

**A.2.a Adequacy of support for academic programs and alignment of resources (2014 BYU-Hawaii Special Visit Report, p. 15)**

***As BYU–Hawaii continues to implement its plan for enrollment growth, it should pay careful attention to the effect on the institution’s culture of stewardship, intimate sense of community, and ability to meet the emerging needs of its students, staff, faculty, and facilities. [2012 WASC Special Visit Team Report, p. 24 item #4] The Commission expects BYU–Hawaii to undertake a careful analysis of the impact of resetting its financial priorities and to make changes that will assure the adequacy of support for the academic programs and the alignment of resources to promote student achievement. [Commission Letter July 10, 2012, p. 3]***

As the visiting team recognized, this is not an issue of financial viability, since the institutions financial measures are all well above average for higher education. The University has and will continue to look at use of resources to improve the overall experience of the student as they study and learn at BYU–Hawaii.

BYU-Hawaii’s Supplemental Response:

In 2007, the Board of Trustees gave newly-appointed BYUH President, Steven C. Wheelwright a mandate to continue to improve the quality of the educational experience, to decrease costs to both the LDS Church and to students and their families, and to increase the number of students served. (*See A.1.1 Historical timeline and evolution of the current Nine Semesters-in-Residence (9 SiR) policy in the 2014 Special Visit Report, p. 3*)

President Wheelwright, along with members of the President’s Council responded by creating the University Redesign Team in November 2007 which was tasked with analyzing the University’s fiscal organizational effectiveness. The Team included members of the President’s Council, faculty, administration, staff and students. Their purpose was to recommend organizational changes within the non-academic areas of the University to improve cost effectiveness and quality.

The Team focused exclusively on administrative and support units of the University. The redesign effort provided President Wheelwright with the opportunity to perform an “internal audit” of the organizational effectiveness of BYU-Hawaii. This effort resulted in eliminating duplication, reducing the number of director-level positions, and streamlining and re-scaffolding the University’s administration and staff. Cost and effectiveness were looked at very carefully by the Team. Based on the Team’s recommendations, there was a repurposing of some positions, and a reduction in the non-academic workforce (generally through attrition and by not replacing some positions for people leaving or retiring).

It is noteworthy that before the economic downturn beginning in 2008, the Church implemented a hiring freeze for all Church entities, including institutions of higher education. During this time and since

then, the University has been able to offer an increase in faculty and staff salaries every year for cost of living adjustments and merit increases.

Once the non-academic redesign phase was completed, the President's Council was better able to use the annual Stewardship and Budget Review process to respond to specific needs of all University departments, resulting in additional budget allocation and at times the redirection of some fiscal resources to meet the critical needs of both faculty and students.

When a new Academic Vice President was appointed in 2008, all academic departments were organized into four colleges with a more balanced representation to improve educational quality. With this change there was a shift in the focus of BYU-Hawaii to a more teaching- and learning-centered institution. Over the years and as part of this shift in focus, the Framework for Student Learning was implemented in 2010-11, the Teaching and Learning Center was also created in 2013 through philanthropic funding (*see A.2.b Impact of policies on faculty development in the 2014 Special Visit Report, p. 17*), and Institutional Learning Outcomes were established in 2013 (*see A.4 Advancement of learning assessment and program review processes in the 2014 Special Visit Report, p. 19*).

In his efforts to assist the President in improving institutional effectiveness and educational quality, the Academic Vice President instituted a new 11-month contract option for faculty beginning in 2010-11. The new contract provided the opportunity for faculty members to opt for an 11-month instead of a 10-month contract. This contract was voluntary and gave faculty the opportunity to teach two additional classes in the summer. Currently there is a 13% difference in salary between the 10- and 11-month contracts. Because the University's mission is centered on teaching and learning, new faculty members are hired on the 11-month contract and can opt to select the 10-month contract after attaining Continuing Faculty Status (CFS). New faculty members apply for CFS in their fourth year at BYU-Hawaii. About 75% of all faculty members are now on the 11-month contract. CFS Faculty on the 11-month contract can opt for the 10-month contract after two years. To date, only a few faculty members have returned to the 10-month contract.

Faculty teaching more classes in the summer semester has also provided students with the opportunity to complete their degrees in a more timely fashion and save money for themselves, their families and the Church. Initially the University started to look at implementing a three-year bachelor's degree that required students to attend year round. With the implementation of this policy there was concern over undue pressure being placed on both students and faculty. Eventually the Nine Semesters-in-Residence (9 SiR) policy was implemented which gives students more flexibility and may include Leave of Absence (LOA) options, which are currently being explored. (*See A.1.1 Historical timeline and evolution of the current Nine Semesters-in-Residence (9 SiR) policy in the 2014 Special Visit Report, p. 3*)