Essay 3.2

Utilizing Human Resources

Faculty Focus Group Feedback (August 24, 2005)

Attendance: Barry Mitchell, Bill Wallace, Brent Wilson, Bret Swan, Chiung Chen, Doug Bates, Gary Frederick, Greg Gibson, Jennifer Chen, Kevin Kimball, Lenard Huff, Lupe Piena, Mark Cannon (?new faculty?), Maureen Andrade, Paul Hurst, Randal Allred, Scott McCarrey, Viliami Tolutau, and Paul Freebairn (group facilitator)

Was the essay written to emphasize the most salient topics? Does this essay topic cover just “human resources?” What about physical resources and campus facilities that support teaching and learning, including classrooms, residence halls, academic labs, placement services, Testing Center, etc.? It would be helpful to see a financial breakdown – how much of the University’s budget is actually spent on physical facilities, teaching and other human resources? (A reference to this information could be included.) What about “cultural” resource (such as the PCC which provides our students with employment)? Some in the group felt that these cultural resources are currently being underutilized.

What did the essay do well? The sections on utilizing information resources and faculty selection were very detailed and well-written.

What should be emphasized? It is difficult to hire faculty and staff from other countries (there may be hiring restrictions, although some in the group felt that it is not that difficult to obtain an H1-B visa to recruit faculty – but need to hire the most qualified, and these may not be the most ethnically diverse). Instead of focusing on the ethnic diversity (or lack thereof) of our faculty and staff, maybe the language diversity or intercultural experience of our faculty and staff (missions, research, etc.) would be a better emphasis in this essay. Also, this essay should not be about just academic ratios (number of Ph.D.’s etc.) but should emphasize our spiritual resources. Although this may be included in another essay on “faculty development”, the travel, conferences, research, professional development funds, etc. could be mentioned.

What may be missing? Details and credentials of our part-time or special instructors, and staff that have dual teaching and administrative responsibilities should be included. Also, BYU Hawaii has a large culturally diverse staff that supports the learning environment and is not included in this essay. What about the ITEP program in the School of Education? And what about outside (off-campus or community) resources, such as alumni, volunteers that serve in ward and stake leadership positions who are helping to create “leaders of the world,” other Church members and donors
that support BYUH and its students and their educational programs, experts in the field, “living treasures” that help teach in the Hawaiian Studies program, or business leaders that support the entrepreneurial program, etc.? There is a real network of people outside of the campus community that is interested in our students. How can we better utilize our student resources on campus? Our students also bring such a rich cultural diversity to our campus and more of them can be involved in research with faculty. Is it possible to include these resources in the essay?

**General Faculty Comments:** It would have been more helpful to receive this essay in advance to provide more meaningful comments. Also, the essay seems to be too heavy on data – some of this could simply be included in data tables that are referred to in the essay so it takes up less space in the essay itself.

**Faculty Size and Credentials.** We currently have 119 full-time faculty members. Because the university has an enrollment ceiling of 2350 students, faculty for the University are recruited primarily because of retirement or turnover. Occasionally the Board of Trustees has approved additional faculty positions because of new programs of other specific needs. Over the past four years, seven new permanent FTE positions have been added. Finally, the university accepts an additional 10 educational missionaries each year, typically retired LDS faculty members from other universities, who come to BYU-Hawaii and teach as volunteers. In addition, the university employs 7 full-time master’s level English language lecturers. These additional individuals bring the total teaching faculty to 136. With our average student enrollment of 2350 (2005 school year), this provides us with a student-faculty ratio of 1:17. In addition to full-time faculty, we have averaged ____ individuals teaching courses part-time in the 2004-05 school year. These individuals teach the equivalent of ____ full-time (15 hour) FTE’s.

As can be seen in Table ____ the majority of student credit hours taught at BYU-Hawaii are taught by full-time faculty. In addition, our part-time faculty make a substantial contribution and allow us to broaden our course offerings significantly.
Finally, our service missionaries and English language lecturers provide our students with serviceable and experienced teaching and make a substantive contribution to the teaching pool.

