Preconditions

for the
SATE Review
of
Teacher Education Programs

2006
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Precondition 1:  
Unit for Preparation and Responsibility in Teacher Education

1.1 A letter from the institution’s chief executive officer that designates the unit as having primary authority and responsibility for professional education programs

Monday, January 30, 2006

Hawaii Teacher Standards Board
Honolulu, Hawaii

To Whom It May Concern:

The School of Education is the authorized teacher education unit on campus for the recommendation of students to the Hawaii Teacher Standards Board for a teaching license in the State of Hawaii.

Aloha,

Eric B. Shumway, Ph.D.
President
1.2 A chart or narrative that lists all professional education programs for which Hawaii state approval will be requested.

Brigham Young University Hawaii recognizes the School of Education as the authorized teacher education unit in the university. Included is the letter from the university president, Eric Shumway Ph D, designating the School of Education as the primary authority for teacher education programs on campus.

The School of Education is a distinct academic unit which is responsible directly to the Academic Vice President of the university. The School of Education is headed by the Dean, who is supported by three program chairs, respectively Elementary, Secondary, and Special Education/Dual.

The School of Education awards baccalaureate degrees in elementary education, special education, dual (elementary and special education), and secondary education (12 content areas). In ten of the twelve secondary content areas the degree programs are the responsibility of the content area departments with the exception of the History Education and Business Education programs which are the responsibility of the School of Education and come under the direction of the Dean.

The School of Education has three additional programs – a fifth year licensing only program for content area graduates, an Alternative Licensing program for a restricted number of highly recommended emergency hire candidates, and a graduate Professional Diploma program for inservice teachers wishing to do advanced study.

The International Teacher Education Program (ITEP) is a partnership with 15 LDS K-12 schools in the Pacific. The several dimensions of ITEP focus on improving the effectiveness of the teachers in these schools.
Precondition 2:  
Unit Head and Role

2.1 The job description or description of the duties and responsibilities for the head of the professional education unit.

The Dean of the School of Education is the designated head of the School of Education, answering to the Vice President of Academics. The Dean is the custodian of all School of Education programs, the prime mentor of all enrolled education major students, and the authorized agent for the university in dealing with all external authorities in regard to teacher education.

The program chairs with the assistance of the faculty in their department assume responsibility for their individual programs and for the progress of the students enrolled in these programs.

The Dean and faculty of the School of Education are supported by three very able and supporting people. The Academic Advisor assists students in all enrolment issues, recording of program progress and responsibilities, and the communication of student achievement to external organizations; the Director of Field Services who administers all practicum responsibilities relating to students and cooperating teachers; and the school’s Administrative Assistant who ensures that all records, databases, finances and resources are available and accurately maintained.
Precondition 3:  
**Policies and Procedures Guiding the Unit**

3.1 The cover page and table of contents for the documents that contain codified policies and procedures for the unit’s operations, including policies and procedures pertaining to its candidates.

A collection of policies from various sources on campus guide the operation of the School of Education in its operations including

- the university faculty handbook  
  *(Appendix 2)*

- the university catalog (enclosure)  
  [http://w2.byuh.edu/catalog/](http://w2.byuh.edu/catalog/)

- the student teaching handbook (enclosure)  
  [http://soe.byuh.edu/ProfessionalYear2005-2006.pdf](http://soe.byuh.edu/ProfessionalYear2005-2006.pdf)

- policies included in individual course outlines.  
  URL [http://soe.byuh.edu/soeprogramsurl.htm](http://soe.byuh.edu/soeprogramsurl.htm)

Administrative procedures, financial procedures, technology procedures etc are found on the shelves and home pages of the respective departments of the university.
Precondition 4:
Conceptual Framework

The professional education unit has a well developed conceptual framework that establishes the shared vision for the professional education unit’s efforts in preparing educators to work in p-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

The conceptual framework (see Appendix 1) for the School of Education embodies all of the well known premises and principles of operation and practice along with their religious and/or secular rationale, often discussed among the faculty and students, which have made School of Education graduates successful in the recent years both in the State of Hawaii and outside of the state, domestically and internationally.

All education courses are based on current knowledge bases, best practices, and are oriented towards successful practice. The evidence received from recent graduates indicates that our programs successfully prepare students to meet state, professional and institution standards. The General Learner Outcomes of the State of Hawaii figure prominently in the course requirements of the teacher education programs.
**Precondition 5:**
*Unit Self-Monitoring and Evaluation*

The professional education unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its graduates.

The School of Education regularly and with precision monitors and evaluates program effectiveness using the unit faculty meeting as the vehicle. Financial systems are audited by accounting systems in the administration areas of the university, technology is regularly audited for correct use, buildings are reasonably regularly checked for maintenance and cleanliness, faculty have annual professional development plans which guide the enrichment of their teaching and enable them to meet the scholarly requirements of the university, students are taught in rigorous courses and seminars which prepare them to take on the full responsibility for teaching following graduation.

The university academic database system monitors student program progressions as courses are completed. The Academic advisor in the School of Education interfaces with students as needed to correlate progress on their graduation plan.

PRAXIS I scores are required for entry to the School of Education degree licensing programs. PRAXIS II tests are required for all licensing students on exit, providing evidence that courses are being taught effectively and *practica* are being supervised effectively. Program completers not only do well in their PRAXIS II examinations, but find placements readily.
### Single Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program Completers

**Institution Name:** BYU-Hawaii

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**Type of Assessment**

#### Basic Skills

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#### Professional Knowledge

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#### Academic Content Area

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<td>Special Education Applications of Core Principles</td>
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* Numbers shown in parentheses represent individual assessments taken by less than 10 (ten) students. ETS guidelines provide that for those assessments, no institutional pass rates will be reported. However, for purposes of having a complete picture, we provide it."
Precondition 6:
Admission and Exit Criteria

6.1 A photocopy of published documentation (e.g., from a catalog, student teaching handbook, application form, or Web pages) listing the basic requirements for entry to, retention in, and completion of professional education programs offered at the institution.

6.2 A brief summary of candidate performance on assessments conducted for admission into programs and exit from programs. This summary should include (a) the part of Title II documentation related to candidate admission and completion that was prepared for the state and (b) compilation of results on the professional education unit’s own assessments.

Title II Data. (These data represent first-time performance results only for elementary, secondary, and special education teacher candidates. Candidates receiving low scores are required to re-take the assessment(s) in order to progress in the program (that is, gain admission to the College of Education).)

(a) Title II Information

Included is a copy of student requirements for entry, retention, and completion of degree programs as well as for our fifth year, Alternative Licensure program and Professional Diploma program. These can also be found in the BYUH catalog.
The departments in the School of Education are:

- Elementary Education
- Secondary Education
- Special Education

**Mission Statement**
Recognizing the unique mission of Brigham Young University Hawaii (BYUH), the School of Education prepares quality local and international teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in today’s diverse and changing society who teach and model (1) life-long learning and problem-solving abilities; (2) best current educational practices, balanced with gospel principles; and (3) caring, compassionate, and collaborative service in the home, school, church and community.

**Programs**
The School of Education offers Bachelor’s degrees in Elementary Education, Special Education, and Secondary Education in approved majors (see Secondary Education). The School of Education also offers to in-state teachers a post-baccalaureate Basic Teacher Licensing program, a post-baccalaureate Professional Diploma for licensed public school teachers, and a state-approved Alternative Licensing Program track for selected public school teachers to earn their initial basic license.

In order to teach in a public school in most countries as in the United States, an individual must be issued a license to teach by the government. In each sovereign state, teacher education programs must be approved by a designated agency authorized to issue teacher licenses or approve the hiring of teachers.

In Hawai’i, teaching licenses are issued by the Hawai’i Teacher Standards Board (HTSB). Students receive a recommendation for teacher licensing from the School of Education at BYUH after successful completion of their state approved Teacher Education Program, according to the licensing requirements established by the HTSB. In
international areas, teaching licenses generally require the governmental review of the student’s transcript which details the completed BYUH School of Education teacher education program and may additionally require, in some cases, the passing of a national teacher examination.

As the university’s mission continues to expand internationally and in order to attract more students into teacher education from international locations, the School of Education has developed a "3 + 1" program for international students. Partnerships with education departments internationally, make it possible for graduates in teacher education from this campus to return to their country to student teach and subsequently obtain employment as a teacher. The "3 + 1" allows students to complete three years of their undergraduate program on campus and the last year in student teaching in their home country.

In addition to institution accreditation review by the Western Association of Schools and Colleges (WASC), the Teacher Education Programs offered by the School of Education are reviewed through a State Approval of Teacher Education (SATE) evaluation that is coordinated and conducted by the HTSB. Prior to 2002, teacher education programs in the state were accredited using standards established by the National Association of State Directors of Teacher Education and Certification (NASDTEC). All state reviews after 2002 are conducted using standards adapted from those prescribed by the National Council on Accreditation for Teacher Education (NCATE). The most recent approval of teacher education programs was received in 1995. SATE approval of the BYUH School of Education teacher education programs enables graduates to apply for teacher licensing through reciprocity agreements held among many U.S. states and countries.

**Undergraduate Teacher Education Programs**

- Elementary Education (U.S. & International)
- Special Education (U.S. & International)
- Dual Licensing (Elementary and Special Education)
- Secondary Education (U.S. & International)
- Education Minor
- Instructional Design and Development Minor

**Post Baccalaureate Teacher Education Programs**

- Basic Teacher Licensing (5th year program - Hawaii)
- Alternative Licensing Program (Hawaii)
- Professional Diploma (Hawaii)

The purposes of the teacher education programs in elementary, secondary and special education are consistent with the goals of BYUH listed previously in this catalog. The programs strive to present teaching skills in an orderly sequence providing students with opportunities to develop into quality teachers prepared to serve in various international and U.S. educational communities and environments. These education programs have
been designed to orient students to today's educational needs.

Processes involved in educational systems across the world and in particular in the U.S. are surveyed. The psychology of teaching and learning is studied and applied to the curricula and methodologies utilized in today's schools. Teaching skills, assessment, classroom management, use of technology and media materials, with other skills necessary for effective teaching, are learned from hands-on experiences in the classroom. Supervision and observation of the student in classroom settings are provided by competent cooperating teachers in the public schools and university instructors who visit the classrooms on a regular basis.

Mastery of subject area content and teaching skills is measured during the courses taken as well as during the supervision of public school classroom activities. Standards set by the School of Education, must be met before the student will be recommended for graduation and the issuance of a teaching license.

**Admission to Programs**

Formal admission into a teacher education program is by application. This process may be initiated during or after courses in the "Pre-Professional Area" are completed. Formal admission is required before courses in the "Academic Support" and "Professional Year" sections can be taken. Admission requirements include the following criteria:

1. Cumulative grade point average of 2.0 or higher.
2. Completion of State of Hawaii clearance.
3. A completed graduation plan, or MAP (Major Academic Plan), on file with the Academic Advisor. In addition to the advisement services available from the Academic Advisor, each education major is assigned a Faculty Advisor in the School of Education. The Faculty Advisor is available to answer questions regarding specific courses in the program, course content, career-related questions, or any other major-related issues.
4. Successful completion of all courses in the Pre-Professional Area (C- or higher).
5. Passing scores on the PPST: Pre-Professional Skills Test (See the School of Education Academic Advisor for registration information and testing deadlines). Each PPST area may only be repeated once, unless special permission is granted by the Program Chair and Dean of the School of Education.
6. A completed application packet (available from the Academic Advisor).
7. A successful interview with two faculty members from the intended major program.
8. Recommendation, determined by interview, by faculty in the appropriate School of Education department, with final approval by the Dean of the School of Education.

*Note 1: Courses in the major (transferred or taken on campus) older than five years*
by the projected graduation date may not receive credit.

Note 2: Meeting all minimum standards 1 through 6 does not guarantee admittance into a teacher education program.

**Program Progress**

Besides meeting all university criteria, including the Honor Code, programs in the School of Education are subject to review for accreditation by the HTSB. Therefore, individuals selected for programs in the School of Education must demonstrate the pedagogical skills, content knowledge, and professional dispositions necessary to help all students learn in order to be recommended for graduation and a teaching license. To that end, candidates for graduation and teacher licensing will be carefully assessed throughout their teacher-training program.

If a student’s progress becomes questionable as measured against the following standards, the student will be dropped from the program:

1. Maintains an overall grade point average of 2.0 or higher.
2. Maintains standards of **ENGL 101** in all written work: grammar, spelling, punctuation, usage, vocabulary, pronunciation, and handwriting.
4. Maintains a professional disposition throughout all education assignments as evidenced (via the Professional Dispositions Form) by interacting effectively with peers, university instructors, and public school students and personnel.
5. Completes all major courses with a C- grade or higher.
6. Completes all required courses with only one repeat in line with University policy.
7. All prior courses must be successfully completed before a student can be admitted to Student Teaching.
8. Student teaching is a fulltime internship experience and students will not be engaged in any other university commitment.
Annual Institutional Report on Teacher Preparation

Academic Year: 2002 - 2003

Institution name: ……………………………………........Brigham Young University Hawaii
Respondent name and title: ………………..Dr. Roy Winstead, Dean of the School of Education
Respondent phone number: ………………………………………………………………(808) 293 - 3685
Fax: ……………………………………………………………………………………..(808) 293 - 3988
Electronic mail address: ………………………………………………………………winstear@byuh.edu
Address: ………………………………………………………….55–220 Kulanui Street, # 1954
City: Laie……………………………….State: Hawaii (HI)…………………Zip code: 96762

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Submitted on 22 April 2004
### Section I: Pass Rates

**Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

**Institution Name:** BYU-Hawaii  
**Academic year:** 2002 – 2003  
**Number of program completers:** 38

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<th>Assessment Code</th>
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<th>Number Passing Assessment</th>
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<th>Statewide Pass Rate</th>
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<td>Principles Learning and Teaching 7-12</td>
<td>524</td>
<td>14</td>
<td>14</td>
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<tr>
<td><strong>Academic Content Areas (Math, English, Biology etc.)</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Elementary Education Curriculum and Instruction</td>
<td>011</td>
<td>7</td>
<td>(5)</td>
<td>(71%)</td>
<td>85%</td>
</tr>
<tr>
<td>Elementary Education Content Area Exercises</td>
<td>012</td>
<td>7</td>
<td>(7)</td>
<td>(100%)</td>
<td>99%</td>
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<tr>
<td>Eng Lang Lit Comp Content Knowledge</td>
<td>041</td>
<td>3</td>
<td>(3)</td>
<td>(100%)</td>
<td>88%</td>
</tr>
<tr>
<td>Eng Lang Lit Comp Pedagogy</td>
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<td>3</td>
<td>(3)</td>
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<tr>
<td>Mathematics: Content Knowledge</td>
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<td>(2)</td>
<td>(100%)</td>
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<tr>
<td>Mathematics: Pedagogy</td>
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<td>(50%)</td>
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<tr>
<td>Physical Ed: Content Knowledge</td>
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<tr>
<td>Physical Ed Analysis and Design</td>
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<td>(2)</td>
<td>(100%)</td>
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<td>1</td>
<td>(1)</td>
<td>(100%)</td>
<td></td>
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<tr>
<td>Spanish Content Knowledge</td>
<td>191</td>
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<td>(1)</td>
<td>(100%)</td>
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<td>Spanish: Pedagogy</td>
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<td>Biology Content Knowledge Part 1</td>
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<td>Life Science: Pedagogy</td>
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<td>(1)</td>
<td>(100%)</td>
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<tr>
<td><strong>Teaching Special Populations (special education, ESL etc.)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Knowledge-Based Core Principles</td>
<td>351</td>
<td>8</td>
<td>(8)</td>
<td>(100%)</td>
<td>96%</td>
</tr>
<tr>
<td>Special Education Applications of Core Principles</td>
<td>352</td>
<td>8</td>
<td>(7)</td>
<td>(88%)</td>
<td>84%</td>
</tr>
<tr>
<td>Teaching English as a Second Language</td>
<td>360</td>
<td>1</td>
<td>(1)</td>
<td>(100%)</td>
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</tbody>
</table>

*Numbers shown in parentheses in the “Number Passing Assessment” and “Institution Pass Rate” columns represent individual assessments taken by less than 10 (ten) students. ETS guidelines provide that for those assessments, no institutional pass rates will be reported. However, for purposes of having a complete picture of all students taking these assessments, the School of Education is providing this data.*
### Aggregate And Summary Institution-Level Pass-rate Data

**Institution Name: BYU-Hawaii**

**Academic year: 2002 – 2003**

**Total number of program completers: 38**

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Number Taking Assessment</th>
<th>Number Passing Assessment</th>
<th>Institutional Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate: Basic Skills*</td>
<td>38</td>
<td>38</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Aggregate: Professional Knowledge*</td>
<td>26</td>
<td>26</td>
<td>100%</td>
<td>93%</td>
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<td>Aggregate: Academic Content Areas (Math, English, Biology, etc.)*</td>
<td>17</td>
<td>14</td>
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<td>84%</td>
</tr>
<tr>
<td>Aggregate: Teaching Special Populations (special education, ESL...)*</td>
<td>9</td>
<td>8</td>
<td>89%</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Summary of Individual Assessments**

|                                | 38                       | 34                        | 89%                     | 85%                 |

*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).

**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).**

### Section II. Program information

#### Number of Teacher Education Majors

Number of students in the regular teacher preparation program during academic year 2002-2003, including all areas of specialization: 346

#### Information about Supervised Student Teaching

- Number of students (in the regular program and any alternative route programs) in programs of supervised student teaching during academic year 2002-2003: 38
- Number of supervising faculty who were appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students: 5.5
- Number of supervising faculty who were appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program: 0
- Number of supervising faculty who were appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty: 10

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program. Total number of supervising faculty for the teacher preparation program during 2002-2003: 5.5

- The student/faculty ratio: 7:1
- The average number of hours per week required of student participation in supervised student teaching: 37.5
- The total number of weeks of supervised student teaching required: 15
- The total number of hours required: 562.5

#### Information about state approval or accreditation of teacher preparation programs

- Is your teacher preparation program currently approved or accredited by the state? Yes
- Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? No
Section III. Contextual information

Mission: Founded in 1955, Brigham Young University – Hawaii is a private, top tier undergraduate liberal arts institution of higher education. Owned and operated by The Church of Jesus Christ of Latter-day Saints, BYU-Hawaii was founded to assist individuals in their quest for perfection and eternal life and in their efforts to promote world peace and international brotherhood.

Teacher Preparation Programs: BYU-Hawaii offers 14 baccalaureate programs leading to initial basic teacher licensure. It also offers an alternative licensing program for employed teachers who need teacher licensing. In addition, it offers a post-baccalaureate program for candidates to pursue the state’s professional teacher license.

Student Characteristics: Most of the students are of traditional college age, with a mean and median age of 22.8 and 22, respectively. 93.4% are full-time students and 96.5% are members of the sponsoring church. The largest three ethnic groups are White, Asian, and Polynesian (non-Hawaiian). Hawaiians constitute about 6.5% of the students. Approximately 32% of the students are international students, representing 61 countries. The largest five foreign student groups are those from Tonga, New Zealand, Hong Kong, Japan and Samoa. U.S. students come from 46 states, with Hawaii, California and Utah ranking as the top three states, and constitute about 67.8% of the student body.

Admission Requirements: Students must have and maintain a cumulative grade point average of 2.0 or higher, successfully pass the Praxis I tests in reading, writing, and mathematics (as set by the Hawaii Teacher Standards Board), successfully interview with the School of Education, be free of any criminal history, and successfully complete all other portions of the admissions packet in order to be admitted into the School of Education and pursue a teacher education major. Once admitted, students must continue to demonstrate their ability to successfully perform at a satisfactory or higher level on each of the ten performance standards established by the Hawaii Teacher Standards Board, in order to be recommended for an initial basic teacher license.

Section III. Contextual information (cont’d)

Accreditation: BYU-Hawaii is accredited by the Western Association of Schools and Colleges (WASC). The School of Education is accredited using standards of the Hawaii State Approval of Teacher Education review process.

Teacher Education Mission: Recognizing the unique mission of Brigham Young University Hawaii, the School of Education prepares quality teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in today’s diverse and changing society by teaching and modeling (1) life-long learning and problem-solving abilities; (2) best current educational practices, balanced with gospel principles; and (3) caring, compassionate, and collaborative service in the home, school, church and community, both locally and internationally.

Section IV. Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for preparing State and Institutional Reports on the Quality of Teacher Preparation.

