Program Review

The university holds institutional accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (since 1961). In addition programs in the School of Education are accredited by the Hawaii State Department of Education and the Social Work major is accredited by the National Council on Social Work Education. The School of Business is also seeking accreditation from the American Association of Collegiate Schools of Business.

Program Review at BYU-Hawaii is regular, ongoing and peer reviewed. Since our last accreditation visit, we have moved from a format that used annual reports from each department to a schedule that requires in-depth self-studies from each department every five years. The schedule for review is posted on the BYU-Hawaii web site at http://w3.byuh.edu/about/pair/accreditation/forms/academic.dept.review.pdf. In addition this document describes the nature of the self-study each department is to produce.

Program Review incorporates multiple methods in order to provide a broad understanding of the strengths and weaknesses of each program. Multiple stakeholders are consulted including Students, Alumni, Faculty, and Administration. The self-study document provides an overview of the program, a summary of faculty accomplishments and challenges and an account of the department’s faculty development process. The document describes degree offerings and student accomplishments and post-graduation placements. In particular, the self-study emphasizes the department’s efforts in the area
of assessment and evaluation. Finally the department accounts for and makes any case for the use of additional institutional resources.

Completed program reviews are posted on the university's assessment website under each department. An Example of a Program Review recently completed is the International Cultural Studies (ICS) Major. The review team identified a number of issues relevant to students and faculty and provided an analysis and recommendations for action. For example, students expressed a desire for applied experiences to facilitate career placement after graduation. The site review committee noted the desirability of internship development but pointed to demands already being made on a busy faculty. Their suggestion was for greater administrative support for internship development under the supervision of faculty. An additional example issue identified by the review team was the need to balance the three substantive areas within the ICS major: communications and culture, cultural anthropology, and world communities and cultures. In history of the major, the worry is that communication has overshadowed the other two areas. The site review committee recommended that possible discrepancies we handled at the level of faculty staffing. While recognizing the need to maintain a strong communications program, the review team emphasized the importance of a retirement hire in anthropology and encouraged the department to seek additional faculty resources to increase the role of cultural geography and area studies in the major. With these recommendations, the department and the administration responded in turn. An excellent anthropologist was hired for Fall 2005 and the university has engaged in discussions that are the precursor of proposals to make tenure-line status available to part-time faculty.
Feedback from the administration on the ICS review was formally presented to ICS at the department’s Fall retreat.

**Faculty Development**

Faculty Development at BYU-Hawaii is administered both centrally and from the budgets of the College of Arts and Sciences and the three schools on campus. New faculty orientation is administered for the entire campus by the College of Arts and Sciences under the direction of the Vice-President for Academics. Individual college and school deans support faculty conference presentation and attendance, research activities, and workload reductions for research. The Vice-President for Academics oversees these activities and faculty development is a frequent agenda item for the Academic Planning Council.

*Support for Scholarly Activities*

Scholarship is broadly defined to include disciplinary scholarship, the scholarship of application, interdisciplinary scholarship and the scholarship of teaching. It includes creative and performing arts, and applied and professional areas. “Scholarship of teaching” typically would go beyond course development and/or revision and has as it audience other faculty and professionals in the field. Research projects may involve individual faculty, faculty teams, or faculty-student research collaboration. In the College of Arts and Sciences a committee rates proposals for mini-grants (averaging $3,500). In the schools procedures are similar. Across the university in 2004, Professional Development had a $140,000 line item budget. These resources are used in a number of different ways: Monies are available to faculty to increase departmental capacities by increasing faculty expertise in an area that is a departmental priority. In
addition, faculty may request support for research in an area where they are beginning work and need money to perform the foundational research that will lead to concrete academic products, may request support for a specific project in which they possess expertise, or may request money for a continuing research proposal. Finally, monies are available to support travel to conventions to present scholarly work. An additional travel budget of $117,850.00 is available for faculty travel. Faculty research presentations and publications are available on the BYU-Hawaii web site at ??????