Although the primary emphasis at the university is teaching, we also expect our faculty members to engage in research. Given this orientation, in recent years we have focused on hiring faculty members who hold doctoral degrees. Of the full-time faculty (excluding educational missionaries and English language lecturers), 76 percent have earned doctorates and the remaining 24 percent hold master’s degrees. In order to upgrade our faculty the university has also provided support for additional graduate study. A number of current faculty members have earned their Ph.D. degrees with university support in the form of release time, payment of tuition, and support for research activities. This benefit has been made available equally to all faculty members. Sixteen current faculty have received support and an additional two faculty members are working to complete Ph.D. degrees.

Diversity. Presented in Table 4.3 is a breakdown of faculty by gender and ethnicity. BYU-Hawaii makes a concerted effort to diversity as much as possible in its hiring of faculty. Presently  ____ percent of the student body is female and ____ percent is male. In terms of national origin, ____ percent of the students are international students, coming from approximately ____ countries. An additional ____ percent of the student body is from the US mainland and ____ percent are from Hawaii. Our efforts to create a faculty to match the diversity of our student body have led to a faculty, not as diverse as our student body, but nonetheless quite diverse. Over the past five years there have been ____ academic positions vacant and ____ applications received. The gender ratio of
applications received is _____ males/females; the gender ratio for hires has been ____ male/females. Based on these data, females were more likely than males (___:___) to be hired into an academic position at BYU-Hawaii. Turning to ethnicity, of the _____ applicants, _____ were Caucasian—a white/non-white ratio of _________. The Caucasian/non-Caucasian ratio for hires was ______. According to these data, non-Caucasians were more likely than Caucasians to be hired. We continue to make a strong effort to diversify our faculty.

Faculty Selection. Faculty is recruited using a variety of methods including postings on the university’s website, advertisements in national publications (e.g. Chronicle of Higher Education), and through direct recruitment. The university gives preference in hiring to members of the Church. BYU-Hawai‘i policy prohibits discrimination on the basis of sex, race, age, or national origin. The university requires that all employees and students adhere to the university’s honor code, http://w3.byuh.edu/studentlife/honorcode/.

Faculty search committees are organized to conduct each faculty search. The chair of the committee is typically someone from the same department as the faculty vacancy. Faculty search committees are constituted to reflect gender and ethnic diversity and to include a member from an outside department. The committee recommends the top two to three candidates for campus visits and the names of these individuals are submitted to the Church Education System (CES) office for approval. Following approval, campus visits are scheduled and the search committee makes a recommendation to a school or college Dean who submits a recommendation to the Vice President for Academics. With the concurrence of the BYU-Hawaii President’s Council, the recommendation is submitted to the CES office. The candidate is then interviewed by
a senior church leader and this may entail having the candidate travel to Salt lake City, Utah, the headquarters of the Church. Following this interview, the candidate’s name is then submitted to the Board of Trustees for approval. Upon approval, a Dean makes a formal offer to the candidate.

**Faculty Retention.** Faculty at BYUH exhibit high levels of retention. As presented in Table 4.4, only ____ of the ______ faculty members employed in the past 5 years have left the university. Data gathered in exit interviews indicate that among those departing, difficulty in obtaining housing in Hawaii’s expensive housing market was the most frequently mentioned reason. **However,** the unique features of BYU-Hawaii’s student body, religious orientation, and location provide an appealing employment situation for faculty.

**Faculty Workload.** Falling within AAUP guidelines, BYUH faculty members maintain a teaching load of 12 hours per week of undergraduate instruction. Release time from this load is made available for research and administrative activities and is negotiated with chairs with the approval of academic deans. At BYUH instructional responsibility rests with full-time credentialed faculty, with supplementary assistance from part-time credentialed faculty (see Table 4.2). BYUH does not employ teaching assistants for classroom teaching although student tutors are employed in a number of settings including computer labs, the Reading/Writing center, Speech lab, the Language Center, and in science labs. Funding is also made available to faculty for student tutors and research assistants.
Utilizing Fiscal Resources

Sufficiency of Financial Resources. BYU-Hawaii has a history of stable financial management and resource sufficiency. The school receives the majority of its financial resources from The Church of Jesus Christ of Latter-Day Saints. As can be seen in Table 5.3, in addition to church funds, the revenue received from tuition, the Islands foundation, and development activities are also significant sources of revenue for the university. Revenues are stable and adequate for achieving the educational objectives of the university.

The Church is financially sound and has made a commitment to maintain the campus and to provide necessary funds to finance necessary and on-going programs of the university. Changes in revenue stream over the past five years. Increases in endowment, capital equipment, etc.