_________________________________________ (Signature)  __________________________________________ (Signature)
Dr. Roy Winstead, Dean, School of Education  Dr. Eric B. Shumway President, BYU-Hawaii
Precondition 7: Regional Accreditation

The institution is regionally accredited, without probation or an equivalent status, by the appropriate institutional agency recognized by the U.S. Department of Education.

The Brigham Young University Hawaii is accredited by the Western Association of Schools and Colleges (WASC). The university is currently preparing for the next round of accreditation with WASC.

http://w2.byuh.edu/PIRAT/Accreditation/Data%20Exhibits/index.php

November 21, 2008

Eric B. Shumway
President
Brigham Young University, Hawaii Campus
55-220 Kualauloa Street, A152 ASB
Laie, Oahu, HI 96762

Dear President Shumway:

I am writing to confirm that Brigham Young University, Hawaii Campus is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. They were first accredited in 1999 and have remained accredited since that time.

Sincerely,

Ralph A. Wolff
Executive Director
R/W/066

http://w2.byuh.edu/PIRAT/Accreditation/Data%20Exhibits/index.php
Appendix 1:

The Conceptual Framework
Conceptual Framework

School of Education

Brigham Young University - Hawaii

Introduction

Located in Laie, a small town on the scenic North Shore of the island of Oahu, Brigham Young University Hawaii is a four year liberal arts institution with an enrollment of 2400 students representing a broad spectrum of cultural backgrounds. Part of a four-campus university system sponsored by The Church of Jesus Christ of Latter-day Saints (LDS Church), the University has one of the highest percentages of international undergraduate students of any university in the country, with roughly 48% coming from 70 countries outside the United States. Education is one of the larger majors on campus, with 150 graduates during the two calendar years from 2003 through 2005.

The School of Education at Brigham Young University Hawaii seeks to enroll both U.S. and international students who have the desire in their hearts to serve their fellowman as teachers in the schools of their choice. Candidates are sought, recruited, taught, trained, supervised, enriched, edified and given assistance with placement, such that they are highly sought after and very successful in obtaining positions in the schools of their choice. The program’s framework and procedures of the School of Education are founded in the principles and practices of LDS theology as well as the knowledge bases and best practices in contemporary education theory.

To understand the concepts underpinning the framework and procedures of the programs in the School of Education at Brigham Young University Hawaii, we will first review the University's relationship to The Church of Jesus Christ of Latter-day Saints, the circumstances of the University's founding and the role of the Polynesian Cultural Center, resulting in The Vision Statement and Mission Statement of the University. We will follow this review with a description of the programs operating in the School of Education, and then proceed on to a proposal of the philosophies upon which these programs are based and the impact they are designed to have on the graduate’s ability to teach effectively.

Brigham Young University Hawaii, The Church of Jesus Christ of Latterday Saints and the Polynesian Cultural Center

The relationship, briefly reviewed here, between the Brigham Young University Hawaii (BYUH) and The Church of Jesus Christ of Latterday Saints (LDS) is significantly intertwined and is addressed extensively in the University's December 2005 Capacity and Preparatory Review prepared for the Western Association of Schools and Colleges (WASC). The Church of Jesus Christ of Latter-day Saints is a Christian religion where Jesus Christ assumes the preeminent position as our advocate with God and the ultimate exemplar upon which lives can be patterned. The church is led by a president who is sustained by the membership as a prophet, seer and revelator in his role to speak to and for the church, with the expectation that each individual member can and should seek to receive their own inspiration and divine guidance in their daily activities as they exercise their freedom of choice. The church has a long history in Hawaii and initially obtained the lands at Laie in 1865 to provide a place where Hawaiian saints could learn to live gospel principles. While many financial projects were undertaken over the years with
varying degrees of success, the church has always viewed Laie as a place for learning and for the rebuilding of the Hawaiian people. The first non-Utah LDS temple was built and dedicated here in Laie in 1919. In 1974 the university was brought under the umbrella of the Brigham Young University in Provo, Utah, and renamed Brigham Young University Hawaii.

In 1921, while attending a flag-raising ceremony at the church elementary school in Laie, David O. McKay, ex-public school educator, Church leader, and later Church President, envisioned an institution of higher learning in this community. In 1954, the formal announcement was made of a church college to be established in Hawaii. Then, in 1955, at the groundbreaking for the new facilities of the Church College of Hawaii, President McKay proclaimed that "from this school ... will go men and women whose influence will be felt for good ... internationally." Throughout the school's history, President McKay's words have served as a constant, conscious impetus and focusing call on the outcome of the educational programs of the university. Indeed, one of the University's strengths is the extent to which faculty, staff, administrators, and students share this sense of mission.

Because of the university’s open and active promotion of the doctrines and support for the leadership of the LDS Church, and its resolve to provide an educational experience of high quality, Brigham Young University Hawaii consciously seeks to combine spiritual and secular learning, believing that both are inextricably interconnected. Encapsulated in the mission statement of the University is the commitment to building faith, intellect, leadership, and intercultural sensitivity. The mission statement charges the University to prepare "men and women with the intercultural and leadership skills necessary to promote ... international brotherhood [and] address world problems." The implementation of this mission in the university includes an Honor Code that involves, besides the obvious academic areas (cheating, plagiarism, etc.), a commitment to live the standards "of Christian living as taught by The Church of Jesus Christ of Latter-day Saints both on and off campus." Stated another way in a promotional brochure jointly published with the Polynesian Cultural Center, "[t]he university focuses its efforts on educating the minds, hearts, and character of our students, sharpening their intellect, integrity and desire to serve." 

From its inception, BYU Hawaii has had as its target population students from countries of the Pacific Rim and Asia. A very meager initiative to help raise funds to assist students (called the Hukilau) evolved over the years into the Polynesian Cultural Center (PCC), located adjacent to the BYU Hawaii campus. Established in 1963, the PCC has two major goals: to help students support themselves as they attend the University and to promote and perpetuate the cultures of Polynesia. Employing almost one third of the fulltime students at BYU Hawaii for up to 19 hours each week, the PCC has now grown to be Hawaii's number one paid visitor attraction. The partnership between BYU Hawaii and the PCC epitomizes students' international preparation. Students work in various capacities, including performing the music and dances of Polynesian cultures or serving as tour guides, customer-service representatives, restaurant hosts, or in a variety of other capacities. Thus, they interact in many languages with students and visitors from around the world.

The relationship between the university and the PCC has been referred to by its leaders as the "aloha experiment". This relationship helps support the university's efforts in realizing the fulfillment of its own mission as stated in its vision and mission statements.
BYUH Vision Statement:

Brigham Young University Hawaii, founded by prophets and operated by The Church of Jesus Christ of Latter-day Saints, exists to assist individuals in their quest for perfection and eternal life and in their efforts to influence the establishment of peace internationally.

BYUH Mission Statement:

BYU Hawaii seeks to accomplish its vision by

1. educating the minds and spirits of students within an intercultural, gospel-centered environment and curriculum that increases faith in God and the Restored Gospel, is intellectually enlarging, is character building, and leads to a life of learning and service;
2. preparing men and women with the intercultural and leadership skills necessary to promote world peace and international brotherhood, to address world problems, and to be a righteous influence in families, professions, civic responsibilities, social affiliations, and the church;
3. extending the blessings of learning to members of the church, particularly in Asia and the Pacific;
4. developing friends for the university and the church; and
5. maintaining a commitment to operational efficiency and continuous improvement.

In light of the historical background and the university’s stated prophetic destiny, it is easy to embrace the visual (Figure 1) that depicts the connection between the School of Education and the University. First, beginning in the upper right hand corner, the Christus statue reminds us of the focus on eternal gospel principles that must permeate all activities on campus and which proceeds from the LDS church which sponsors BYUH.

The lower left hand corner displays the Hawaii Temple, representing the highest of all that is good and spiritual in daily living. Qualification to enter the temple requires a commitment to live principles based on goodness and service to humankind. Thus, the temple represents excellence in "spirit" in what we do and why we do it.

The upper left hand corner displays the David O. McKay Building, which exhibits the founding mural and stands as the icon of academic excellence at Brigham Young University Hawaii. Flanking the building are the flags of the many countries represented in the student body.
Figure 1. The School of Education and the University

The lower right hand corner displays the Hawaiian sailing vessel, Iosepa, which was built by artisans from the university, the PCC and the community. This sailing vessel represents the work of many skilled hands and volunteers in the arduous months of carving and shaping the wood into the refined sailing vessel seen in the image. After the many months and hours of hard work, the sailing vessel was prepared to go forth and "serve," reminding us of the prophetic charge by President McKay that "from this school ... will go men and women whose influence will be felt for good ... internationally." A symbol of the excellence in skills and practice expected of graduates of the BYUH School of Education.

The background for the entire visual includes the isles of Hawaii, and the Pacific and Asian Rim countries. This geographic focus was given to the university by its founder, David O. McKay and has received ongoing support from successive church presidents. In the center of the figure can be seen the School of Education logo, reminding us that the child, or learner, is always the center of what we are about and why the School of Education exists.

Surrounding the picture on the top and both sides is a beautiful maile lei, reminding us of the culture and State in which the university is situated. Unlike most other lei, which are closed, the maile lei are left open. This openness represents a continuation of living and of giving,
life-long learning, generosity and service to humankind, indeed, our willingness to be ever humble and teachable.

**The School of Education**

The School of Education supports the university's mission by preparing effective teachers to “go forth and serve.” This contribution is articulated in the following vision and mission statements.

School of Education Vision Statement:

*Recognizing the unique mission of Brigham Young University Hawaii, the School of Education in collaboration with other academic units on the campus and partners in public education, prepares competent, caring and collaborative professional teachers who demonstrate the content knowledge, professional dispositions, and pedagogical skills required to meet the needs of students in today's diverse and changing society.*

School of Education Mission Statement:

*The School of Education at Brigham Young University Hawaii strives to accomplish its vision statement by teaching and modeling (1) life-long learning and problem-solving abilities; (2) best current educational practices, balanced with gospel principles; and (3) caring, compassionate, and collaborative service in the home, school, church, and community, both locally and internationally.*

The School of Education has five undergraduate degree programs and three non-degree programs. The five undergraduate degree programs enable students to graduate in Elementary Education, Special Education, Dual Major – Elementary and Special Education, Secondary Education or Inter-Disciplinary Studies. Students can apply to enter one of these degree programs in the School of Education, typically near the end of their Sophomore year, after successfully completing the introductory courses in education and with a GPA of at least 2.0 in these and their General Education required courses as typically found in a liberal arts university. Entry to the School of Education also requires completion of the PRAXIS I tests – license seeking students must pass the Hawaii State PRAXIS I markers. Students may choose to license (this option is not available in the Inter-Disciplinary Studies program) in their degree program or not, meaning that U.S. license seeking students must complete student teaching successfully - the capstone experience of their degree program. Non-licensing students will complete some other practicum cap-stone experience. Licensing graduates must take the PRAXIS II tests required by their degree program. Recommendation by the School of Education to the Hawaii Teacher Standards Board (HTSB) for licensing requires the candidate to graduate from their degree program and successfully complete the respective PRAXIS II tests.

The three non-degree programs available in the School of Education either enable content area graduates to qualify to be recommended for a Basic teaching license (5th-year program), enable public school emergency hire content area graduates who are successfully teaching in the State of Hawaii to be recommended for a Basic Teaching License (Alternative Licensure
Program – ALP), or enable licensed teachers to engage in 30 credits of further education and enrichment resulting in a State of Hawaii Department of Education approved BYUH Professional Diploma.

While the School of Education graduates fewer than one hundred students each year, the quality of the licensing graduates has been recognized because of their maturity in the classroom, their familiarity with curriculum, assessment and standards as well as for their personal characteristics.

Each of the programs has three phases – first, students are taught from the knowledge bases of effective practice from a constructivist perspective in learning theory, pedagogy, assessment, and classroom management; second, they experience a fifteen-week limited school classroom teaching experience (Observation & Practicum) along with content methods courses; and third, they are placed for sixteen weeks in a school setting appropriate to their degree program with a recommended Cooperating Teacher who has been prepared to mentor them and give them full responsibility for the class for the final one half of that time. Graduates are recognized and feted by the School of Education at a banquet held in their honor.

The principles comprising the NBPTS policy statement are consistent with the philosophy and goals for teacher candidates in the BYUH School of Education. They are explained as follows:

NBPTS Proposition #1: Teachers are committed to students and their learning

We believe that all students can learn and proceed to plan and act on that belief. We believe in the dignity and worth of all human beings and in the potential that exists within each child. We teach our teacher candidates to recognize individual differences in their students and adjust their teaching practices accordingly, including keeping a "finger on the pulse of the class" and subsequently deciding when and how to alter plans, working with individual students while meeting the needs of the whole group, and enriching instruction as appropriate. We prepare our teacher candidates to have an understanding of how students develop and learn. We subscribe to and teach from the current research that intelligence comes in different ways. It is our belief and practice that across all subjects, teachers can successfully accomplish lesson outcomes by allowing students to express mastery in a variety of ways. In addition, we embrace the research on effective teaching which builds on this research. Further, we believe that our teacher candidates should treat all students equitably while not treating them all alike.

Our teacher candidates are constantly striving to learn more about how to best address those differences in the context of their teaching responsibilities. This commitment to students and their learning is, in large part, driven by a genuine concern for more than the academic success of every student. It is driven by a genuine concern for the "students' self-concept, ... their motivation, ... the effects of learning on peer relationships, and with the development of character, aspiration and civic virtues.20

NBPTS Proposition #2: Teachers Know the Subjects They Teach and How to Teach
Those Subjects to Students

Central to the role of the teacher is unquestionably the expectation of competence in their subject area. Content area knowledge goes far beyond the mastery of facts. It includes knowledge of how that subject is "created, organized and linked to other disciplines.\textsuperscript{21} In addition to this deep and connected knowledge of one's subject, teachers should possess a unique ability to convey that knowledge to students and help them to build that knowledge schema. These pedagogical skills are "not a bag of tricks", but a repertoire of representations that combines instructional techniques with subject matter in ways that take into account the mix of students and school contexts that confront the teacher\textsuperscript{22}. We require it!

In addition, we believe, like the NBPTS, that teaching for understanding "requires students to integrate aspects of knowledge into their habits of thinking, rather than simply store fragmented knowledge bits"\textsuperscript{23}. In other words, knowledge is a "combination of skills, dispositions, propositions and beliefs --- integrated and flexible, elaborate and deep"\textsuperscript{24}. Our teacher candidates must demonstrate lessons which require critical thinking of their students, attitudinal integration and observable achievement.

NBPTS Proposition #3: Teachers are responsible for managing and monitoring student learning

Simply stated, while maintaining high expectations for all students, teachers are genuinely facilitators of student learning. Teachers call upon multiple methods to meet their goals, they can orchestrate the learning environment in the classroom, place a high value on student engagement in the learning environment, regularly assess student progress, and are able to clearly articulate goals and expectations for students.\textsuperscript{25} We profess it and we require it of our teacher candidates in all three stages of their training.

NBPTS Proposition #4: Teachers think systematically about their practice and learn from experience

Because the profession in which we work is an open learning curve, as evidenced by the ongoing and expanding research base, teachers must be reflective as they work. We require reflection from the first pedagogy course and continue it through out the student teaching experience. The action research project in which our student teachers engage while in the student teaching practicum is a connected reflective experience. We realize that teachers must emulate the virtues they hope to instill in their students:

"Curiosity and a love of learning; tolerance and open-mindedness; fairness and justice; appreciation for our cultural and intellectual heritages; respect for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take multiple perspectives, to question received wisdom, to be creative, to take risks, and to adopt an experimental and problem-solving orientation.\textsuperscript{26}

NBPTS Proposition #5: Teachers are members of learning communities

We teach our teacher candidates to understand that their stewardship in this area includes two
constituencies. First, each teacher is a partner with the faculty and administration in ensuring the effectiveness of the school, not just his own class. Second, each teacher's success with the young people in his class includes collaborating with parents and others in the community outside the school. While the primary mission of the teacher is to promote learning, the professional teacher understands that the physical, emotional, and social well being of his children are each part of the broader and more humane purposes within the stewardship of the classroom teacher.

In 1999, the American Council on Education (ACE) released an action agenda for teacher education intended for college and university presidents. The report, *To Touch the Future: Transforming the Way Teachers are Taught, An Action Agenda for College and University Presidents*, was the result of a task force composed of college and university presidents and school leaders in collaboration with the American Association of Colleges for Teacher Education (ACTE). The task force's charge was "to equip college and university presidents to lead the nation's campuses in a major improvement in the quality of education provided to teachers and school leaders." In the report's *Introduction*, the opening paragraph references the 1985 statement by Christa McAuliffe in response to questions about why she wanted to participate in the NASA space shuttle program as the first teacher in space. Her short response has become a ringing testament to teaching as a noble profession: "Don't you understand? I am a teacher. Every day, through my students, I touch the future.*

The ACE report was preceded in 1996 with a report by the National Commission on Teaching and America's Future (NCTAF). Entitled *What Matters Most: Teaching for America's Future*, the report challenges the nation to provide for every child "competent, caring, qualified teachers in schools organized for success." In a follow-up report by NCTAF in 2003, *No Dream Denied: A Pledge to America's Children*, the Commission advocates ten benchmarks that represent what "highly qualified beginning teachers" should know and be able to do to support student learning. Those benchmarks are: (1) possess a deep understanding of the subjects they teach; (2) evidence a firm understanding of how students learn; (3) demonstrate the teaching skills necessary to help all students achieve high standards; (4) create a positive learning environment; (5) use a variety of assessment strategies to diagnose and respond to individual learning needs; (6) demonstrate and integrate modern technology into the school curriculum to support student learning; (7) reflect on their practice to improve future teaching and student achievement; (8) pursue professional growth in both content and pedagogy; and (10) instill a passion for learning in their students.

The Hawaii Policy Group of the National Commission on Teaching and America's Future, chaired by the former Lt. Governor, Mazie Hirono, and in partnership with the HTSB, released its report in 2001, *The Magic Weavers: Securing the Future for Hawaii's Children*. In this report, the Group embraces the work by the National Commission on Teaching and America's Future and proceeds to outline a number of recommendations in an action plan for the State of Hawaii. Again, as in the other national reports, action is driven by the research that clearly states "teacher quality is the most influential factor in student achievement."
This report recognizes the progress that has been done since the Group began. Included is the fact that the HTSB, established by the State Legislature in 1995, released the first Performance and Licensing Standards for teachers in 1998. The report notes that these standards "align with nationally recognized teacher standards and promote teacher accountability for helping students to meet the Hawaii Content and Performance Standards."^34^

Conceptual Underpinnings

The following visual (Figure 2) represents the framework for the conceptual underpinnings of the programs of the School of Education (SoEd). The diagram is best explained from the center out. At the center of the conceptual framework is the child. Everything the SoEd does is focused on the child. Surrounding the child are the three components of the SoEd mission: head (required content knowledge), heart (values and beliefs which form the professional dispositions and are the motivators of action), and hands (the pedagogical skills to carry out the teaching assignment effectively).

The statement "Focuses on the Learner" is the first of ten standards established by the Hawaii Teacher Standards Board (HTSB) that constitute the performance and licensing standards for teacher candidates^12^. The HTSB’s choice of “focus on the learner” as its first standard is consistent with the School of Education's placement of the learner at the center the figure.

Continuing outward, the remaining nine of the ten HTSB performance and licensing standards surround the learner. Each of these standards in one or more ways touches the head, heart or hands of the learner. While they appear as separate standards, the lines between them do not form a complete line segment, being left open on each end to represent an overlapping or fluid relationship between and among them all, symbolizing a "team" spirit in doing whatever is necessary to achieve the desired outcomes on behalf of the learner.

Outside this circular band of standards, the final circle contains the three candidate proficiencies: content knowledge, professional dispositions and pedagogical skills. These three terms encapsulate the professional summative outcomes of the educational experience of the teacher candidate. This educational journey is symbolized by the world map watermark. The hands that support the conceptual framework represent the many hands that shape and inspire throughout this entire process.

The teacher education program of study is divided into three areas: Pre-Professional, Academic Support, and Professional Year.^1^ In the Pre-Professional Area, all students take EDUC 212: Foundations of Education (2 semester hours). As a part of EDUC 212, all students complete ten to twenty hours of field experience. Students are assigned to a teacher in a local elementary school and, in recent semesters/terms, have been specifically assigned to tutor a specific student in that classroom. At the end of the EDUC 212 experience, the classroom teacher has an opportunity to evaluate the EDUC 212 student and the EDUC 212 student reflects on their experience through a journal submission to the course instructor.