Support for New Faculty

New faculty attend two orientations as they are socialized in the university. First, a three-day orientation is offered at the beginning of the school year. This is held along with the annual opening meetings at the university and new faculty participate in these meetings along with others to help them meet each other and become more familiar with the mission of the university. A second new faculty seminar is held throughout the Fall semester and covers logistics and practicalities of university procedures as well as sessions on teaching in the intercultural classroom, syllabus construction, and classroom assessment tools. New faculty also receive (until their tenure decision) a double measure of travel funding to aid them in presenting and networking in their disciplines.

Support for Adjunct Faculty

Well Michael, we don’t really do this and I suppose that we need to say this.****

Support for Adjunct Teaching Faculty is at the departmental level and there is variability in the extent to which the adjunct faculty is supported. In some cases, adjuncts teach from a prescribed syllabus and are closely supervised by department chairs, in others they are given greater leeway. In addition, some departments support adjunct
travel to conventions while others are unable to provide this support. In 2006 systematic efforts university-wide efforts are planned in the socialization and development of adjunct faculty.

*Student Involvement in Faculty Scholarship*

Many majors on campus require capstone experiences that involve students in undergraduate research. The university is in the process of highlighting undergraduate research and held its first undergraduate research conference in the Fall of 2004. This will be an annual event sponsored by the College of Arts and Sciences and the BYU-Hawaii Student Association. Undergraduate research is also supported through BYU-Hawaii’s Research Associateship program. The program’s web site is found at [http://w3.byuh.edu/about/pair/student_research/](http://w3.byuh.edu/about/pair/student_research/) and details the process of application, awards that are available, and provides a listing of recent research projects. In recent years, students and faculty have co-presented a number of papers at professional conferences and this work has resulted in several publications.

*Faculty Appraisal, Promotion, and Retention*

BYU Hawaii uses the words "continuing faculty status" (CFS) to refer to what most universities consider tenure. Before achieving CFS, faculty are hired on a yearly contract with no formal promise that there will be a contract the next year. Local administrators can make that decision. After faculty members have achieved CFS, contracts are automatically offered for the coming year unless the Board of Trustees intervenes, thus providing an additional level of job stability. Although CFS lacks some of the legal guarantees of tenure, its function is largely the same.
Each faculty member completes an annual report focused on teaching accomplishments (courses taught, students per course, average grade given, and average student evaluation) as well as achievements in areas of creative endeavor (typically research) and service. In some departments, points are awarded for student evaluation scores, papers published, and committee assignments fulfilled. These points are used as a set of talking points between the faculty member and his or her dean. These points are also taken into account when the dean proposes salary adjustments for the next contract year.

The Academic Vice-President (AVP) sets the initial academic rank for each newly hired faculty member as a part of the hiring negotiations process. Major ranks include instructor, assistant professor, associate professor, and professor. The AVP can promote a faculty member from instructor to assistant professor without involvement of the Promotion Review Committee (PRC). Awarding of CFS and higher promotions are reviewed and endorsed by the PRC in an annual process.

For promotion or granting of CFS, candidates must prepare a portfolio giving evidence of their accomplishments in the three major areas of teaching, creative endeavor (research), and citizenship (service). Instructions are provided by the office of the AVP and are freely available to interested faculty. Portfolios are due to the AVP in November. Thereafter the PRC meets to review each candidate and to evaluate whether the evidence is convincing that the candidate has reached the required level of accomplishment. Voting is by secret ballot, but in the case of denial, there is an effort to clearly identify the deficiency that must be addressed. If the PRC believes that evidence may exist but was not adequately presented, they may contact the candidate to request clarification.
Recently this has occurred when the PRC wanted more information about the review process of particular journals or conferences where an applicant had published or presented. Voting results and comments are returned to the AVP at the end of the process. The AVP then decides how to deal with the recommendations, and typically accepts them as written. Membership on the committee is by election within each school or division, from among those who already have CFS, with approximately ten members serving on rotating three-year terms. The chair of the PRC serves for one year. In the past the AVP has sometimes appointed a chair of the committee, but more recently PRC members have elected their own chair of the committee.