As can be seen in Table 5.7, the size of BYU-Hawaii’s endowment has grown systematically in the past five years. A substantial use for endowment funds is the approximately $2.1 million in scholarship monies disbursed annually. These monies supplement the university’s operating budget and allow many students from countries outside of the US to attend BYU-Hawaii. In addition to scholarship monies, endowment resources have funded three centers for teaching and research within the university: the Center for International Entrepreneurship (http://bus.byuh.edu/cie/index.php), the David O. McKay Center for Intercultural Understanding (http://w3.byuh.edu/academics/domckay/domciu/), and the Center for Instructional Technology and Outreach (http://cito.byuh.edu/cit/). Finally, in an effort to increase opportunities for international students to return to their home countries following graduation, endowment monies have
been put in place to finance an international internship program. <Additional
Endowment Goals>

**Financial Planning.** The use of all financial resources is subject to budgetary approval
and management of budgets is the responsibility of the president, vice-presidents, deans,
and department chairs. The school’s Budget Office which assists in coordinating,
preparing, administering, and monitoring budgets to enhance proper use of approved
funds. The fiscal year for the university corresponds to the calendar year. Budgetary
processes for the universities in the system of the Church of Jesus Christ of Latter-day
Saints are managed through the office of the Commissioner of Church Education.

In _____ of the year preceding the budget cycle in question, preliminary budget
increase guidelines are established in five broad categories—salary and wages, employee
benefits, travel, materials and supplies, and capital equipment. By February 1 of the year
preceding the budget cycle in question a draft budget is distributed to the College of Arts
and Sciences and each of the three schools. The draft budget reflects the budget
guideline. Critical needs that cannot be accommodated in the continuation budget are
formulated by deans in program improvement requests that are considered separately
from base budget guideline increases. Program improvement requests (including
requests for additional FTE positions) submitted by deans are reviewed and ranked by the
University Strategic Planning and Budgeting Committee. The evaluation rubric for
program improvement requests is based on the university’s mission statement so that
requests associated with student learning are typically evaluated very highly. In each of
the three years that this process has been in place, academic areas have received the
largest share of new budget dollars. Top ranked requests are then submitted to the
President’s Council. Some requests are fulfilled in-house while others are taken to the Church Board of Education for presentation with the proposed budget in ______. In June of each year the final budget for the next fiscal year is approved by the Board and the Commissioners Office.

In addition to the annual operating budget described above, large capital expenditures such as new buildings, renovations, and equipment are included in a Capital Needs Assessment (CNA) program that systematically allows for facilities upkeep and upgrades. Finally, Computers and Information Technology Infrastructure (ITI) needs are evaluated separately so that these resources are replaced and upgraded on a systematic schedule.

### Utilizing Information Resources

The Joseph F. Smith library plays a key role in the mission of the University. In the area of information resources there is a strong collection of 200,000 monographs, 1,000 paper periodical subscriptions, 15,000 electronic periodical subscriptions, and 8,000 audio visual media items. The strength of the collections has been maintained with a good acquisitions budget. The budget for 2005 is $575,000. In addition to the acquisitions budget provided by the university the library benefits as a member of the Church Consortium of Libraries and Archives (CCLA). Through funding provided by CCLA, students and faculty have access to 123 proprietary databases containing a wide range of information resources most of which are full text. In addition to CCLA the library benefits from membership in the Hawaii Library Consortium. Through this consortium the library participates in the cooperative purchase of 30 electronic databases. Within the library building a significant number of computer workstations are available
for students. These workstations provide access to all of the electronic information resources along with a suite of production software. All of the electronic information resources are also available off campus.

Interlibrary loan (ILL) is an important resource provided by the library. Through arrangements with CCLA and the University of Hawaii the library provides excellent ILL service at no charge to the patrons. In addition to ILL, a recent agreement with the University of Hawaii gives faculty from BYU-Hawaii borrowing privileges at the University of Hawaii library. This gives our faculty access to a research library collection. This agreement will be evaluated after one year with the intent of extending the privileges to students.

Ability to use the information resources is a key component of the students’ education. Many opportunities to develop information literacy skills are provided for students by librarians through instruction associated with different courses throughout the curriculum. One model of information literacy instruction that has been developed involves the cooperative development and teaching of History 202 course by faculty and librarians.