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^1^ Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 91.
Students who advance to the next phase, Academic Support Area, will have similar field experiences in the following courses: EDUC 300 and EDUC 312. EDUC 300: Human Growth and Learning (2 semester hours) focuses on learning theories as applied in the public school classroom. Teacher candidates are required to complete ten hours of field experience in a public school classroom. EDUC 312: Effective Pedagogy (3 semester hours) focuses on
teaching methods. Teacher candidates are required to complete ten hours of field experience in a public school classroom, observing classroom dynamics and applied principles learned in the course.

The next phase of the teacher education program, Professional Year, is the culminating training and field experience for teacher candidates. Beginning with 491: Observation and Practicum (O&P), teacher candidates begin their field experience by working side-by-side with their assigned Cooperating Teacher in the public school. Teacher candidates report to their assigned school on the first contract day for their Cooperating Teacher. In most cases, this means the teacher candidate has two work days to work with their assigned teacher. Often, the teacher candidate will report earlier than that in order to help their teacher, since most of our Cooperating Teachers begin the school year earlier than required by their union contract.

During the initial time in the school teacher candidates become familiar with the school schedule, routines, curriculum, etc. They also have had the opportunity to establish a rapport with the students. At that point the teacher candidates assumed an O&P schedule for the remainder of the semester. On Tuesday, Wednesday, and Thursday afternoons, teacher candidates returned to the university campus to complete the remaining courses in the Professional Year sequence.

A new O&P schedule planned for Fall 2006 is being implemented largely in response to students’ feedback that they felt overwhelmed trying to rush back from their schools on Tuesday, Wednesday and Thursday, as well as balancing the demands of the different professors for the courses they were concurrently taking. This change seemed timely in light of the new uniform calendar which required us to make some adjustments in the schedule anyway. First, with the implementation of the Hawaii Department of Education uniform calendar, all O&P teacher candidates would be reporting at the same time. Until Fall 2006, we had students reporting at three different times based on individual school calendars. Second, under the previous calendar, some teacher candidates in the Student Teaching semester had to begin their soloing by the end of January, only two to three weeks into the Student Teaching semester, in order to accommodate the state testing program.

During the O&P semester, teacher candidates generally complete between one hundred and three hundred hours in their assigned classroom. During this semester, after the initial period of observation, getting oriented to the duties of a teacher, etc., the teacher candidates teach lessons that are observed by a cohort of professionals: the cooperating teacher, university faculty and university adjunct faculty.

Once the teacher candidate successfully completes the O&P semester, he/she is advanced to the culminating semester as a student teacher in 492: Student Teaching. During the semester of student teaching, the teacher candidate will complete approximately six hundred hours in the public school classroom. During this field experience, the teacher candidate must demonstrate full competence in fulfilling all the duties of a public school classroom teacher. The teacher candidate will be formally observed by his/her cooperating teacher, university faculty and university adjunct faculty. Upon concurrence of the university faculty and the cooperating teacher that the teacher candidate has met each and every one of
the performance and licensing standards, he/she can be recommended as passing student teaching.

**Admission.** Formal admission into the teacher education program is by application. This process may be initiated during or after courses in the “Pre-Professional Area” are completed. Formal admission is required before courses in the “Academic Support” and “Professional Year” areas can be taken.

Admission requirements include the following criteria:

a. Cumulative grade point average of 2.0 or higher.
b. Completion of the State of Hawaii criminal clearance.
c. A completed graduation plan, or MAP (Major Academic Plan), on file with the Academic Advisor.
d. Successful completion of all courses in the Pre-Professional Area with a C- or higher grade.
e. Passing scores on the PPST: Pre-Professional Skills Test. Each PPST area may only be repeated once, unless special permission is granted by the Program Chair and Dean of the School of Education.
f. A successfully completed application packet for admission into the School of Education.
g. A successful interview with two faculty members from the elementary education program.
h. Recommendation by faculty in the elementary education department, based on successful clearance of all items shown.

**Retention.** Once formally admitted into the teacher education program, students must maintain what we call “Program Progress” in order to stay in the program. As stated in the university’s general catalog, “… individuals selected for programs in the School of Education must demonstrate the pedagogical skills, content knowledge, and professional dispositions necessary to help all students learn in order to be recommended for graduation and a teaching license. To that end, candidates for graduation and teacher licensing will be carefully assessed throughout their teacher-training program.”

This assessment of candidates is measured against the following, as noted in the School of Education section of the university’s general catalog:

a. Maintains an overall grade point average of 2.0 or higher.
b. Maintains standards of ENGL 101 in all written work: grammar, spelling, punctuation, usage, vocabulary, pronunciation, and handwriting.
c. Maintains standards of English oral communication.
d. Maintains a professional disposition throughout all education assignments as evidenced (via the Professional Dispositions Form), by interacting effectively with peers, university instructors, and public school students and
e. Completes all major courses with a C- grade or higher.
f. Completes all required courses with only one repeat in line with University policy.

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2 Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 78.
3 Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 78.
g. All prior courses must be successfully completed before a student can be admitted to Student Teaching.

h. Student teaching is a fulltime internship experience and students will not be engaged in any other university commitment.  

In addition to the general catalog items noted above, the School of Education has adopted a policy regarding course absences, tardies and late assignments. The School of Education believes these are extensions of the professional dispositions “responsibility,” “attendance” and “punctuality” which are found on the Professional Dispositions Form. These policies are outlined in a handout made available to students in all courses.

Further, the School of Education utilizes a “Yellow Alert” form to document any concern a faculty may have regarding a student in the program. This form is completed by the faculty member who discusses the situation with the student and then forwards the form to the Dean of the School of Education. This allows the Dean to “shepherd” the progress of students. For example, even though our unit is small in number, one faculty member may not realize another faculty member is having a problem with or a concern about the same student. If each faculty member completes the “Yellow Alert Sheet,” once the Dean receives both copies, (s)he can determine what course of action to pursue since the student is evidently exhibiting a “red flag” in more than one course.

Exit. Teacher candidates are informed that in order to be recommended to the Hawaii Teacher Standards Board as a program completer, they must submit a performance portfolio toward the end of the Student Teaching (492) semester that documents the following:

- a. Demonstrates the Content Knowledge Requirement
  - (1) completion of all general education and religion credits required by the university for the awarding of a baccalaureate degree
  - (2) completion of all major course requirements with a C- or higher and maintaining a cumulative grade point average of 2.0 or higher
  - (3) demonstrates content competence consistent with the Hawaii Teacher Standards Boards’ Standard V: Demonstrates Knowledge of Content, meaning the effective teacher consistently demonstrates competency on content area(s) to develop student knowledge and performance, as measured by the following performance criteria:
    - (a) Keeps abreast of current developments in content area(s)
    - (b) Teaches mastery of language, complex processes, concepts and principles unique to content area(s)
    - (c) Connects knowledge of content area(s) to students’ prior experiences, personal interests and real-life situations

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4 Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 78.
5 Brigham Young University Hawaii School of Education Professional Year Handbook, 2005-2006, pp. 40-41.
Possesses an understanding of technology appropriate to the content area, e.g. computer-assisted instruction.

(4) completion of the Educational Testing Service’s Praxis I tests in Reading, Writing and Mathematics with scores that meet the requirements set by the Hawaii Teacher Standards Board

(5) completion of the Educational Testing Service’s Praxis II content area test(s) with scores that meet the requirements set by the Hawaii Teacher Standards Board for the teacher candidate’s major

(a) Demonstrates the Pedagogical Skills Requirement:
(b) completion of Observation/Practicum and Student Teaching having successfully demonstrated command of skills consistent with the Hawaii Teacher Standards Boards’ standards as noted below:
(c) I: Focuses on the learner. The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.
(d) II: Creates and maintains a safe and positive learning environment. The effective teacher creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.
(e) III: Adapts to learner diversity. The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.
(f) IV: Fosters effective communication in the learning environment. The effective teacher consistently enriches communication in the learning environment.
(g) VI: Designs and provides meaningful learning experiences. The effective teacher consistently plans and implements meaningful learning experiences for students.
(h) VII: Uses active student learning strategies. The effective teacher consistently uses a variety of active learning strategies to develop students’ thinking, problem-solving and learning skills.
(i) VIII: Uses assessment strategies. The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

(2) completion of the Educational Testing Service’s Praxis II pedagogy area test(s) (including the Principles of Learning and Teaching test) with scores that meet the requirements set by the Hawaii Teacher Standards Board for the teacher candidate’s major

a. Demonstrates the Professional Dispositions Requirement
(1) successfully meet the standard for each of the professional dispositions as defined by the School of Education on its Professional Dispositions Assessment form
(2) receive a “Pass” on the Observation/Practicum and Student Teaching final reports for Standard IX: Professionalism as defined by the Hawaii Teacher Standards Board

b. Demonstrates the HTSB Standard X Requirement: Fosters Parent and School Community Relationships
(1) documents collaboration with parents and school community members
(2) documents efforts to seek opportunities to build strong partnerships with parents and community members
(3) documents support of activities and programs which encourage parents to participate actively in school-related organizations and activities
(4) documents efforts to establish open and active lines of communication with parents
(5) documents utilization of community resources to enhance student learning
(6) documents opportunities that enhanced professional growth by collaborating with university teacher education faculty

Summary
Starting with our mission statement, “…the School of Education prepares quality local and international teachers with the content knowledge, pedagogical skills, and professional dispositions required to meet the needs of students in today’s diverse and changing society who teach and model (1) life-long learning and problem-solving abilities; (2) best current educational practices, balanced with gospel principles; and (3) caring, compassionate, and collaborative service in the home, school, church and community.”6 The “content knowledge” part represents the “head” and our program requirements include firm guidelines for this part of the conceptual framework, including grade level requirements and grade point average requirements for general education courses, as well as courses in the major. These requirements are consistent from pre-admission into the program through the exit phase of the program.

The “pedagogical skills” part of the mission statement represents the “hands” and our program requirements are clearly outlined with regard to the demonstration of these skills. From methods courses in each of the subject areas to the portfolio that documents, with clear evidences, the successful utilization and implementation of these skills throughout field experiences, including Student Teaching, these requirements are clearly articulated and well documented.

The “professional dispositions” or “heart” portion of our mission statement are clearly articulated and represent the caring, compassionate, and collaborative nature of the

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6 Brigham Young University Hawaii Bulletin 2005-2006 General Catalog, p. 77.
church that sponsors our institution, as well as the general nature of both, the members of the church in general and, the nature of individuals who have chosen teaching as a career path. As Christa McAuliffe stated on behalf of all teachers to the public, “I touch the future . . . I teach.”

This recognition of the individual in our quest to “touch the future” by “teaching” is resonated in the central image of the conceptual framework visual --- the learner. Whether by chance or design, the first performance and licensing standard, Focuses on the Learner, is consistent with our program in that everything that is done is done with the learner central to that mission.

The hands which hold the world represent, among other things, the many hands that go into “focusing” on the “learner.” The intricate maile and pikake lei which borders the bottom of the conceptual framework represent, like the many hands, the many and varied paths we take in this life, and yet, how we are still intertwined as one in mission and purpose as humans on this planet. Here in the School of Education, we work together, many hands, united in one purpose, to prepare our students to “touch the future” through “teaching” the “learners” they will have in their classrooms.

Notes:


2 Institutional Proposal Submitted to the Western Association of Schools and Colleges (WASC). Laie, Hawaii: Brigham Young University Hawai‘i (December, 2003), p. 1.


9 Brigham Young University - Hawai‘i Bulletin: 2003-2005 General Catalog, volume 100,


11 *The Holy Bible: Authorized King James Version*. Salt Lake City, Utah: Corporation of the President of The Church of Jesus Christ of Latter-day Saints (1979).

12 http://www.htsb.org/standards/teacher.html


20 "Proposition #1: Teachers are Committed to Students and Their Learning" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).

21 "Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).

22 "Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions
of the National Board (6 February 2004).

23 "Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).

24 "Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).


26 "Proposition #4: Teachers think systematically about their practice and learn from experience" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).

27 "Proposition #5: Teachers are members of learning communities" in http://www.nbpts.org/about/coreprops.cfm. About NBPTS/Five Core Propositions: What Teachers Should Know and Be Able to Do: The Five Core propositions of the National Board (6 February 2004).


33 Hawaii Policy Group of the National Commission on Teaching and America's Future. The Magic Weavers: Securing the Future for Hawaii's Children (2001). (Honolulu, HI: Author),
Appendix 2:

The BYUH Faculty Handbook
INTRODUCTION

The Faculty Handbook is not an official policy book. It is an informational aid. BYU Hawaii may amend or terminate at any time the policies, plans and benefits described herein as the University’s needs and experience dictate, and any changes made will supersede the information contained in this handbook. Addenda to the handbook will be issued when necessary to describe changes in plans, policies, or benefits. Faculty members should keep them with the Faculty Handbook until a revision containing them is issued.

The purpose of the Faculty Handbook is to acquaint faculty members with some of the benefits and policies regarding their positions. Procedures that will be of particular interest to the faculty, such as promotion in rank and professional development, are included here, along with most policies that affect the faculty at large.

Although in most instances the Faculty Handbook makes no specific mention of the full-time professional librarians (some have faculty status, some librarian), they receive the same benefits and are subject to the same regulations as faculty in the academic units except for those having no application to their duties.

Much of the material contained in the Faculty Handbook has been extracted from the following collections Brigham Young University Hawaii policies and procedures:

Brigham Young University Handbook
BYU Hawaii Personnel Policies and Procedures
BYU Hawaii Bulletin (campus catalog)
BYU Hawaii Employee Information Booklet

Should faculty members need more detailed information than is given here, they should refer to these publications. Questions on personnel policy should be directed to the Personnel Director.

Policies for the University originate in three ways: (1) from the Board of Trustees, (2) from Brigham Young University Provo, and (3) from within Brigham Young University Hawaii. The administration recognizes that procedures and regulations must be adapted to current needs and therefore welcomes suggestions concerning any policy faculty members would like to see improved or otherwise adapted. Such suggestions should, of course, be submitted through the proper committees and councils, the procedures for which are included in the Faculty Handbook in the section entitled “Established and Amending University Policy”.

THE UNIVERSITY AT A GLANCE

Brigham Young University Hawaii (until 1974 known as the Church College of Hawaii) was founded in 1955 by the Church of Jesus Christ of Latter-day Saints. Its establishments had been envisioned by President David O. McKay many years before, when, in 1921, he witnessed a flag-raising ceremony at the Church-operated elementary school in Laie. This prophetic event is portrayed in the decorative mosaic above the main entrance to the classroom area of the campus. Initially begun as a junior college, the school is now a four-year, coeducational university, fully accredited by the Western Association of Schools and Colleges. Fundamentally, BYUH is a baccalaureate degree-granting institution.

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7 The detailed BYU University Handbook and BYUH Personnel Policies and Procedures are loose leaf binder collections maintained in the Personnel Office and if desired may be seen by special appointment with the Personal Director.

8 A copy of the BYU Hawaii Employee Information Booklet is issued to each BYUH employee by the Personnel Office.
BYU-Hawaii is located on 62 acres in the community of Laie, on the windward shore of Oʻahu, 38 miles from Honolulu. It is adjacent to the Polynesian Cultural Center, where many students work to help pay their way through college, and is also within walking distance of the Hawaii Temple of The Church of Jesus Christ of Latter-day Saints. The unique combination of university, cultural center, and temple symbolizes the intertwining of intellectual, cultural, and spiritual growth that the University seeks to foster.

PURPOSE, MISSION, AND GOALS

I. Purpose

The main purpose of Brigham Young University Hawaii (BYUH) is to help students develop academic excellence, professional competence, and Christ-like character. The University is a living laboratory where students form many nations and cultures have an opportunity to develop appreciation, tolerance, and esteem for each other.

The student body is one of the most cosmopolitan of any in the United States, comprising students from the State of Hawaii, islands of the Pacific, Asia, Europe, North and South America, Africa, and Australia.

With its central location in the Pacific Basin, the University assumes a special responsibility to prepare qualified men and women who can live, serve, and contribute to their societies in Hawaii, the Pacific, and Asia. To this end, the University uses both campus and off-campus locations, as appropriate, to provide relevant learning experiences.

II. Mission

BYU-Hawaii – founded by prophets and operated by the Church of Jesus Christ of Latter-day Saints – exists to assist individuals in their quest for perfection and eternal life and in their efforts to establish peace internationally.

We seek to accomplish this by:

1. Education the minds and spirits of students within an intercultural, gospel-centered environment and curriculum that increases faith in God and the Restored Gospel, is intellectually enlarging, is character building, and leads to a life of learning and service.
2. Preparing men and women with the intercultural and leadership skills necessary to promote world peace and international brotherhood, to address world problems, and to be a righteous influence in families, professions, civic responsibilities, social affiliations, and the Church.
3. Extending the blessings of learning to members of the Church, particularly in Asia and the Pacific.
4. Developing friends for the University and the Church.
5. Maintaining a commitment to operational efficiency and continuous improvement.

III. Educational Commitments

The earnest pursuit of BYU-Hawaii’s overall mission is embodied in the commitment to prepare students for a life of learning and service in an expanding international church. To succeed in its mission, the University provides an environment sustained by those moral values that characterize the life and teachings of the Son of God. By fostering such an environment, the University aims to encourage its students to achieve the following goals:

Enlighten their minds and spirits by helping them:

1. Learn the truths of the Gospel of Jesus Christ.
2. Gain an abiding, life-directing testimony of Jesus Christ, His Church, and His leaders on earth.
3. Live a chaste, righteous life and develop Christ-like character traits.
4. Practice self-initiated service to others.
5. Encourage the pursuit of all truth.

Enlarge their intellect by helping them:

1. Obtain a broad university education based on the world’s arts, letters, and sciences.
2. Obtain in-depth knowledge in a major leading to job competence and/or graduate school.
3. Develop and use the ability to think clearly, learn independently, and solve problems effectively.
4. Communicate in English effectively with others.
5. Increase capacity to enjoy beauty, both artistic and natural.
6. Encourage scholarly research and creative endeavor in partnership with faculty.

Provide an intercultural learning environment where harmony prevails amidst diversity by helping them:

1. Acquire knowledge and appreciation of one’s own and other cultures.
2. Have experiences in student life and in the curriculum which build intercultural understanding.
3. Gain a profound sense of the fatherhood of God and the kinship of the human family.
4. Acquire a devout love of God.
5. Develop a genuine concern for the welfare of all members of the human family.

Train individuals with productive work skills and a sense of stewardship and accountability by helping them:

1. Develop a strong work ethic and high work standard.
2. Assume greater responsibility for the successful pursuit of education.
3. Accept greater responsibility for managing time, money, and employment obligations.
4. Obey, honor, and sustain the honor code of the University and the law of the land.
5. Experience the principles of institutional stewardship, accountability, and productivity through the examples of all University employees.

ORGANIZATION

I. Statement of Affiliation

BYU Hawaii is one of four institutions which comprise the higher education component of the Church Education System. The other three institutions are BYU Idaho, in Rexburg, Idaho; BYU, in Provo, Utah; and LDS Business College in Salt Lake City, Utah.

II. Administrative Management

The Board of Trustees (which consists of members of the First Presidency, Quorum of the Twelve, and other General Authorities of The Church of Jesus Christ of Latter-day Saints) holds the BYU Hawaii President responsible for all administrative decisions at the University.

Administrative authority for BYUH is, in turn, delegated to the following administrative officers: The Vice President for Academics, Vice President for Administrative Services, Vice President for Student Affairs, Vice President for University Advancement, Assistant to the President, Chief Information Officer, deans of college and schools, associate deans, and department chairs, directors and other supervisors of administrative organizations as indicated in Appendix A.

Although the principal duties of the faculty are teaching, research, scholarly production and counseling, they are by tradition considered to be officers of the institution and are expected to assist in administering
University affairs by participating on committees and boards and giving full support to the goals and policies of the institution.

III. Councils, Committees, and Boards

To achieve the goals of the University, to facilitate the development of responsive academic programs, and to enhance the communication and decision-making process, the following BYUH administrative bodies have been created.

