create clearer expectations and provide more consistent opportunities for mentorship and career development.

We also plan to reorganize our internal resource materials. While FPS current-

ly maintains a large collection of documents and training resources within our Teams files, these materials can be difficult to navigate. To address this, we will create a comprehensive instructional packet that consolidates and organizes these resources into an accessible format.

FPS will also host six team training sessions throughout the year. These trainings will focus on topics such as editing techniques, workflow improvements, and professional development skills. In addition to strengthening technical expertise, the trainings will provide opportunities for team members to share knowledge and collaborate more closely across projects.

MARKETING

After using our new website throughout the year, we have identified several opportunities to improve usability and better communicate the FPS workflow. Planned updates include additional pages and interactive features designed to make it easier for faculty to understand our services.

As part of this effort, FPS will also launch a newsletter for BYU faculty that will feature service updates, blog posts, and other resources related to editing and publishing.

In addition, FPS plans to establish a new contract with another college in 2026, expanding access to our services for more BYU faculty.

OUTREACH

In 2026, FPS plans to expand its collaboration with the Editing and Publishing program by partnering with the ELING 410R Academic Editing course on a live editing project. Through this partnership, students will work on an active editing assignment connected to a real publishing project, giving them the opportunity to apply classroom learning to professional work while receiving feedback from experienced editors.

FPS also plans to continue presenting in ELING courses throughout the year to help students better understand the professional editing field. These presentations will introduce students to industry workflows, editorial standards, and career opportunities while providing insight into the types of projects handled at FPS.

By partnering with editing classes and sharing real-world experience, FPS hopes to support the next generation of editors and strengthen connections between academic training and professional practice.





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