PRESIDENT’S COUNCIL

The President’s Council is composed of seven members: the President, Assistant to the President, Vice President for Academics, Vice President for Administrative Services, Vice President for Student Affairs, Vice President for University Advancement and CIO as working members.

The President’s Council is the decision-making body in BYUH policy and program matters. Together with invited consultants, the President’s Council reviews and recommends to the BYUH President all policy and program decisions.

ACADEMIC PLANNING COUNCIL (APC)

Chair by the Vice President for Academics, the APC is composed of 14 members: the Vice President for Academics, the Dean and two Associate Deans of the College of Arts and Sciences, the Dean of the School of Education; the Dean of the School of Business; the Dean of the School of Computing, the Dean of the Center for Instructional Technology and Outreach; the Dean for Admissions and Records; the Chair of Religious Education; the director of Academic Internships; the Chief Information Officer; the Head Librarian; and the chair of the Faculty Advisory Committee.

The APC functions as a review body to develop and refine specific new and continuing program offerings, studies and devises long-range academic plans, resolves and/or recommends solutions to academic problems, etc. Deans are responsible for communicating information between faculty and the Vice President for Academics.

A special subcommittee of the APC consisting of the Vice President for Academics, the Dean of the School of Computing, the Dean of the Center for Instructional Technology and Outreach, and the Chief Information Officer meet regularly to address academic computing needs and strategies.

LEADERSHIP COUNCILS

The School of Business, School of Education, and College of Arts and Sciences are served by their own leadership councils.

FACULTY ADVISORY COUNCIL (FAC)

The Faculty Advisory Council has been organized with the approval of the Board of Trustees. Because the administrative authority of BYUH is by delegation of the Board of Trustees, more centralized here than in many other institutions of higher learning, the FAC does not have the formal authority of a faculty senate. However, its advisory function, both on its own initiative and at the request of the BYUH Vice President for Academics, is an important and persuasive one. It functions as an advisory group on program direction, curriculum needs, and other matters that have an impact on the academic well-being of the University.
Committee members are elected within the college/school to serve for a period of three years. The committee elects a new chair each year from among its second-year members. During the chair’s one-year tenure, the FAC Chair serves as a member of the Academic Planning Council.

PROMOTION REVIEW COMMITTEE (PRC)

The Promotion Review Committee is a nine-member committee with one representative from each of the schools and six members from the College of Arts and Sciences.

Members are elected within the college/school for a two-year period and must hold continuing faculty status. Faculty members planning to apply for promotion in academic rank during their proposed two-year term should not serve. If, in midterm, a committee member decides to apply for promotion in rank, the affected college/school will elect another faculty member to finish out the remainder of the two-year term.

At its first meeting of the academic year, the PRC elects one of its second-year members to serve as chair for the year.

The PRC extensively reviews all faculty applications for advancement in academic and all applications for continuing faculty status, and determines whether established requirements have been met. The PRC then submits its findings and recommendations for approval or disapproval to the President’s Council for review and decision.

OTHER COMMITTEES, BOARDS AND TASK FORCES

Many of the University’s academic affairs are carried out by the work of boards, standing committees, and ad hoc committees or task forces. Faculty members are called to serve from time to time on these boards and committees, including the Academic Exceptions Committee, Campus Beautification Committee, University Housing Committee, General Education and Honors Committee, Safety Committee, Scholarships and Awards Board, Special Needs Committee, and others as needed. (See Appendix B for a complete list of BYUH committees and Boards.)

IV. Institutional Research

RESPONSIBILITIES

The Office of Planning, Institutional Research and Testing is under the Assistant to the President and is responsible for coordinating all University-wide data and providing research support to the administration. In addition, the office coordinates the student evaluation of teachers, surveys of graduates, and other statistical assessments. General institutional statistics are available for faculty use in the Planning, Institutional Research and Testing Office.

OTHER RESEARCH

The office also provides support for individual faculty research on an ad hoc basis after the general research needs of the University have been met.

SURVEY APPROVALS

Faculty members are permitted to make on-campus surveys providing they first submit to the Vice President for Academics and the Assistant to the President for approval an exact copy of the questionnaire they propose to use. No alterations in wording may later be made without first securing approval. Faculty members desiring to conduct a survey inviting the campus community to participate must receive approval from both the IR Office and the office of the Vice President for Academics prior to administering the
survey. Off-campus surveys which identify in any way the name or affiliation with BYU-Hawaii must be approved by the same offices.

V. Academic Structure

Functioning under the administrative direction of the Vice President for Academics BYUH is academically structured as indicated below (See organization chart, Appendix A.)

**College of Arts and Sciences**
- Biochemistry and Physical Sciences
- Biology
- English
- English Language Teaching and Learning
- Exercise and Sport Science
- Fine Arts
- Hawaiian and Pacific Island Studies
- History
- International Cultural Studies and World Languages
- Political Science
- Psychology
- Religious Education
- Social Work

**School of Business**
- Accounting
- Hospitality and Tourism Management
- International Business Management

**School of Computing**
- Computer Science
- Information Systems
- Mathematics

**School of Education**
- Elementary Education
- Secondary Education
- Special Education

**Center for Instructional Design and Outreach**
- Instructional Design
- Distance Education
- Continuing Education

**Pacific Institute**
- The Pacific Studies Journal
- Special Research Projects
- Special Publications

**Academic Internships**
ACADEMIC DEANS AND ASSOCIATE DEANS

Selection. The Deans of the College of Arts and Sciences, The School of Business, The School of Computing, The School of Education, The Center for Instructional Design and Outreach and the two Associate Deans in the College of Arts and Sciences are faculty members from within the college or school. Nominations for this assignment are made by the Vice President for Academics after personally interviewing and consulting each member of the college or school. Based on a careful review of all recommendations from the college or school faculty and staff members, the Vice President submits the names of nominees to the President’s Council for a final decision. Deans and associate deans are given twelve-month contracts with one month’s vacation.

Term of Service. Business, Computing and Education School deans and College of Arts and Sciences associate deans normally serve a three-year with the possibility of renewal for another three years. Under special circumstances a third term may be served.

DEPARTMENT CHAIRS

Chairs of departments serve the department as part of their regular assignment with no additional stipend. In certain cases, chairs of larger departments may receive release time to perform their responsibilities.

LINE OF AUTHORITY

Deans. Deans report to the President through the Vice President for Academics.

Chairs and Coordinators. Academic chairs and coordinators within the College of Arts & Sciences report to the Dean through an associate dean. Chairs and coordinators within the Schools of Business, Computing and Education report directly to the dean.

Others. Faculty members ELI lecturers, adjunct professors, and special instructors report directly to their chair. The academic advisor for undeclared majors reports directly to the Dean of Registration and Records. All other academic advisors report to the dean of the college or school to which assigned. The administrative officer who oversees all academic advisement is the Dean of Registration and Records.

VI. Faculty Suggestions and Grievances

FACULTY SUGGESTIONS

Faculty members are invited to make suggestions to the administration on any matter pertaining to the University. The Board of Trustees also welcomes suggestions from faculty members, but asks that they be routed through the Vice President of Academics and the President of the University in order to facilitate orderly communication. The constructive and creative suggestions of members of the faculty have initiated many improvements in the past, and they will be relied upon in the future. (See Establishing and Amending University Policy.)
FACULTY GRIEVANCES

Faculty members with complaints or problems should pursue their resolution in accordance with the Grievance Policy available in the Personnel Office.

ESTABLISHING AND AMENDING UNIVERSITY POLICY

Many current BYUH policies have originated from suggestions of the faculty in response to changing program needs. While some of our policies (especially personnel policies) originate in the Church Education System, others that deal with programs of study and University-faculty relations have originated on this campus. Faculty members are invited to submit their suggestions through the customary review procedure in order to turn good ideas into new courses, programs, organizations, and methods of conducting BYUH business.

I. Curriculum and Faculty Relations Policy Changes

Generally, all proposals pertaining to matters of curriculum and faculty relations should pass through the Faculty Advisory Committee, the Academic Planning Council, and the President’s Council. Proposals relating to general education will receive their first review by the General Education and Honors Committee. Any questions regarding the handling of proposals on other matters should be directed to the Vice President for Academics.

PROCEDURE

In order to ensure that faculty members’ suggestions receive the careful consideration they deserve the step-by-step procedure for establishing and amending curriculum and faculty relations policies is outlined below:

1. The originator brings the proposal to the attention of the dean of the college or school.
2. The dean gives the department faculty the opportunity to review the proposal. The college/school has responsibility to discuss proposals that affect its programs before they are passed on to other review bodies, and has the option of approving, modifying, or rejecting them.
3. The dean forwards approved proposals to the Office of the Vice President for Academics.
4. The Office of the Vice President for Academics assigns the proposal an identification number for tracking purposes, and passes it on to those committees and councils that should participate in its review. The official log of proposals submitted, tracking records, and official file copies of proposals are maintained in the office of the Vice President for Academics.
5. The FAC Chair presents the FAC’s recommendation for approval, change, or disapproval to the Office of the Vice President for Academics for presentation to the APC for its review and approval or disapproval.
6. If a proposal is approved by the APC, the Vice President for Academics submits it to the President’s Council for study and final approval.
7. If approved by the President’s Council, the proposal becomes BYUH policy, and the Vice President for Academics announces the approval in the next APC meeting, and provides the Registrar with a conformed copy if it affects the General Catalog.
8. If disapproved by the President’s Council, the Vice President for Academics announces the Council’s decision at the next APC meeting, and provides the originating college/school with a conformed copy of the proposal showing review and disapproval dates. The dean of the originating college/school informs the faculty of the disapproval.
PROFESSIONAL & INSTRUCTIONAL RESPONSIBILITIES

I. Professional Performance

The highest standards of professional performance are expected of the BYUH faculty. Faculty members are expected to keep abreast of new developments, information, and methods within their disciplines, to fine-tune their teaching skills continually, to evaluate their classroom effectiveness, and to instill in their students an excitement for learning that will serve them well throughout their lives.

II. Academic Freedom and Responsibility

By virtue of its sponsorship by The Church of Jesus Christ of Latter-day Saints, Brigham Young University is committed to the pursuit of truth. Its doctrinal basis for this commitment proclaims, in the words of its founder, President Brigham Young, that “it is our duty and calling...to reject every error...to gather up all truths in the world pertaining to life and salvation, to the gospel we preach...to the sciences, and to philosophy, wherever it may be found in every nation, kindred, tongue and people...”

ACADEMIC FREEDOM

The University supports the principles of academic freedom as they apply in the context of the University mission statement. The full “Statement on Academic Freedom,” adopted by both BYU campuses and the Board of Trustees is readily available in each college/school.

TEACHING SPIRITUAL AND SECULAR KNOWLEDGE

BYUH is concerned with teaching fundamentals of both spiritual and secular knowledge, and with bringing those teachings into harmony in the lives of students in order to prepare them for a balanced and full life of service to God and fellowman.

TEACHING DIFFERENT VIEWPOINTS ABOUT SECULAR KNOWLEDGE

While teachers are expected to teach differing viewpoints about secular knowledge, this should be done in the spirit of the restored gospel, with advocacy or special pleading for any viewpoint, principle, or standard inconsistent with the teachings of The Church of Jesus Christ of Latter-day Saints.

III. Teaching and Related Information

COPYRIGHT FOR TEACHING AND RESEARCH

Faculty members are expected to be aware of and comply with the U.S. copyright law, effective January 1, 1978. Under this law, copyright owners have the exclusive right to reproduce and distribute their work, except in certain specified situations where copying is unrestricted. Even where restricted, the so-called “fair use” exception still permits copying without the copyright’s owner’s permission for such purposes as criticism, comment, teaching, scholarship or research. (See guidelines below.)

COPYING THAT IS COMPLETELY UNRESTRICTED

1. Published Works Never Copyrighted. Anyone may reproduce works that have been published but which were never copyrighted. (To determine whether an item has been copyrighted, copies should consult the front pages of the book or periodical for a copyright notice, which consists of the copyright symbol ©, the word “Copyright,” or the abbreviation “Copr.”) If the text has no copyright notice, a
copier who before copying did not know by some other means that the work was actually copyrighted is not liable.

2. **Expired Copyrights.** Anyone may reproduce a published work for which the copyright has expired. (All copyrights dated earlier than 1908 have expired. Copyrights dated 1908 may have expired because the initial period of copyright protection is for 28 years. Copiers should either assume the protection is still in effect for copyrights dated 1908 or later, or they should ask the copyright owner or the U.S. Copyright Office whether the work is still protected by copyright.)

3. **U.S. Government Publications.** U.S. Government publications prepared by an officer or employee of the U.S. Government as part of the author’s official duties cannot be copyrighted and therefore may be copied freely.

**COPYING THAT IS RESTRICTED BUT PERMITTED WITHIN LIMITS**

Teachers may reproduce copyrighted works without securing permission and without paying royalties when the circumstances surrounding the copying machine “fair use.” The following fair use guidelines are derived in large part from the model guidelines prepared by the American Library Association.

1. **Single Copies.** For teaching (including preparation) and for scholarly research, a teacher may make or have made a single copy of (a) a chapter from a book; (b) an article from a journal, periodical or newspaper; (c) a short story, essay or poem; (d) a diagram or picture in any of those works.

2. **Multiple Copies.** For one-time distribution in class to students, teachers may make or have made multiple copies if they (a) make no more than one copy for each student; (b) include a notice of copyright by writing it on the first sheet or copy the page on which it appears; (c) are selective and sparing in choosing poetry, prose and illustrations (i.e. not all or a substantial part of a work); and (d) make no charge to the student beyond the actual cost of the photocopying. The right to make multiple copies is strengthened if the copying will not significantly affect the potential market for the work of if there is insufficient time (a practice not to be abused) to seek permission from the owner of the copyright.

**COPYING FOR WHICH TEACHERS SHOULD OBTAIN PERMISSION**

1. **Repetitive Copying.** The “fair use” justification is weakened in the case of photocopying repeatedly for use in successful terms or classes.

2. **Copying for Profit.** Fair use extends only to nonprofit copying. Teachers should not change students more than the actual cost of photocopying and should not make copies for students who are not in their own classes without obtaining permission. Fair use does extend to classroom copies made and distributed by a commercial copy center.

3. **Unpublished Works.** Teachers should obtain permission to copy from owners of unpublished works because the law gives automatic copyright protection to works from the time they are created until they are published.

4. **Consumable Works.** Teachers should obtain permission before making multiple copies of copyrighted works that are intended to be consumed in classroom activities (e.g., workbooks, exercises, standardized tests and their answers).

5. **Copying According to an Overall Plan.** Teachers may make fair use of copyrighted works if they photocopy on their own initiative, but in most instances it is not fair use to copy according to a plan designed by supervisors, which in the university context usually means administrators (e.g., a course syllabus prepared for all section instructors of a particular course).

**OBTAINING PERMISSION**

The following information is generally required by a publisher before authorizing duplication of copyrighted materials: (1) title, author and/or editor, and the edition of materials to be duplicated; (2) exact material to be used, giving amount, page numbers, chapters, and, if possible, a photocopy of the material; (3) number of copies to be made; (4) how duplicated materials will be used (and how long); (5) form of
distribution (classroom, newsletter, etc.); (6) whether the material is to be sold for profit; and (7) type of reprint (ditto, photographic, offset, typeset).

The request should be sent, together with a self-addressed return envelope, to the permissions department of the publisher. If the publisher’s address does not appear at the front of the material, it may be obtained in The Library Marketplace, published by the R.R. Bowker Company and available in all libraries.

Because each request must be checked closely by the publisher, requestors should allow enough lead time (e.g., at least 60 days) to obtain permission before the materials are needed. Generally, they should also (1) request all permissions for a specific project at the same time; (2) resist the temptation to request blanket permission (i.e., an unlimited or unconditional privilege) which in most cases cannot be granted; and (3) send a photocopy of the copyright page and the page/pages for which permission is requested.

**PENALTIES FOR INFRINGEMENT OF COPYRIGHT**

A Copyright owner can seek to halt infringement by suing for an injunction and can seek to recoup market losses by claiming monetary damages as well. Even if a teacher’s copying is held to infringe, however, the new act limits any award to “actual damages” if the teacher believes the copying was fair use with reasonable grounds for that belief.

Adhering to the guidelines should afford reasonable grounds for a finding of fair use. Actual monetary loss should be of little consequence if the teacher attempts to limit copying to fair use. Good faith exercise of that right precludes copying in quantities that are likely to seriously affect the potential market for the work.

**COMPUTER SOFTWARE POLICY**

All BYUH employees should understand individual and institutional obligations regarding license agreements for computer software used at the University. Unauthorized reproduction of licensed material is illegal and unethical. Typically, a license agreement will restrict use of computer software as follows:

1. The software can be treated as a book. It can be moved from machine to machine, but it is to be used by only one person at a time, on only one machine at a time, or
2. The software is sold for use on a single machine, or
3. The software is sold for use on a network and only for the specified number of users.
4. To copy software manuals and templates without the written authorization of the copyright owner is illegal and unethical. Although various exceptions exist (depending on the type of software manufacturers, and other conditions), generally speaking, to duplicate original software, whether on tape, or disk, or into a computer’s RAM, in order to use the original program by more than one person, is illegal. Additionally, booting up several computers (that is, utilizing only on original disk) so that several students can use it simultaneously is also illegal, even though copies have not actually been made.

Questions concerning computer software licenses and copyrights should be directed to the Office of General Counsel at BYU-Provo through the BYU-Hawaii Chief Information Officer.

**COPYRIGHT LAW AND AUDIOVISUAL MATERIALS**

The copyright law allows fair use of videocassettes, audiocassettes, films, compact discs, etc., in the classroom under the following conditions:

1. The use must be by instructors (including guest lecturers) or by students.
2. The use must be in connection with face-to-face teaching activities directly related to the teaching content of the course (i.e., not for entertainment, recreation or cultural value).
3. The audience must be limited to the teacher and the students.
4. The performance must be part of the teaching activities conducted by a nonprofit educational institution.
5. The showing must take place in a classroom or similar place devoted to instruction, such as a school library, gym, auditorium, or workshop.
6. The videotape must have been lawfully made; the person responsible must have no reason to believe that the videotape was unlawfully made.

Questions concerning copyright law and audiovisual materials should be directed to the Library.

FACULTY LOAD

A normal full-time faculty load per semester consists of 12 hours of weighted teaching units and course load, plus three hours of department and/or University assignments, BYUH committee work, or other assignments. Exceptions to allow for research or other activities may be requested through the Dean and Vice President for Academics. A full load for Spring Term is six to eight weighted credit hours.

WORKING HOURS

Working hours for faculty members are determined by their contracts, teaching loads, and other activities such as office hours, research, and creative activities. Normally, faculty members are expected to be on campus and available during an eight-to-nine-hour workday. Planned research activity, convention travel, and professional meetings away from campus should be duly registered with and approved by the dean.

OFFICE HOURS

Although time spent in the office may be flexible, semester/term faculty members should post their office hours on their office doors and are expected to make themselves available to students for advisement and counsel. Faculty members teaching full-time are expected to be on campus daily, even if not scheduled to teach daily, unless otherwise engaged in bona fide professional creative endeavor.

MEETINGS

Unless excused for specific reasons, faculty members are required to attend college/school meetings, faculty meetings, devotionals, and all official University meetings such as pre-fall workshops, convocations, and graduation exercises.

TEXTBOOK SELECTION

Instructors, with the cooperation and approval of the dean, are responsible for the selection of appropriate textbooks for their courses. Since most students have meager means, textbooks should be changed as infrequently as is consistent with the needs of the course and should never be changed for arbitrary personal preferences. If considerations are nearly equal, lower-priced texts should be favored.

TEXTBOOK ORDERS

Four months before the beginning of each semester, forms on which textbooks are to be ordered will be distributed by the BYUH Bookstore Manager to the deans, who, in turn, will distribute them to the faculty. These forms should be completed by faculty members, approved in writing by the deans, and returned to the Bookstore at least three months before the beginning of the semester/term.

CLASS ASSIGNMENTS

Class assignments will be made by deans after consulting with faculty members. Teaching load guidelines will be taken into consideration.
CLASS SIZE

Generally, the minimum registration for a class is ten students. In some cases, (e.g., when a student enrolled in the class must take it that semester/term in order to graduate on schedule), smaller classes may be allowed on the recommendation of the dean and the approval of the Vice President for Academics.

CLASSROOM SCHEDULING

Classroom assignments are made through the Scheduling Office, giving consideration to the likely size or the class, special facilities required, and the recommendation of the deans. Any changes in scheduled classrooms should be made only after prior clearance by the Scheduling Office. The Vice President for Academics has ultimate responsibility for assigning classrooms. Requests for classroom changes or the assignment of additional rooms should be forwarded by deans to the Vice President for Academics.

NO-SHOW STUDENT DROPS

A faculty member may drop from the class roll any student who has missed the first two classes of the semester/term (unless the student has notified the faculty member of an acceptable reason for the absence and has asked to be retained on the roll). This helps faculty accommodate those who want to add the class.

REPORTING STUDENT ABSENCES

In order to comply with Veterans Administration and Immigration Service regulations, faculty members must report when a student ceases to attend a class. Faculty members are therefore required to take attendance in classes. Any student who misses four consecutive periods is to be reported immediately, in writing, to the Vice President for Student Affairs.

SYLLABI

Preparation. For the information of their students, and in order to provide continuity in case of illness or temporary or permanent leave of absence, faculty members are required to prepare a syllabus for each course they teach. This document need not be in fine detail, but should state the objectives of the course, the principal procedures to be covered, requirements to be made of students and, if applicable a bibliography of required and recommended readings.

Distribution of Copies. Faculty members are required to provide each student in the class with a copy of the syllabus and to give two (2) copies to their dean, who maintains a file of current syllabi for all courses offered in the college/school. The dean will forward the second copy to the Vice President for Academics for placement in the master file of current syllabi for all courses offered by the University.

GUEST SPEAKERS

Classes and Campus Forums. Faculty members may invite outside guest speakers to address their students in class or to participate in campus forums, but must obtain clearance from their dean and the Vice President for Academics before extending an invitation.

Public Forums on Campus. Speakers invited to address public forums must be cleared by the President’s Council and approved by the Board of Trustees.

DEAD WEEK

The week immediately before finals during regular semesters is “Dead Week.” Faculty members should support wholeheartedly the Administration’s effort to clear the calendar of all University- and Church-sponsored activities (other than Sunday meetings) during this period.
READING PERIOD
All course requirements (term papers, assignments, reports, etc.) must be submitted to the teacher before the final day of class in order to preserve the integrity of the reading period before final exams.

FINAL EXAMS

Final Exams Requirement. Except for those courses for which an exception has been approved in writing by the Vice President for Academics, every course offered at the University requires a culminating evaluation experience or final examination to be held at the time indicated in the published final examination schedule.

Exempted Courses List. Faculty members who feel a course should be exempted should submit their requests in writing to their dean who, if they approve, will forward them to the Vice President for Academics for final approval. Written notification of the action taken by the Vice President will be sent to the dean. An “Exempted Courses List” is maintained in the office of the Vice President for Academics.

Scope of Finals. Generally, a final exam should reflect the fullness of a course, giving students an opportunity to demonstrate a broad body of knowledge and the connectedness of facts, ideas, and principles within that body of knowledge. A final exam should test those competencies reflected by the basic aims and objectives of the course.

Final Exam Schedule Changes. Faculty members may not change a final exam schedule without prior clearance with the Vice President for Academics.

Requests for Early Finals. All students should be made aware of the BYUH policy: No early finals.

Reminders to Students. Although the policy of no early finals is printed on every Exam Schedule issued to students and is publicized from time to time in the Ke Alaka‘i, faculty members should mention it at the beginning of each semester/term and caution students to plan travel, family visits, etc., in ways that will not interfere with final exams. Availability of less expensive plan fares, more convenient travel arrangements, and any other non-emergency reasons do not justify exam schedule exemptions; students must make sure that family and friends who might supply tickets or make travel arrangements for them know that they are required to take their final exams at scheduled times.

Bona Fide Emergencies. If there is a bona fide emergency, a student may make a written request to the Vice President for Academics asking for an exception to the policy. The request must state the nature of the emergency, the scheduled date and time for each exam, course names and numbers, and instructors’ names. If the reason given is sufficiently, compelling, the Vice President for Academics will authorize a late examination but will at that time give the faculty members the option of giving the exam(s) early if that is more convenient for them.

School-sponsored Activity Exception. An exception to the no early exams policy is the case of a school-sponsored activity which takes an individual or a team away from BYUH at the time an examination is scheduled to take place; however, faculty and Administration responsible for scheduling official University activities should attempt in every possible way to avoid scheduling activities in conflict with scheduled examinations.

GRADES

Meaningful Grades. Grades should make a clear distinction between levels of performance. Average grades for a course should not be high except in unusual circumstances.

Confidentiality of Grades. Posting of grades in any manner (e.g., by name, Social Security number, or BYUH I.D. number, etc.) without students’ permission is illegal. Faculty members desiring assistance in
accommodating students who press to learn their semester/term grade before receiving the official grade report in the mail from the Registrar’s Office may, if they wish, empower the full-time college/school secretary to provide this confidential information to students who come to the office in person and present their BYUH photographic I.D. for positive identification. In such cases faculty members will provide the secretary with the grade list containing students’ names and BYUH I.D. numbers. This list is to be kept secured at all times and is to be destroyed when it has served its purpose. No over-the-phone requests should be honored.

**Deficiency Notices.** During the fifth to the seventh week of the semester, each faculty member has the responsibility of notifying in writing students who are performing below an acceptable level (D or F). Where possible, grade estimations should be given. Attention should be drawn to low exam scores, low quiz scores, poor attendance, attitude problems, etc. The Registrar’s Office must also be notified, by copy of the student notification, or by electronic or other means.

**Deadlines for Final Grade Reports Submission.** Final grades for each class are due in the Registrar’s Office at noon four days (Sundays excluded) following the administration date of the final exam for the semester/term.

The Registrar’s staff works far into the night at grade reporting time, and tardy reports seriously impede their work. Because defaults are a critical concern, the Registrar provides the administration with daily computer-generated list of all instructors whose grades are overdue, and updates the report every 24 hours until all have been received. Faculty members should therefore allow nothing to interfere with submitting grades on time.

**Grade Changes.** In those cases where a grade is changed (see General Catalog). The procedure is as follows:

1. The student picks up a Change of Grade Authorization Form from the Registrar’s Office, takes it to the Business Office, pays the fee to validate the form, and delivers the validated form to the instructor.
2. The instructor completes and signs the form, secures the dean’s signature of approval, and mails or personally delivers the completed form to the permanent records secretary in the Registrar’s Office. In no case will the instructor give the completed form to the student to deliver.
3. The Registrar’s Office records the grade change on the student’s permanent record and distributes the copies (original to the student’s file, a copy to the student, and a copy to the dean).
4. If a grade change is needed to correct an error that occurred in the instructor’s calculation of the grade, or in transferring information from the roll book to the grade roll, the instructor handles the matter personally by securing the necessary form from the Registrar. In such instances, the student is not required to pay a validation fee.

**Incomplete (“I”) Grade.** In those rare circumstances when an incomplete is given (see General Catalog), an “I Grade” Form, describing in detail the work yet to be completed, is prepared by the instructor, approved by the dean, and submitted to the Registrar’s Office along with the grade roll for the along with the grade roll for the semester/term. It is important that teachers precisely describe the work to be completed in order to avoid misunderstandings of any kind as well as to anticipate problems which may occur should the instructor who granted the “I Grade” no longer be available.

Instructors should emphasize to students receiving an “I” that no reminder notices are issued, completing the work on time is their responsibility, and the “I” automatically becomes an unchangeable “F” if they are late in completing the required work.

**GRADE RECORD RETENTION AND STORAGE**

Grade records are to be retained for a minimum of five years. Each college/school is charged with establishing procedures for collection and safe storage of recorded grades.
Upon termination of any faculty member who has taught classes for the college/school at any time during the past five years, the dean will assure that the grade records are collected before the faculty member departs. Special instructor grade rolls should be turned in to the secretary at the end of the semester for immediate storage.

If credit-earning classes have been taught through the Center for Instructional Technology and Outreach, the dean of CITO will assure that the grade records are safely stored in the appropriate academic unit.

**CHEATING**

One of the four important goals of BYUH is to provide an accountability experience for students within the gospel framework. The Honor Code is an important feature of that experience.

**Avoidance of Opportunity.** Faculty members should do everything in their power to help students avoid opportunities for cheating. Appropriately spaced seating, multiple versions of the same test, oral exams, essay exams, and the presence of the instructor in the classroom during a test are a few ways to prevent easy cheating.

**Avoidance of Misunderstandings.** Faculty members should define plagiarism for students at the beginning of each semester/term, making students aware of the gravity of cheating and/or plagiarism and of the inescapable consequences of a discovered violation.

**Confronting Violation Suspects.** When a faculty member has clear, unmistakable evidence that a student has willfully violated the Honor Code through cheating, plagiarism, or a comparable infraction, the teacher is obligated by University policy to confront the student.

**Consequences of Violations.** If after discussion the teacher confirms the violation, the faculty member must fair the student for the course in which the violation occurs and report the student to the BYUH Standards Board.

**ACADEMIC GRIEVANCES**

Despite the well-meaning efforts of both students and faculty, there may be occasions when the students feel their work has been evaluated inadequately or unfairly by an instructor.

**Deadline for Presenting Grievances.** Grievances must be presented within six months of the last day of the examination period in the semester or term in which the grievance originated. However, if military service or an LDS mission prevents bringing the grievance to the attention of the instructor or college/school within this period, a later consideration may be permitted.

**Resolution of Grievances.** Presenting an academic grievance can be frustrating for students who are unsure of the procedure. The following guidelines are meant to assist them in the successful resolution of such grievances.

1. The student first brings the grievance to the attention of the instructor involved, since the instructor is better acquainted with the situation than any other member of the faculty would be. In addition, instructors are anxious to work through differences with their students in a spirit of trust and regard. Rare is the instructor who will not consider a grievance in a sensitive and fair-minded manner. For this reason the resolution of grievances is best accomplished between student and instructor directly.
2. If the student brings the grievance to the attention of the instructor and it is not resolved to the student’s satisfaction, or if the student feels strongly that the instructor will not deal with the grievance fairly, or if the instructor is no longer on campus, the student can choose to take the matter to the Dean of the instructor’s college/school. The grievance must be submitted to the Dean in writing. The Dean will consider the grievance, review the written grievance with the instructor and the student, and notify the student and instructor of the decision, in writing, within 30 days after the student first informs the
Dean of the grievance. The Dean will also communicate the decision to the Vice President for Academics.

3. In the event the student is dissatisfied with the decision by the Dean, the student can make an appeal to the Vice President. This appeal should be made in writing no later than 30 days after the date of the dean’s letter of decision. The written appeal should give the details of the grievance.

4. The Vice President will give the student the choice to have the grievance resolved directly by the Vice President or by a special three-member committee. If the student chooses the committee method, the Vice President will appoint a full-time member of the faculty as its chair. The other two members of the committee will be appointed by the student and the instructor, respectively. Each of these members must be either a full-time student or a full-time faculty member. The Vice President may choose to refer the appeal to the committee rather than sit on it alone.

5. When the grievance is heard by the Vice President or the committee, both the student and the instructor will be free to call witnesses. The witnesses may be questioned by the other party and by the Vice President or committee members. The number of witnesses involved and the conduct of the hearing will be determined by the Vice President or the committee chair.

6. The decision of the Vice President or the committee (its majority vote) will be final and not subject to appeal. The decision can include a change of grade. The student and the instructor will be notified of the decision in writing within 30 days of the date of the hearing.

7. The student should realize that the same process of appeal is available to the instructor. In other words, if the instructor is not satisfied with the dean’s decision, appeal to the Vice President (including the committee option) is possible.

8. The student must bring the grievance to the attention of the instructor of the dean within six months from the last day of the examination period is the semester or term in which the grievance originated. Where military service or an LDS mission makes it difficult to bring the grievance to the attention of the instructor or dean, a later consideration may be permitted.

Questions regarding these guidelines should be directed to the office of the Vice President.

SURVEYS

Students are permitted to make on-campus surveys providing they first submit to the Assistant to the President and the Vice President for Academics for approval an exact copy of the questionnaire they propose to use. No alterations in wording may later be made without first securing approval. Off-campus surveys which identify in any way the name or affiliation with BYU-Hawaii must be approved by the same office, and no alterations in wording may later be made without again securing approval from the Assistant to the President.

PUBLIC SCHOOL VISITS BY STUDENTS

Formal Authorization Requirement. By agreement with local school principals, students who are assigned to visit a local elementary or secondary school to conduct a survey or to observe classroom teaching must first be formally authorized to do so through the BYUH School of Education’s Teacher Clearance Officer.

Instructions to Students. Faculty members who assign students to make such a visit, or who become aware that students are contemplating such a visit in connection with a school project should inform the students of the above requirement and instruct them to visit the office of the Teacher Clearance Officer without delay so the required negotiations with the school principal can begin immediately.

FIELD TRIP

Formal Authorization Requirement. Faculty members may not take a student group off campus without first securing the required authorization. At least two weeks in advance of a proposed trip, the sponsoring faculty member is required to submit a “Field Trip and Off-Island Travel Clearance Form and Assumption of Risk and Release Agreement” (one form). If the trip extends beyond the instructor’s class
period, students must be given a copy of the completed, signed form to show other faculty members whose classes the students will miss.

**Teacher Clearances and Makeup Work.** The teacher sponsoring the trip will make sure all students involved clearly understand that they are never to leave campus on a field trip until they (the students) have personally obtained full clearance from the teachers of all the classes they will miss, and that they are expected to make up all they miss.

**Safety Precautions and Student-signed Information Sheet.** The sponsoring instructor of the trip will make sure that every possible precaution is taken to ensure the safety of students on the trip.

**SAFETY**

**Safety in High-risk Areas.** All high risk areas, such as science laboratories, physical education arenas (classrooms, swimming pools, gymnasiums), etc., are to be supervised with strict attention to safety. Appropriate clothing, footwear, and equipment are to be used. Students are to be placed in the levels of instruction and participation that are appropriate to their experience, age, ability, and general health.

**Reporting On-Campus Hazards.** Reporting of on-campus fire and accident hazards to the Campus Safety Committee or to the Campus Safety Officer (Extension 3406) should be the concern and responsibility of every BYUH employee. Faculty members are asked to be on the alert for any such hazards and to report them without hesitation.

**STUDENTS WITH SPECIAL NEEDS**

BYUH desires to assist in every way possible those students with special needs arising from hearing, visual, locomotive, and other impairments. Faculty members should be aware that problems of this nature are a special concern of the Counseling Office, the Physical Plant Director, and the BYUH Special Needs Committee.

**IV. Student Advisement and Counseling**

*The academic advisement of every full-time student is the joint responsibility of a faculty advisor and the college/school’s academic advisor (a staff employee).*

**FACULTY ADVISORS**

Although in practice much of the work of advisement is carried out by academic advisors, faculty members should take an active part in counseling the students assigned to them. Close cooperation between the academic advisors and faculty members can lead to more responsive treatment of students.

**ACADEMIC ADVISORS**

From the time of students’ admission to the time of departure/graduation, the academic advisor assists and advises them concerning all academic options for meeting requirements for graduation.

**Responsibilities of Academic Advisors.** The academic advisor confers regularly with faculty members, faculty advisors, and counselors to ensure a good working relationship among them, give information, voice opinions, and request help with individual students. Although counsel regarding career opportunities and graduate schools generally falls within the responsibilities of faculty advisors and the
Placement Office, academic advisors may assist in providing helpful information. Academic advisors may help students by:

1. Arranging assignment of a faculty advisor to the student.
2. Planning a long-range schedule to complete all the student’s program requirements on time and with a clear career objective.
3. Planning and approving each semester’s schedule, at the same time continually reviewing and, if necessary, revising the student’s long-range schedule.
4. Registering the student for classes.
5. Approving the student’s requests to add and drop classes.
6. Monitoring the student’s academic progress through consultation and advisement.
7. Referring the student to the Counseling Office or the appropriate bishop when professional or priesthood counseling is needed.

NON-ACADEMIC COUNSELING BY FACULTY MEMBERS

Faculty members are within their bounds to counsel students and former students who come to them with non-academic problems, but such counsel should be limited to areas that do not fall within the stewardship of priesthood leaders. If students or former students need professional assistance, the faculty member should refer them to the campus Counseling Office, LDS Church Social Services, or some other qualified professional.

V. College/School Responsibilities

As members of a college department/school, faculty members are expected to work together in harmony and with energetic purpose to achieve the goals of the college department/school. In addition to carrying out their other duties, faculty members are expected to:

1. Attend department/school meetings.
2. Carry out program supervision and direction, as assigned.
3. Participate in review of proposals received from within and beyond the college/school.
4. Serve on committees on such matters as: screening of prospective faculty and recommending selections, recommending action on professional development requests, recommending items for library collection development, etc.
5. Assist in updating the BYUH Bulletin (General Catalog). The catalog is a University production and faculty members are expected to work closely with the deans to assure that its information is accurately updated.
6. Accept other assignments, as requested.
VI. Supervisory, Administrative, And Committee Assignments

SUPERVISORY ASSIGNMENTS

Faculty members often supervise student assistants, graders, and others. In addition to directing and training such workers, faculty supervisors should verify the accuracy of student timecards and periodically evaluate their performance.

ADMINISTRATIVE AND COMMITTEE ASSIGNMENTS

Faculty members may be elected or appointed to administrative duties such as serving as college/school deans, chairs, program coordinators, lab directors, area supervisors, or committee members. Load credit should be given when assignments require considerable time commitments.

Length of Special Appointments. Administrative assignments in the academic departments are rotated. College/school deans normally serve longest, but usually not to exceed four to six consecutive years. All Administrative assignments are subject to rotation.

VII. Church Duties

Use of University Time. Faculty members holding Church positions should not use regular University time to perform Church duties. Such duties should be performed in addition to their regular work obligation, as is the case with officers of the Church who is employed by other institutions, businesses, or government. This applies to temple work as well.

Extended Travel. Certain assignments to general boards or committees of the Church may require attendance at meetings at times normally part of the workday. Extended travel made in conjunction with such assignments should be cleared with the University administration before making a commitment with the Church.

Church Service Emergencies. Emergency or critical situations can arise during working hours which have to be handled immediately. Should such an emergency occur, the faculty member should inform the dean.

Use of University Supplies and Materials. Reimbursement is to be made to the employing unit of the University for any University supplies and facilities used by the employee for Church assignments.

VIII. News Releases and Interviews

The University Relations Office is available to prepare news releases concerning faculty accomplishments, special University programs, and other public relations efforts. All news releases should be sent to the University Relations Office. All media interviews should be cleared with the University Relations Office.

IX. Public Office

Permission to Run for Office. Faculty members must obtain permission, in writing, from the appropriate BYUH administrative officers, including the President, before deciding to become candidates or announcing intention to run for public office at any level (local, state, or national).

Employees Elected to Office. The following policies apply to faculty members elected to office:

- **Full-time involvement.** If elected and the office requires full-time involvement, the faculty member should expect to resign from the University before taking office.
- **Part-time involvement.** If the office requires only part-time involvement, such as the State Legislature, upon approval from the dean and the President’s Council, faculty members on regular
X. Other Requirements and Responsibilities

PERSONAL WORK AND VISITS

While at work faculty members should refrain from engaging in personal tasks, and, when possible, should avoid making/receiving personal phone calls. Children are not allowed to remain at parents’ work stations during working hours.

PERSONAL PROPERTY

Faculty members are strongly advised not to bring personal equipment (such as computers, VCRs, etc.) to work. The University will not be responsible for loss or damage of any personal property brought on the premises. Faculty members should not remove University equipment for personal use at home without obtaining permission from BYUH administration in advance.

PROFESSIONAL ORGANIZATIONS

Faculty members are encouraged to participate actively in professional organizations (at their own expense).

RESEARCH AND PUBLICATION

Every faculty member is expected to be active in an ongoing personal creative endeavor program. Advancement in rank and salary increases are linked to such professional development, as well as to quality teaching. Research and publication are strongly encouraged.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PROGRAMS

Each faculty member is expected to plan a program of professional development with the dean. Requests for professional leaves, travel to conventions, load credit for research and writing, etc., will be considered on the basis of their potential contribution to professional development rather than being planned on a rotational basis. (See sections on Professional Development and Promotions in Rank.)

XI. Professional Development

PURPOSE FOR PROFESSIONAL DEVELOPMENT

Teaching at BYUH requires dedication to student learning, manifested by the faculty in their investment of time and energy with students. At the same time, the University recognizes the short- and long-range benefits that come to students and faculty members alike when faculty members stay abreast of developments in their disciplines and make professional contributions. Therefore the University encourages in word and with resources the professional growth of its faculty.

ANNUAL INTERVIEWS

Faculty Annual Interviews with College/School Dean. Although each faculty is expected to plan a program for professional development, including goals for professional development and promotion, during the annual interview with the college/school dean, responsibility for the actual pursuit of professional...
development rests ultimately with the individual. Together the faculty member and dean develop a plan which the faculty member then works to fulfill.

College/School Dean Annual Interviews with Vice President for Academics. Deans also plan a personal program for professional development and discuss it in their annual interview with the Vice President of Academics.

INDIVIDUAL PLANS FOR PROFESSIONAL DEVELOPMENT

All faculty members are advised to plan professional development to ensure their continuing value as teachers, scholars, and enriched human beings. Such a plan should include many phases of professional life, such as instructional improvement, additional schooling (both degree and non-degree in nature), attendance at conferences and conventions, and creative endeavor that contributes to the faculty member’s field of study. Naturally, the nature of these contributions will vary from discipline to discipline (e.g., the end product of the creative endeavor of a studio artist will be different from that of a business instructor or a scientist).

IMPLEMENTING INDIVIDUAL PLANS

Applications for Professional Development. Applications for research grants, released time, or other financial support are made on the Professional Development Request Form and are reviewed, prioritized, and recommended for approval by the college/school Professional Development Committee and the college/school dean before being forwarded to the Vice President of Academics and the President’s Council for final approval. The Vice President assigns a project number to each application received, and thereafter all correspondence and documents related to the project must include a reference to this number.

Prioritization of Professional Development Program Requests. Criteria for determination of the merit of request include cost, scholarship, relevance to the profession, advantages to the University, development of faculty members in their professional areas, enhancement of college/school programs and instructional improvement, as well as special considerations peculiar to individual applications.

Travel Fund Requests. The major purpose for allocating travel money to each college/school in the annual budget is to fund convention travel for college/school members. Funding and partial funding of travel should first be sought from the college/school.

Application Deadlines. Completed applications are to be submitted to the Vice President for Academics by the deadline dates announced in the Activity Schedule and Deadlines List issued annually to all faculty members by the Vice President for Academics. Normally, the deadline is during the first week of October for Winter and Spring professional development projects and May 1 for Fall projects.

Accessing Approved Professional Development Project Funds. College/school secretaries have forms necessary to obtain access to professional development funds (e.g., travel application forms, check requisitions, campus purchase orders, etc.) and will assist in completing them so they can be processed as indicated below.

- **Submission and Processing of Completed Documents.** Completed forms are forwarded to the office of the Vice President for Academics for verifying availability of funds in a project account, recording the financial transaction, inserting the Professional Development Fund (restricted account) code number, obtaining the approval signature of the Vice President, and forwarding to the appropriate action office.
- **Record of Expenditures.** Precise accounting records of individual grants are maintained in the office of the Vice President of Academics.

CONVENTION AND CONFERENCE ATTENDANCE REPORTS
It is required that a written report be submitted to the Vice President for Academics on all convention trips and conference participation. The report may include minutes or proceedings (basic agenda or events); central messages (basic ideas, insights, etc. from sessions attended); new knowledge (new or fresh insight received); bibliography (source materials of interest to the faculty); implications for BYUH (ideas, etc., stemming from the conference which might be helpful to BYUH programs, operations, etc.); and personal impact (increased knowledge, new concepts, skill enhancement, etc.).

Although no specific reporting format is required, the description of the outcomes of the project, including benefits to the faculty member and to BYUH, should be rather detailed. If a publication results, a copy should also be sent to the Vice President.

**FACULTY LEAVE**

**Application Procedure.** Faculty leave applications are obtained from, and returned to the Vice President for Academics.

**Financial Support.** When a faculty member receives substantial financial support from the University, such as a semester leave at full salary, or a leave of one year or more with partial salary, the faculty member builds an obligation of future service or compensation to the University.

**Future Service Obligation for Faculty with Six or More Years Service and NOT in a degree Program.** If the faculty member has completed six years or more service to BYUH, the obligation is a minimum of one academic year of service immediately following the academic year in which the leave is concluded. All terms and conditions relative to the leave will be agreed upon by the faculty member, the college/school dean, and the Vice President for Academics before the leave is taken. If faculty members choose compensation in lieu of service, they must repay to the University within one year the full amount of the gross salary received while on leave.

**Progress Requirement.** During the leave the faculty member is expected to make reasonable progress in the program for which leave was granted, or obtain in writing from the Vice President for Academics approval for alterations to the program.

**XII. Promotions In Rank**

**RELATION OF PROFESSIONAL DEVELOPMENT TO PROMOTION**

Professional development should lead directly to promotion, which is one of the University’s ways of recognizing and rewarding quality instruction, service, and creative endeavor. Although promotion should never be the sole objective of professional development, a good professional development plan will take into account the criteria for promotion and seek to satisfy them. The appropriate academic dean and department chair have the responsibility to advise and assist individuals in their professional development and in their efforts toward promotion. (For promotion policies and procedures, consult the office of the Vice President for Academics or the Personnel Office and request the Continuing Faculty Status/Promotion Packet)

**DEADLINE FOR APPLICATION SUBMISSIONS**

The deadline for submission is the fourth Friday in September.

**EVALUATION OF APPLICATIONS**

The Promotion Review Committee reviews and evaluates each promotion application and the attendant documents to determine whether all the requirements for promotion have been fully and satisfactorily met.
When reviewing an application, the PRC may ask the candidate and/or the supervisor to appear before the committee personally, or provide additional information, and may even assist the applicant in clarifying plans for professional development.

The Promotion Review Committee’s recommendations for approval or disapproval of all applications for promotion are forwarded to the President who has been granted authority by the Board of Trustees to promote faculty members. When the President’s Council has reviewed all the promotion requests and reached decisions on them, the Vice President for Academics will, on behalf of the President, notify each candidate in writing of the President’s Council’s action.

XIII. In-House Promotions and Transfers

BYUH IN-HOUSE ADVANCEMENTS

The University will consider present personnel, where feasible, for advancements in position and responsibility within the University structure.

INTERDEPARTMENTAL TRANSFERS

Departments must depend on reasonable periods of employment from each employee. Therefore, in the interest of professional ethics, no administrator, department, college or school head, or other supervisory employee should solicit or encourage personnel to transfer from any department or area of activity, or from the Polynesian Cultural Center, without first obtaining written approval from the President’s Council through the highest administrative officer in the area of the individual’s present employment. No faculty member should initiate a request to be transferred to another department or area unless full clearance has been obtained in the aforementioned manner.

XIV. Continuing Faculty Status

The University offers no lifetime tenure. Faculty and professional librarians with non-continuing status can be terminated by the BYUH President. Termination of employees with continuing status cannot occur without cause, due process, and the approval of the Board of Trustees. (For CFS criteria and procedures, see policy on CFS and Promotion, available in the office of the Vice President for Academics and the Personnel Office.)

NON-CONTINUING STATUS APPOINTEES

Faculty members and professional librarians are appointed by the Board of Trustees upon the recommendation of the President of BYUH. Unless otherwise provided hereafter, all non-continuing status faculty and professional librarians appointments are for a period of one year, renewable in successive years at the discretion of the President. A Letter of Appointment (contract) issued to a non-continuing status faculty member or librarian is identified on the contract form as a non-continuing status contract.

Six-Year Probation. The initial six years of service of any person hired with faculty status on a CFS track is a probationary period. Such appointments will be considered temporary on a year-by-year basis until the faculty member has applied for (in the sixth year) and received continuing faculty status.

In the fall of the final year of the probationary period, the faculty member must apply for Continuing Faculty Status.

Non-renewal of Non-CFS Faculty Contracts. At the end of each one-year contract during the probationary period, the BYUH President may, upon the recommendation of the Dean, either review or, with or without cause, not renew the contract of any CFS-track faculty member.
The First Five Years of Probation. During the first five years of the six-year probation, the following activities and performance reviews should take place.

- **Professional Development.** The faculty member/librarian is encouraged to participate in a variety of professional development activities provided by the college/school under University guidelines.
- **Performance Reviews.** The performance of non-continuing status faculty will be reviewed at least annually and discussed in an interview with the dean of the school and, when deemed appropriate, with the Vice President for Academics. The performance of librarians with non-continuing status will be reviewed in like manner by the library director. Appropriate continuing faculty status and promotion criteria should be specifically referred to performance reviews.

The Sixth Year of Probation. During the sixth year of employment, the non-continuing status faculty member must apply for continuing status. The deadline for submission of the application is the fourth Friday in September.

Extended Probationary Period. At the recommendation of the Promotion Review Committee, and with the approval of the President’s Council, a CFS-track faculty member who falls marginally short of achieving continuing faculty status in the sixth year of employment may be granted up to, but not to exceed, one additional year of probationary (additional temporary) employment.

Termination of CFS-Track Faculty Who Are Disapproved for CFS. If by the end of the approved probationary period any CFS-track faculty member has failed to obtain continuing faculty status, his/her contract will not be renewed again.

APPLYING FOR CONTINUING FACULTY STATUS

A candidate for continuing faculty status will secure from the office of the Vice President for Academics a request for continuing status instruction and materials packed.

EMPLOYMENT PRACTICES

BYU-Hawaii reserves the right to manage its operations, including the right to hire, transfer, promote, demote, lay off, establish reasonable rules of conduct, discipline, and discharge employees for reasons other than those prohibited by law.

I. Hiring

EQUAL OPPORTUNITY EMPLOYMENT

The policy of BYUH is to provide equal opportunity to all employees and applicants for employment without regard to race, color, sex, ethnic or national origin, or physical or mental handicap. The University complies with the standards of fairness, non-discrimination, and affirmative action, which are the basis of its equal opportunity policy.

FACULTY AND LIBRARIAN APPOINTMENTS

Members of the faculty and librarians are appointed by the Board of Trustees upon the recommendation of the BYUH President.
Contracts. Faculty members and librarians are issued a Letter of Appointment, signed by the BYUH President, with either “Continuing Faculty Status” or “Not Continuing Faculty Status” indicated therein. Unless otherwise provided, all faculty and librarian appointments are for a period of one year, renewable at the discretion of the President for additional one-year periods until continuing faculty status is awarded. Continuing status appointments are automatically renewed each year unless terminated with the approval of the Board of Trustees. Written notices of appointment renewal are normally issued on or about May 1 of each year.

HIRING PROCESS

Search. The dean organizes a search committee to seek out appropriate candidates, soliciting applications through a variety of means, principally through LDS publications and contacts. Members of this search committee should represent an appropriate ethnic and gender mix that reflects the University commitment to diversity and the principles of fair employment. After a careful review of application and dossiers, personal contact with references, and discussion with the academic college/school (or LAS) members, the dean offers a priority list of the best candidates to the Vice President for Academics. Preference is given to qualified members of the Church.

Clearances and Interviews. Candidates must be cleared by the Board of Trustees before serious negotiation and further interviewing can take place. After clearance is received, the dean and the Vice President for Academics conduct the appropriate interviews. Many candidates are brought to campus for these interviews in which the search committee and the college/school faculty (or professional librarians) participate. Those participating in the hiring process should not make or imply any oral commitments regarding employment, rank, or salary.

Final Selection, Approval, and Offer of Contract. The first-choice candidate for the position is then presented to the President’s Council for final approval and afterward to a General Authority of the Church (often a member of the Board of Trustees) for a final interview. Upon written approval from the Board of Trustees, a contract is offered to the selected new faculty member/librarian.

Ecclesiastical Endorsement. It is a condition of employment that (a) prospective LDS faculty members hold a current temple recommend, and (b) that prospective non-LDS faculty members adhere to the BYUH Code of Honor. (See Ecclesiastical Endorsement Policy available in the offices of deans and in the Personnel Office.)

T.B. TEST REQUIREMENT

The State of Hawaii requires that all BYUH appointees be tested for T.B. before beginning employment and be retested every two years thereafter.

IRCA EMPLOYMENT DOCUMENTATION REQUIREMENT

The Immigration and Naturalization Services requires that all employees provide proof of identity and eligibility to work in the United States. All BYUH appointees must present appropriate documentation (passport or photographic driver’s license together with their original Social Security card or birth certificate) to the BYU Personnel Office before the end of the third business day or employment.

REQUESTS FOR VERIFICATION OF EMPLOYMENT

All verification of employment letters for full-time are issued by the Personnel Office.

II. Resignations, Retirements, and Terminations

TERMINATIONS: Faculty members who have attained continuing faculty status can be terminated only upon approval of the Board of Trustees and
RESIGNATIONS AND RETIREMENTS

Notices of resignation of faculty members and librarians and notices of intention to retire should be given to the Vice President for Academics in writing as soon as the decision is made, and, wherever possible by the second Monday in January of the year in question, to allow ample time for the administration to secure a replacement. It is condition of employment that if notice is not given by February 1, the faculty member or librarian thereby agrees to continue employment for another academic year, if requested.

INvoluntary Terminations

Offensive Conduct Terminations. BYUH faculty members and librarians guilty of severe violation of the Honor Code and of conduct offensive to the principles of the Church of Jesus Christ of Latter-day Saints may have their services terminated without notice.

Unacceptable Performance Terminations. Faculty members and librarians who fail to maintain an acceptable standard of professional performance may have their services terminated at the end of a contract year. (See the full “Statement on Academic Freedom,” adopted by both BYU campuses and the Board of Trustees, which is available in each college and school, and the document on grounds and procedures on file in the office of the Academic Vice President and the Personnel Office.)

CHECKOUT REQUIREMENTS FOR DEPARTING EMPLOYEES

Upon termination of employment faculty members and librarians are required to:

1. Make an official checkout visit to the Personnel Office for review of various business transactions pertaining to such matters as insurance plans, housing deposit, tax forms, final salary checks, money owed BYUH (if any), and the return of photographic I.D. card, PCC privileges card, group insurance card, BYU issued American Express, etc.
2. Turn in to the dean all grade records, BYUH-issued keys, and any other items of University property issued in connection with employment.
3. Return library books to the library and settle any changes and fines.

FORFEITURE OF PROFESSIONAL DEVELOPMENT FUNDS

Faculty members who terminate their employment with the institution forfeit the use of professional development funds previously approved for their use.

LOSS OF ACCESS TO FORMER OFFICE

Terminated faculty members who remain in the area no longer have access to their former offices.

III. Conflicts Of Interest Disclosure

At the time of employment of shortly thereafter, faculty members are required to complete and place on file in the Personnel Office a disclosure statement regarding possible conflicts of interest. When changes occur thereafter that may indicate a conflict of interest, the faculty member is responsible for requesting and completing a current Disclosure Statement Form. (See BYU Personnel Policies and Procedures, No. 205, for details. This lengthy document is available for review at the Personnel Office.)

IV. Professional and Personal Standards
PROFESSIONAL STANDARDS

BYUH faculty members and librarians are selected with great care and with the expectation that they will maintain the highest standards of professional performance.

CODE OF HONOR

As an institution of the Church of Jesus Christ of Latter-day Saints, BYU-Hawaii has a Code of Honor which deals with the standards of Christian living taught by the Church. The Honor Code includes observance of high principles of honor, integrity, and morality, observance of the Word of Wisdom, respect for property rights and personal rights, honesty in all behavior, sustaining the law, and high standards of decency, including compliance with the Dress and Grooming Standards. All faculty members are required to maintain high standards of modesty, taste, and judgment in matters of conduct, dress, and grooming as stipulated in the Dress and Grooming Standards established by the Board of Trustees.

All BYUH faculty members must abide by the Honor Code both on and off campus. Not only is this observance of the Code a specific condition of initial employment, but continued observance of the Code thereafter is a condition of continued employment. The following statement appears in each faculty contract. Signing the contract commits the faculty member/librarian to its content.

*Brigham Young University-Hawaii is a private university with unique goals and aspirations that arise from the mission of its sponsoring institution, The Church of Jesus Christ of Latter-day Saints. It is a condition of employment that faculty members observe the behavior standards of the University, including the Honor Code and Dress and Grooming Standards, and refrain from behavior or expression that seriously and adversely affects the University mission or the Church. LDS faculty also accept as a condition of employment the standards of conduct consistent with qualifying for temple privileges. All faculty are expected to be role models for a life that combines the quest for intellectual rigor with spiritual values and personal integrity.*

FACULTY ASSISTANCE TO STUDENTS

Students who attend the University are also required to abide by BYUH’s Code of Honor and Dress and Grooming Standards and specifically promise to do so in a signed application for admittance. Faculty members, librarians, and staff are requested to help in implementing the following University procedure:

*Students who are out of compliance with the Dress and Grooming Standards, whether in or out of class, should be approached in a kindly way, told of their non-compliance, and asked to give their names. At that point the students should be informed that their name and the nature of the violation will be forwarded to the University Standards Office, following which a letter will be sent informing them of the receipt and recording of the warning. If students are cited a second time, they will be called into the Standards Office and placed on probation. If cited a third time, they will be suspended from school.*

CAMPUS CONDUCT

In order to help maintain a proper campus spirit, for reasons of safety, and because members of the community and visitors look to BYUH faculty members and their families as role models for acceptable campus behavior, children of faculty members who visit campus should not be permitted to roam free. Faculty members should specifically instruct their children beforehand what behavior is appropriate and what is not. Faculty members are also expected to help monitor campus behavior. (See Employee Information Booklet.)

V. Salaries and Other BYUH Compensation
FACULTY SALARIES

The annual faculty and librarian salaries are calculated on the base of two academic semesters, fall and winter, paid out in semi-monthly installments over a full year.

SALARIES FOR NEW APPOINTEES

Salaries for newly-hired faculty members and librarians are based on academic credentials and experience is determined by the Vice President for Academics with the approval of the President.

ANNUAL SALARY INCREASE FORMULA

After the first year of service, faculty and librarian salaries are structured according to a salary increase formula that involves degree, rank, and merit recommendation from the dean. The formula both encourages and rewards those who obtain higher degrees and advancement in rank. Salaries are conscientiously reviewed by deans, the Vice President for Academics and the President who exercise their best efforts to obtain all pertinent, information in establishing them. The formula for annual increases may be reviewed with the dean.

REVIEW AND APPROVAL OF SALARY INCREASE RECOMMENDATIONS

Salary increase recommendations for the academic year are made after firm budget guidelines have been given to the Vice President for Academics. After the Vice President for Academics reviews the salary recommendations of each dean, the recommendations are reviewed and approved by the President.

CONFIDENTIALITY OF SALARIES

The policy of the Board of Trustees is that salaries of all University employees are confidential. Faculty members and librarians are expected to observe this policy as a condition of employment.

COMPENSATION IN EXCESS OF 100% OF BASE SALARY

The primary employment responsibility of the faculty is to BYUH and the development of its programs. Regular employment at the University is a full-time activity. Some of the activities which may bring faculty extra compensation are: Spring Term classes, Aloha Summer Session classes, summer research projects, research during the school year (under certain conditions), and evening classes. Answers to questions concerning this policy may be obtained from the office of the Vice President for Academics.

Spring or Summer Term Employment. Spring Term employment may be available for full-time teaching faculty. Only 65% to 70% of full-time faculty may be able to teach Spring Term. In the past, Spring or Summer employment was optional at the discretion of the university. Currently, all faculty are offered the opportunity to teach either Spring or Summer so that every faculty member may have to opportunity to receive additional compensation. The appointment to teach either Spring or Summer is at the discretion of the university in order to meet the needs of the student.

VI. Paydays and Paychecks

PAYDAYS

Faculty are paid on the 5th and 20th day of each month of the academic year, the first payday being September 20 and the last on the following September 5, making a total 24 equal paychecks per year. (Exception: New faculty members may choose to have their first year’s pay distributed in 25 equal
payments, beginning on September 5 instead of September 20.) If payday falls on a Saturday or Sunday, payday will be the previous Friday.

**PAYCHECKS**

**Direct Deposits.** Paychecks are mailed directly to faculty members, or, if requested, the Payroll Department will direct deposit paychecks. Direct deposits may be sent to:

- American Savings
- Bank of America
- Oahu Educational Employees Federal Credit Union
- Bank of Hawaii
- Universal Campus Federal Credit Union, Provo
- Other banks upon request

**Payroll Deductions.** Federal taxes, State taxes, and FICA (Social Security) are deducted as required by law. Faculty members should keep on file with the Personnel Office an up-to-date W-4 tax withholding form indicating the current number of dependents. Faculty members’ share of insurance costs is also paid by payroll deduction. Faculty members may also wish to have payroll deductions made for savings and other plans described in the Benefits section of this handbook. The University is required by law to honor garnishments and tax levies as requested. Faculty members are invited to participate in the University Development Fund and the Aloha United Way and may do so by payroll deduction.

**VII. Outside Employment**

**CONDITIONS OF OUTSIDE EMPLOYMENT**

Faculty members’ responsibility to their regular assignments at BYUH during their contract period must take priority over other gainful employment. However, they may engage in outside employment under the following conditions:

1. Outside employment must be beneficial to BYUH or its students or improve teaching competence.
2. Outside activities do not unduly conflict or compete with the interests of the University.
3. Time devoted to outside employment must be within the following limitations:
   a. Monthly expenditure of time must not exceed one-sixth of required total on-campus time during any given month.
   b. Total expenditure of time during the school year must not exceed one-ninth of the total on-campus time required during the year.
4. Faculty members must not be employed by a private company unless they have first obtained specific written permission from the Vice President of Academics.
5. Faculty members must not maintain an off-campus business office.

**CONSULTING SERVICES**

Consulting is defined as including only that outside activity that brings professional enrichment and benefit (financial or otherwise) both to the consultant and to the University. Consulting must not materially or so adversely affect the consultant’s other obligations to the University. Faculty members asked to serve as consultants may do so within the written consent of the college/school dean under the following conditions:

1. The number of class periods missed for any course must not exceed 10% of the class periods scheduled for the course (e.g., a three-credit course should meet 42 times per semester, therefore the number of class periods missed should not exceed 4.2). Exceptions to this guideline must be requested in writing. The dean will forward a recommendation to the Vice President for Academics.
2. Faculty members should not miss more than a total of four (4) days during the semester for the purpose of consulting, attending conferences, etc. Exceptions to this guideline must be requested in writing. The dean will forward a recommendation to the Vice President for Academics.
3. If teaching Spring Term, faculty members may not engage in consulting during the term.

A copy of the faculty member’s written request and the written consent of the dean must be sent to the Vice President for Academics. The dean will assure that the permitted limit is not exceeded.

CONFLICT OF INTEREST DISCLOSURE

Faculty members must have a current “Possible Conflict of Interest” disclosure statement on file in the Personnel Office.

VIII. Faculty Ratings and Evaluations

Recognizing the value of a high quality faculty, BYUH has established a policy of periodic evaluation of each faculty member.

COLLEGE/SCHOOL DEAN EVALUATIONS (Initiated by the college/school dean)

Annual Interviews. The dean will conduct with each faculty member at least one interview per academic year, based upon mutually acceptable, predetermined goals set in previous meetings between the dean and the faculty member. The dean will also conduct an annual interview with each faculty member regarding personal commitment to abide by the Code of Honor. By self-initiated appointments, deans will, in turn, be interviewed annually by the Vice President for Academics.

Ecclesiastical Endorsement. It is a condition of employment that all LDS faculty members remain worthy of temple privileges. Each year in the annual interview with the dean the LDS faculty member will show a current temple recommend. All non-LDS faculty will be interviewed annually by the Vice President for Academics regarding their commitment and adherence to the BYUH Code of Honor. (See Ecclesiastical Endorsement Policy available in the Personnel Office.)

PEER EVALUATIONS (initiated by the faculty member)

Purpose. The purpose of peer evaluations, which are required as indicated below, is to enhance faculty excellence in teaching.

Frequency. Faculty members without continuing status are required to seek a colleague critique of their teaching two times per academic year. Faculty with continuing status are encouraged to seek a colleague critique once per academic year.

Procedure. Faculty members select a trusted colleague and request that the colleague visit one of their classes. The colleague informs the faculty member of the two-week period during which the visit will be made but not the specific day or class. The colleague then visits a class unannounced and sits through the entire class period, observing the teacher’s behavior and the students’ behavior. The colleague will make detailed notes of everything observed during the visit. Following the visit the colleague will review these observations with the faculty member, in privacy, and in as much detail and as objectively as possible, using notes taken during the class visit. The notes will then be given to the faculty member for personal study and use. The colleague reports only to the faculty member, and does not share with the dean or others the observations made, except at the specific request of the faculty member. Variations on this evaluation procedure may be used upon approval of the Vice President for Academics.

Report of Completion. As soon as a peer evaluator has visited a colleague’s class and reviewed observations made with the faculty member, the peer evaluator sends a written notice to the dean of the
school noting the date of the completed evaluation. The dean will assure that the required number of peer evaluations of non-continuing status faculty are made.

STUDENT EVALUATIONS

Student evaluation of teaching provides one of several means of evaluating teacher performance in the classroom. It serves the University in providing evaluation data for supervisors, and in providing motivation for the teacher to improve. Such evaluation should be frequent enough to be helpful, and infrequent enough to avoid being a nuisance.

Even-numbered Years. In fall semester of even-numbered academic years (e.g., 2004-2005, 2006-2007, etc.), under the direction of the Office of Institutional Research, all teachers will be evaluated in all courses they are teaching.

Odd-numbered Years. In winter semester of odd-numbered academic years (e.g., 2005-2006, 2007-2008, etc.) all teachers who do not have continuing faculty status will again be evaluated. Deans, using instruments of their choice that have been agreed upon by APC, are responsible to see that all non-CFS faculty are evaluated in all courses being taught by them.

Adjunct Faculty and Special Instructors. Adjunct faculty will be evaluated in the same manner as faculty who has continuing status. Other special instructors will be evaluated the same as non-CFS faculty.

Calendar Years. The net result of the above schedule is that no evaluations will take place in the odd-numbered calendar years. However, because some courses are taught only in winter or spring, It is possible some exceptions will be made.

Review of Completed Evaluations. Student evaluations of teachers are reviewed by the dean, and possibly by the Vice President for Academics, before they are given to the faculty member to study and keep.

CFS/Promotion Applications. Faculty members who plan to apply for CFS and/or promotion should be aware of the requirement to submit with their application numerous representative student evaluations for all classes in the last four semesters in which they have been evaluated.

IX. Ownership of Intellectual Property

CREATION OF INTELLECTUAL PROPERTY

Faculty members in the normal pursuit of their service, teaching, and research often create valuable intellectual property as a by-product of their BYUH activities, such as, but not limited to, patents, copyrights, books, films, plays, musical compositions, art works, laboratory manuals, demonstration devices, computer programs, chemical compounds, new materials or processes, instruments, and techniques. The policy of the University is to promote and encourage such intellectual development.

OWNERSHIP POLICY

Faculty members in the process of producing or intending to produce creative works should first thoroughly familiarize themselves with the governing policy. However, generally speaking, the following apply:

BYUH Ownership. BYUH may claim ownership of intellectual property created or developed with extensive use of BYUH resources and done primarily on University time.

Faculty Ownership. If done completely on the faculty member’s “own time” and using his or her personal resources, ownership is retained by the faculty member.
X. Leave

HOLIDAYS AND SEMESTER BREAKS

Faculty members are expected to fill their contractual obligations during the time period specified in their contracts, but have opportunities for short vacations or holidays from classes because of the holidays on the school calendar and the breaks at Christmas and between semesters and terms. Of course, some of these times must be used for grading and preparation for new school terms.

OFFICIAL HOLIDAYS

BYUH faculty members are given time off with pay on these recognized holidays:

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<tr>
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<tr>
<td>New Year's Day</td>
<td>Independence Day</td>
<td>Thanksgiving &amp; the following day</td>
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<tr>
<td>President's Day</td>
<td>Kuhio Day</td>
<td>Christmas Eve &amp; Christmas Day</td>
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<td>Memorial Day</td>
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When New Year's Day falls on Tuesday, Wednesday, Friday, or Saturday, a full holiday is given on December 31 as well. When it falls on Thursday, Friday (January 2) is also given. When a paid holiday falls on Sunday, it is observed the following Monday. When a paid holiday falls on Saturday, the preceding Friday is a holiday.

REQUIRED VACATION AND RENEWAL

Two-semester Contract Faculty. Faculty members and deans should recognize the value of vacation and renewal periods. Teaching fall, winter, spring, and summer is not in keeping with the best interests of the faculty or the institution.

Twelve-month Contract Faculty and Librarians. Faculty members and librarians on twelve-month appointments are expected to schedule one month of vacation, ordinarily in periods of not less than one week.

Off-island Vacations. Faculty members on vacation should leave with the dean a phone number at which they can be reached during their absence.

SICK LEAVE

In the event of illness, faculty members/librarians are required to notify their dean, who will arrange with other faculty members/librarians to cover their assignments while ill. In the event of a prolonged illness requiring a substitute, each case will be individually reviewed by the administration.

PROFESSIONAL DEVELOPMENT LEAVE

See section on Professional Development.

LEAVE WITHOUT PAY (LWOP)

It is the policy of the University that personnel will be at work fulfilling their assignments except during approved vacation time, appropriate medical leave, or for travel or other absence which occurs as part of their assignment. However, the University may, upon the approval of the college/school dean and the President’s Council, grant leave without pay for military service or to accept a Church mission call. Leave without pay may be granted for other reasons only for a specific justification, and must be approved in advance by the dean and the President’s Council.
Notification to Personnel Office. Notice of approved LWOP must be given to the Personnel Office before the first day of absence.

Retention of Benefits During LWOP. Faculty members may retain medical and life insurance coverage and other program benefits during a period of authorized LWOP by paying the total premium to the Business Office. (The University, as a benefit, pays a portion of the premium when a faculty member is in pay status, but when on LWOP, the faculty member is required to pay the entire premium.)

Military Service and Summer Camp Training. Faculty members called directly into military service will be granted reemployment rights as stated in the Universal Military Training and Service Act of 1951, Sec. 9, “Reemployment Provisions.” This Act also permits time off the job (vacation time or LWOP) to attend military summer camp training.

OTHER TYPES OF LEAVE

In the event of a personal emergency, arrangements must be made for classes to be covered. Arrangements are subject to approval by the dean and must be specified and approved in writing. copies of which are to be sent to the Vice President for Academics and the substitute instructor(s). Please refer to the Employee Information Booklet for information concerning jury duty and absences due to a death in the family.

XI. Faculty Exchanges

EXCHANGE REQUESTS

Exchange with faculty members from BYU-Provo and BYU-Idaho are permitted in some instances. Deans will initiate exchanges after discussion with interested faculty members and the Vice President of Academics.

THIRD-YEAR TRIP

When an exchange occurs, it should be tied to the faculty member’s third-year trip if possible, so the family’s round-trip air fare can be paid from that appropriation. When the third-year trip benefit is used for this purpose, no federal tax is levied. (For details concerning the effect of an exchange on time of eligibility for the next third-year trip benefit, see section on Benefits.)

SALARY PAYMENTS TO EXCHANGE FACULTY

When an exchange takes place, the two universities involved pay the salary of their respective faculty members. (Exception: If only one of the two universities involved in the exchange asks its visitor to stay and teach Spring Term, the host university pays the visitor’s spring salary.)

EXCESS BAGGAGE ALLOWANCE

BYUH will pay the round-trip airfare and provide an excess baggage allowance of $100 per person for both families involved in an exchange. Therefore, availability of BYUH funds is a very important consideration in making exchange arrangements. Household goods are not shipped for faculty members on exchange.

XII. University-Related Travel

CLASSROOM COVERAGE

Faculty members who are going to be absent from the classroom are required to inform their dean in writing of the arrangements they have made for coverage of their classes. Information copies of this memo are to be sent to the Vice President for Academics. The total number of class periods missed (for conferences, consulting, etc.) should not exceed 10% of the number of class periods scheduled. Exceptions
to this guideline must be requested in writing. The dean will forward a recommendation to the Vice President for Academics.

ON-ISLAND TRAVEL

University-owned Vehicle. University-owned vehicles are available at the Motor Pool for University business use.

Vehicle Request. To assure availability, a vehicle should be reserved at the Motor Pool in advance, citing the “TO number” of the Transportation Order Form that will be submitted. The approved TO Form must be received at the Motor Pool before the vehicle is driven. TO’s for vehicles driven at college/school expense require the signature of the dean. If the travel is funded from a restricted account (e.g., the Professional Development account), the Vice President for Academics must also sign. All TO’s for travel by deans must be signed by the Vice President.

Reimbursement of Expenses. Normally reimbursement for expenses incurred in connection with official University work for authorized travel on the island of Oahu is limited to the BYUH-established mileage allowance when a privately-owned vehicle is used, although under certain circumstances reimbursement for meals and lodging may also be approved. In order to receive reimbursement, an approved Travel Order Form must be submitted to the Business Office before the driver leaves campus, the yellow copy of which must be completed and submitted upon return.

Defensive Driving Courses. An on-campus Defensive Driving Course is offered on a regular basis by the BYUH Safety Officer. All drivers of University vehicles are encouraged to attend.

Accidents. Accidents should be reported as follows:

1. Notify the Police. No matter how minor the damage, police should be notified.
2. Get Information. If another vehicle is involved, information about the other driver and owner should be obtained.
3. Admission of Liability. No blame or liability should be admitted on behalf of the University. The matter should be referred to the Personnel Office for review and processing of the claim.
4. Write Report. A report of the incident should be written immediately and turned in to the Personnel Office promptly.
5. Injuries. In the event of injury, the Personnel Office should be notified by phone immediately.

A driver who for any reason appears to have been wholly or partially at fault for any accident while operating a BYUH vehicle may be counseled by the University’s Safety Officer and required to take the BYUH Defensive Driving Course before again driving a University vehicle. If either wholly or partially at fault, and depending upon the damage done, the driver may be required to assist the University in paying for damages and related attorney’s fees or court costs.

Personal Vehicle. The University recommends that faculty members use BYUH motor pool vehicles rather than personal automobiles for official business. However, if personal vehicles are used, faculty members may be required to provide proof of liability and no-fault insurance coverage at no less than statutory limits. All costs relating to mechanical failure, repair, or accidents will be the responsibility of the owner of the vehicle. The University fleet insurance does not cover personal automobiles. In the event of accident or damage to a personal vehicle, personal insurance is responsible for settling the claim.

OFF-ISLAND TRAVEL

Travel Applications. For off-island University business travel, a Travel Application Form (TA) signed by the dean must be submitted to the Vice President for Academics for approval. A memorandum from the faculty member indicating who has been designated to teach each class during the absence must accompany
the TA. Faculty members should leave with the dean a phone number at which they can be reached during their absence.

**Corporate Credit Card.** All full-time faculty members are encouraged to apply, through the office of the Vice President for Administrative Services, for a Corporate Credit Card for the convenient charging of University business travel expenses while off island. Application forms and instructions are available there. Until bank issues the business-use-only card applied for (in about 30 days) faculty members who wish to do so may use their own personal credit card for official travel-related expenses. Charges against the Corporate Credit Card are billed to the card holder, who has responsibility for their direct payment.

**Travel Advances.** Requests for travel advances should be avoided if at all possible, but space for this purpose is provided on the Travel Application Form in case of legitimate need. To assure receipt of the advance check in time to have it cashed before departure, the application must reach the office of the Vice President for Academics a minimum of ten working days in advance of the date the money is needed. (Bear in mind that the Vice President for Academics must sign the TA, secure an approval signature from the Vice President for Administrative Services, and forward the TA to the Business Office in time for a check to be issued before departure.)

**Travel Vouchers.** Completed travel expense vouchers (the bottom half of the yellow copy of the Travel Application Form) are to be submitted to Accounts Receivable in the Business Office within ten days after the traveler’s return to expedite issuance of a reimbursement check for out-of-pocket expenditures and to allow the faculty member to pay any charges made to American Express promptly. The voucher must bear the approval signature of the dean, and, if Professional Development Funds are involved, the signature of the Vice President for Academics. (Note: Vouchers for travel performed by deans always require the Vice President’s signature.)

**Off-island Rental Car.** If the authorized off-island travel involves driving a rental car, the following regulations apply:

- **Rental Agencies.** Rental cars should be leased from National or Alamo rental agencies whenever possible. Church and University contracts with these agencies limit the amount of liability the University and Church are exposed to in case of an accident. Other rental agencies can be used if necessary.
- **Insurance.** Rental company insurance coverage should be waived unless the travel is outside the United States or in a high theft area, such as El Paso, Texas. The Church Risk Management Program covers the car if rented for University business, purchase of the company’s insurance will only be duplication.
- **Accidents.** Accidents or damage involving rental cars should be reported as follows:
  1. **Notify the Police.** No matter how minor the damage, police should be notified.
  2. **Inform Rental Company.** The rental company should be informed and given the University’s address and the phone number of the Personnel Office [(808)293-3713], which will handle all claims.
  3. **Get Information.** If another vehicle is involved, information about the driver and owner should be obtained.
  4. **Admission of Liability.** No blame or liability should be admitted on behalf of the University. The matter should be referred to the Personnel Office for review and processing of the claim.
  5. **Write Report.** A report of the incident should be written immediately, and handed in to the Personnel Office as soon as the faculty member returns to campus.
  6. **Injuries.** In the event of injury, the Personnel Office should be notified by phone immediately.
  7. **Security Deposit.** Any required security deposit may be charged to the Corporate American Express card.
  8. **Deductible.** The faculty member’s department/school may be charged a deductible as a result of the accident.
Upon return to campus, a driver who for any reason appears to have been wholly or partially at fault for an accident while operating a rental car on BYUH business may be counseled by the University Safety Officer and required to take the BYUH Defensive Driving Course. If either wholly or partially at fault, and depending upon the damage done, the driver may be required to assist in paying for damages and related attorney’s fees or court costs.

AWARDS

I. Service Awards

In recognition of loyal, long-term, full-time, service with the University, special awards (a certificate plus a gift) are made to faculty members who have completed five, ten, fifteen, and twenty or more years of full-time service at each five-year milestone.

The service award certificates are presented at the semi-annual University faculty-staff socials. Service awardees are later invited to the Personnel Office (at a scheduled time) to preview the information on the available gift items and make a selection.

II. Faculty Awards

Through the Polynesian Cultural Center which makes funds available, the following awards are given to outstanding faculty members at the University.

Scholar Award

DAVID O. McKAY LECTURER (chosen by the faculty) - The name of the faculty member chosen as the David O. McKay Lecturer is announced at the annual David O. McKay Lecture (a scholarly lecture held in the second week of February). The faculty member so named has the honor of serving as David O. McKay Lecturer the following year and on that occasion is presented with a cash award by the President of the Polynesian Cultural Center.

Service Award

PRESIDENT’S COUNCIL PROFESSOR OF THE YEAR – The name of the recipient of the Professor of the Year award is announced and a PCC cash award is presented at the opening faculty meeting in the fall.

Teacher Award

TEACHER OF THE YEAR (chosen by students) – The name of the recipient of the Teacher of the Year award is announced and a PCC cash award is presented at a Spring Term devotional.

BENEFITS

I. Housing

Full-time teaching faculty, professional librarians, and eligible administrative staff, as approved and designated by the President’s Council, may be eligible for University housing privileges. Any abuse of the University Housing Policy may result in the loss of housing privileges. (See Employee Housing Brochure, available either from the University Housing Committee or from University Housing.)
II. Identification Cards

PHOTO I.D. CARDS (Charges listed below are subject to change without notice)

Full-time & Emeriti Faculty. Photographic identification (I.D.) cards are provided to full-time and emeriti faculty members free of charge and are obtained at the Associate Students (ASBYU) Office in the Aloha Center. If lost, a new I.D. card can be obtained for $5.00. I.D. cards must be validated annually.

Spouses of Full-Time & Emeriti Faculty. Spouses of full-time and emeriti faculty members may obtain spouse I.D. cards at a cost of $3.00.

GUEST CARDS

Faculty members may bring a guest with them on occasion by obtaining a temporary guest card ($1.00), good for one day, from the ASBYU Office. Privileges are limited to use of the racquetball court, swimming pool (during community swimming hours only), and the old gym (during community use hours only). Guest cards valid for one semester may be obtained from ASBYU at a cost of $5.00. All guests must observe BYUH Dress and Grooming Standards and should be so informed by the sponsoring faculty member.

III. Library and Academic Support

FACULTY AND FACULTY EMERITI PRIVILEGES

Borrowing Academic Items. Upon presentation of a University photo I.D. card (with the required bar code), faculty members may borrow normally circulating academic items (books, pictures, maps, and Government documents) for as long as an entire academic year. For the borrower’s convenience, LAS provides at the end of the Spring Term a computer printout of all materials currently on loan to the faculty member. Renewal can be affected by bringing the material to the Circulation Desk or by arranging for a Circulation worker to come to the faculty member’s office. All items not renewed must be returned to the LAS for Circulation check-in. Overdue and lost book fees will be charged. Emeriti faculty may borrow books, etc. for 90 days.

Recalled Books. In return for the privilege of checking out a book for up to a year, faculty members are asked to respond graciously when a book is recalled. When a patron needs a book that a faculty member has on extended loan, the faculty member is expected to return the book to the Circulation Desk within the two days of receiving the recall notice. (The patron will be permitted to use the book for the normal checkout period only, after which the faculty member may again borrow the book if desired.)

Borrowing Special Items. Special permission may be obtained from a librarian to borrow certain other library items, such as reference books, bound or current periodicals, CDs, records, tapes and microforms. Such loans are very specific and limited, and late returns will result in overdue fines. Government documents are available on a two-week checkout only.

Borrowing Children’s Books. Children’s books are available on a two-week checkout only.

Borrowing Locked Case and Pacific Islands Materials. These materials may be used only within the library.

Scheduling Materials for Classroom Use. Faculty members may schedule the use of films, tapes, records, or other audio or visual materials for academic classroom use. Some materials on special reserve and non-circulating items are not allowed out of the library. Study rooms and viewing room are available for scheduling.
**Book and Document Delivery Service.** A book and document delivery service is available to faculty members. To use this service, supply the Reference Department with information on the book or article desired and BYUH I.D. number. The material will be located and delivered by library personnel. The one-year checkout (April 15 due date) applies. Faculty members may check out no more than 50 books.

**Faculty Carrels.** A limited number of faculty research carrels are available. A carrel may be requested in the fall of each academic year at the Reference Desk.

**FACULTY AND EMERITI FACULTY SPOUSES’ AND CHILDREN’S PRIVILEGES**

Faculty spouses, dependent children twelve years or older, and spouses of faculty emeriti may obtain their own University I.D. cards. Spouses and children are not permitted to borrow materials using the faculty member’s I.D. Materials may be checked out for the normal two-week borrowing period and may be renewed twice. The usual fines for lost and overdue materials will be charged.

**IV. Physical Education Facilities**

**FACILITIES AVAILABLE TO FACULTY AND EMERITI FACULTY AND SPOUSES**

The following facilities of the EXS Department are available, during scheduled times, to faculty and emeriti faculty members and their spouses at no charge on presenting University I.D. cards: swimming pool, weight training room, tennis courts, racquetball courts, jogging course, and gymnasiums.

**LOCKERS**

P.E. lockers are available to faculty members (but not to spouses or children) on request.

**CHILDREN’S PRIVILEGES**

Faculty dependents who are not students at BYUH have free access to tennis courts and to the swimming pool during community swimming hours.

**V. Bookstore Discount**

Faculty members, their spouses and dependents, and emeriti faculty members and their spouses receive a 10% discount on most purchases at the Bookstore upon presentation of their University I.D. This discount is given in addition to prices already marked down on “sale” merchandise.

**VI. Polynesian Cultural Center Benefits**

The Polynesian Cultural Center grants certain privileges to faculty members. Of necessity, these privileges vary from time to time and are announced to all employees by special memorandum. (For further information contact the BYUH Personnel Office.)

**VII. Tuition Benefits**

**FULL-TIME FACULTY**

Full-time teaching faculty, with their college/school dean’s written approval, may register, tuition-free, for courses of study up to a maximum of six credit hours, beginning with their first full semester of
employment. They will be required to pay all other class-related charges and fees. Faculty may not take courses while teaching Spring Term.

**SPOUSES OF FULL-TIME FACULTY**

Spouses of full-time faculty members who have one or more years of service may register, tuition-free, for courses of study with no limit as to the number of hours, but are responsible for a small registration fee. Spouses may continue to receive this benefit when the eligible faculty member is on official leave. Spouses must be properly admitted to BYUH through the Admissions Office to take day classes. Evening classes may also require admission to the University. Faculty spouses cannot be guaranteed enrollment in a particular class during a given semester.

**CONTINUING EDUCATION CLASSES**

Faculty members and their spouses are required to pay tuition and fees for continuing education classes, unless there are not enough students paying full tuition and fees to cover the costs of the class.

**CHILDREN OF FULL-TIME FACULTY**

Benefits at BYU-Hawaii, BYU-Provo, BYU-Idaho, and LDS Business College. Children of full-time faculty members who have one or more years of service are eligible for a maximum benefit of one-half the current cost of tuition per semester while attending BYU-Hawaii, BYU-Provo, BYU-Idaho, or the LDS Business College. This benefit continues without regard to marital status, until they receive their first undergraduate degree, complete 152 credit hours of coursework, or reach age 30, whichever comes first. (If attending BYU-Provo, BYU-Idaho, or the LDS Business College, the faculty parent must ask the Vice President for Academics to initiate a letter of authorization to the financial services office of the institution.)

Scholarships Administered by BYUH. Eligibility for tuition benefits is not affected by a scholarship administered by the University. The tuition benefit is applied first, and the scholarship is applied afterward. If together these benefits exceed 100% of tuition, the excess may be given the student in the form of cash or voucher, but no funds in addition to tuition will be given in situations that jeopardize the University’s compliance with NAIA rules, and any amounts given will be limited to amounts that will assure the University’s compliance with NAIA rules.

Other Scholarships and Grants-in-Aid. If an eligible child receives a scholarship administered outside the University, or receives a grant-in-aid, this does not affect eligibility for the one-half tuition benefit.

**EMERITI FACULTY**

Emeriti faculty members and spouses enjoy the same tuition-free benefits as full-time faculty members, except that there is no restriction on the number of classes emeriti faculty members may take and no dean’s approval is required. (Note: In addition to tuition benefits and other benefits specified hereafter, emeriti faculty members will be invited to the annual faculty/staff parties, and may march at graduation exercises if they so desire.)

**SPOUSES OF DECEASED FACULTY**

Spouses of full-time faculty members who were employed by (or retired from) BYUH and met eligibility requirements for spouse tuition benefits at the time of death will continue to be eligible.

**VIII. Third-Year Trip**
Third-year trip benefits may be withdrawn or altered at any time should University funds become unavailable or if so directed by the President’s Council or Board of Trustees.

PURPOSE

The purpose of the third-year trip for eligible faculty and selected administrative staff is to provide an opportunity for family renewal through travel to areas where grandparents and/or other family members reside. Other destinations, however, may be considered but must be approved by the President’s Council.

ELIGIBILITY

The third-year trip benefit applies only to eligible faculty and administrative personnel and their eligible family members.

Faculty Member Eligibility. To be eligible for the third-year trip benefit, faculty members must meet the following three conditions:

1. Must be a full-time faculty member. (Should any non-eligible University employee be assigned to a full-time faculty slot, the three-year benefit countdown will begin at the effective date of reassignment.)
2. Must have three continuous years (six semesters) as full-time faculty at BYUH to be eligible for the initial third-year trip, and must have a minimum of three years additional continuous service between the first and each successive third-year trip.
3. Must be under contract to return to BYUH immediately after the trip. (If a faculty member is eligible for a trip at the end of the academic year, but for some reason is terminating University employment at that time, the BYUH moving/relocation policy supersedes the third-year trip benefit (see Chapter IX, Moving). Under no circumstances may an employee receive both the third-year trip and moving/relocation benefits in the same academic year.)

Eligible Dependents. The following dependents of an eligible faculty member are also eligible:

1. Legally married spouse residing with the faculty member.
2. Natural children, legally adopted children, and children of whom the court has appointed the faculty member to be the legal guardian, providing they are: (a) unmarried, (b) under the age of 24, and (c) reside at home (exception when dependent is away attending school).

Ineligible Dependents. Individuals who may be residing in the eligible faculty member’s home, but who are not eligible for the third-year trip are:

1. Parents
2. Grandchildren (unless legally adopted)
3. Foster children

One Trip per Family. Although more than one family member may be an eligible BYUH employee, only one trip per family per three-year period will be provided.

DOLLAR AMOUNT OF BENEFIT

The dollar amount of the three-year trip benefit is determined annually by the President’s Council after reviewing (a) the current cost of airfare from Honolulu to Salt Lake City, and return, and (b) the availability of institutional funds.
CASH ALLOWANCE

Inasmuch as the Internal Revenue Service has declared the third-year trip a bonus and subject to taxation, the University gives the faculty member a check for the trip, in the amount determined by the President’s Council (see paragraph above). No accountability to the University for this sum is required, however evidence of having actually take the trip (e.g., ticket copy or other proof) must be provided to the Personnel Office within ten calendar days after returning to Laie. Under no circumstances will cash be given in lieu of taking the trip.

TAXATION

Federal income tax regulations require employees to declare the amount of the three-year trip benefit as taxable income, and to pay the appropriate tax within the quarter in which the benefit is received. (Note: As new laws come into being, other fringe benefits may be so affected. Prudence suggests that faculty members inquire of a tax consultant concerning the status of any other fringe benefits they receive during the year.)

Taxes on the cash allowance to be received for the third-year trip will be withheld by the University from the employee’s paychecks during the calendar year in which the trip is taken. If for any reason the employee fails to take the trip as planned, the cash allowance received is to be returned to the University, and an appropriate tax withholding adjustment will be made. If faculty members combine approved University travel with the third-year trip, their portion of the total benefit is tax deductible. In such cases, faculty members will provide the Personnel Office with a statement from their immediate supervisor which verifies approved University travel. (See Procedure, subparagraph Declaration of Intent, which follows.)

PROFESSIONAL DEVELOPMENT AND/OR OTHER LEAVES OF ABSENCE

Professional leave funded in whole or in part by the University which takes the faculty member and family away from the State of Hawaii may count as the third-year trip benefit if so determined by the President’s Council. The time on leave of absence generally does not count toward the required three years of University service for the next trip. When the employee returns to University service on the BYUH campus the three years of service countdown begins again. Where possible, professional development activities and exchanges are tied to the third-year trip.

POSTPONED TRIPS

A faculty member may choose to postpone a trip. In which case calculation of the time of eligibility for the next trip begins in the year after the postponed trip is taken. However, if the trip is postponed at the request of the University, calculation of the time for the next trip will begin in the year after the trip would have been taken had the University not requested its postponement (e.g., a faculty member who is asked to wait one year, will be eligible again two years after the delayed trip is taken).

PARTIAL TRIP

Although taking the third-year trip benefit early is discouraged, in unusual circumstances an eligible faculty member may do so with the approval of the President’s Council. In such emergencies, the faculty member will be eligible only for the portion of the next three-year trip benefit which has accumulated. (In other words, if an emergency trip is take one year after a regular trip, only one-third of the three-year benefit may be taken; if an emergency trip is taken two years after a regular trip, only two-thirds of the benefit may be taken.)

PROCEDURE
Declaration of Intent and Travel Application Forms. Applications for third-year trips are initiated by completing the Declaration of Intent Form (issued by the Personnel Office in September to all faculty who will become eligible at the end of the academic year) and submitting a Travel Application Form by the end of the third week in November. Final authorization will be given by the President’s Council. [If the faculty member’s portion of the trip benefit will be tax exempt because of official business, a memo from the direct supervisor describing the official business, and two Travel Application Forms (one for the faculty member’s official business and a separate one for the other members of the family) must accompany the application.]

Benefit Checks. Upon approval of the Travel Application Form(s) a check requisition is prepared by the college/school and submitted to the Vice President for Academics, then on to Payroll and the Personnel Office. Checks are issued the first pay period in April, and faculty members are responsible for picking them up at the Business Office.

Travel Arrangements. Faculty members assume all responsibility for making their travel arrangements.

IX. Moving

Moving benefits may be withdrawn or altered at any time should University funds become unavailable or if so directed by the President’s Council or the Board of Trustees.

Moving services and airline travel herein specified are initiated only in the office of the Vice President for Academics, NOT by arriving or departing faculty members unless they are requested to do so.

BENEFITS FOR NEW FULL-TIME FACULTY MEMBERS AND LIBRARIANS

Airfare. Newly appointed full-time faculty members and librarians are provided the most direct airfare (coach, Monday-Thursday rate) to Hawaii for themselves and for their families.

Household Goods. Married couples may ship 2500 pounds of household goods per couple and 900 pounds per eligible child by surface freight at the expense of the University. Single faculty members may ship 2500 pounds and, if they have dependent children living with them, 900 pounds per eligible child.

BENEFITS FOR NEW SHORT-TERM FACULTY MEMBERS AND LIBRARIANS

Airfare. Short-term (one- to two-year) faculty and librarians are provided the most direct airfare (coach, Monday-Thursday rate) to Hawaii for themselves and their families.

Excess Baggage Allowance. The University may also provide an excess baggage allowance of $100 per eligible family member.

BENEFITS FOR TERMINATING FULL-TIME FACULTY MEMBERS AND LIBRARIANS

Faculty Members with Three Years or More Continuous Service. Faculty members and librarians terminating after three years of continuous service may be provided moving benefits as indicated below:

- Airfare. The most direct airfare (coach, Monday-Thursday rate) from Hawaii for themselves and their families to return to the point of origin is provided. If the terminating employee elects to move to a more distant location, the additional cost will be borne by the employee. If the new location is less distant, airfare benefits will be reduced accordingly. If terminating during the year of eligibility for a third-year trip, the moving/relocation benefit will supersede the third-year trip. In no case will the faculty member be eligible to receive both benefits.
- **Household Goods.** Married couples may ship 2500 pounds of household goods per couple and 900 pounds per eligible child by surface freight at the expense of the University. Single faculty members may ship 2500 pounds and 900 pounds per eligible child. If a terminating employee elects to move to a more distant location, the additional cost will be borne by the employee. If the new location is less distant, airfare benefits will be reduced accordingly. Relocation must occur within twelve (12) months of termination or the moving benefit will be lost.

- **Relocation on the Island of Oahu.** Faculty members and librarians who choose to remain on Oahu are eligible to be reimbursed for expenses incurred in relocating themselves, family, and their personal goods to their new place of residence on Oahu. Faculty members and librarians hired locally will not be relocated to the mainland U.S.A. or any other place off-island at University expense.

**Faculty Members with Three Years Continuous Service Transferring to BYU-Provo.** Faculty members who accept employment at BYU-Provo are provided moving benefits under a special share-cost agreement between the two campuses. Inquiries concerning such moves should be directed to the office of the Vice President for Academics.

**Faculty Members with Less Than Three Years Continuous Service.** Should a regular full-time faculty member or librarians desire to leave before completing three years of continuous service, travel and shipment of household expense will be borne entirely by the employee.

**BENEFITS FOR TERMINATING SHORT-TERM FACULTY MEMBERS AND LIBRARIANS**

**Faculty Members Who Have Completed Contract.** Short-term (one- to two-year) faculty members and librarians who complete their contract are provided with an excess baggage allowance of $100 per eligible family member, and the most direct airfare (coach, Monday-Thursday rate) for themselves and their families to return to their point of origin.

**Faculty Members Who Have Not Completed Contract.** Short-term faculty members and librarians desiring to terminate before completing their contract will return home entirely at their own expense.

**X. Worker's Compensation**

By law, faculty members are covered by Worker's Compensation. The University is a self-insured employer.

In order for benefits to be payable, all accidents and injuries which are work-related must be reported without delay to the dean who prepares a Supervisor's Report of Accident Form and forwards it to the Personnel Office within twenty-four hours of the accident or injury. In the case of injury requiring treatment, faculty members should report to the Campus Health Center. In case of emergency, faculty members may be taken directly to Kahuku Hospital. (See instructions in Emergency Procedures section.)

**XI. Retirement Programs and Options**

**RETIREMENT PLAN**

The University sponsors a retirement program in conjunction with the Deseret Mutual Benefit Association (DMBA). Under the DMBA plan, BYUH pays the full cost of the program and no employee contributions are required. A faculty member becomes the 100% vested owner of future retirement benefits after five years of credited service. The normal retirement age is 65; however, one may retire as early as 55, depending upon the number of years of continuous service rendered to the University. (For further details, see the **DMBA Employee Information Handbook**, which is distributed to all employees through the Personnel Office.)

**DESERET MUTUAL RETIREMENT SAVINGS (RS) PLAN AND TAX SHELTERED ANNUITY (TSA) PLAN**
Faculty members may also participate in the Deseret Mutual Retirement Savings plan and Tax-sheltered Annuity plan as methods of providing supplemental retirement income or meeting long-term savings objectives. Participation in the Tax-sheltered Annuity Plan may begin immediately upon employment. A minimum of 1% of salary contribution to either plan will qualify a faculty member for a contribution by the University to the Retirement Savings Plan. If a faculty member contributes 6% or more, the University will make a maximum contribution of 3%. (See the Employee Information Booklet for information on TSA/RS Plan loans.)

**TEACHERS INSURANCE AND ANNUITY ASSOCIATION (TIAA) AND COLLEGE RETIREMENT EQUITIES FUND (CREF)**

Contributions to these programs are voluntary and may be tax-deferred. If a minimum contribution of 6% of salary is made to the regular TIAA/CREF program (not supplemental), BYUH will make a 3% contribution to the Deseret Mutual Retirement Savings Plan. The maximum University contribution will remain at 3% even though a faculty member participates in more than one plan.

**XII. Credit Unions and Savings Bonds**

The University has made arrangements with the Universal Campus Credit Union (UCCU) and the Oahu Educational Employees Federal Credit Union (OEEFCU) to accept savings and loans made by payroll deduction. The purchase of U.S. Savings Bonds may be accomplished in the same manner. Faculty members desiring such services must make arrangements with the financial institutions involved and with the BYUH Personnel Office.

**XIII. Insurance Plans**

**DESERET MUTUAL BENEFIT ASSOCIATION (DMBA)**

University employees are eligible to participate in the following DMBA insurance programs for the Hawaii area:

- Medical
- Dental
- Life & Disability
- Supplemental Group Term Life
- Occupational & Accidental Death & Dismemberment
- 24-Hour Accidental Death & Dismemberment

**KAISER PERMANENTE**

The University also offers a Kaiser Permanente medical plan.

*For further information on the above insurance plans, please contact the Personnel Office.*
EMERGENCY PROCEDURES

I. FIRE

**Dial**

"0" (Campus Operator)  
9-911 (Emergency Calls)

II. SEVERE ILLNESS OR INJURY

**Dial**

"0" (Campus Operator)  
Extension 3911 (Campus Security)  
Extension 3510 (Campus Health Center)  
9-911 (Emergency Calls)

When serious injury or illness occurs, a faculty member should be taken to Kahuku Hospital. Discretion should be used to insure that no additional injury is likely to result while the faculty member is being transported to appropriate care.

III. OTHER INJURIES

If an injury requires special medical attention, the faculty member should report or be taken to the Campus Health Center. When determined necessary by the Health Center physician, faculty members may be referred to Kahuku Hospital, or to the office of a specialist selected by the referring doctor.

SECURITY

Because of the nature of BYUH, the character of its faculty members, and the existence and observance of the Code of Honor, the administration sees no need for rules regarding search or examination of the faculty members, their property or University facilities, even though such rules are normally prescribed by employers in the interest of protecting the institution against misconduct in the work place. The administration does, however, appreciate alertness for activities which may appear to be improper, in the interest of preserving the high quality of the University’s academic environment. (See also Campus Security Matters, Miscellaneous information section.)
MISCELLANEOUS INFORMATION

I. DEFINITIONS

Administrative Staff are top management staff, so designated by the Administration, who are salaried (not paid an hourly wage) and therefore not eligible for overtime pay under the Fair Labor Standards Act. (It is not to be supposed that staff employees other than these are also administrative staff because they have employees under their supervision, regardless of how many.)

Faculty Members and Librarians are employees who are issued a Letter of Appointment, with either “continuing status” or “not continuing status” indicated therein.

ELI Lecturers are employees who are issued a ten-month, renewable yearly, Letter of Appointment signed by the BYUH President. ELI Lecturers are not eligible for certain faculty benefits, such as housing, third-year trip, promotion, and continuing status, but other benefits and restrictions apply.

Adjunct Faculty are credentialed part-time faculty who generally have had long service with the University.

Special Instructors are part-time teachers.

II. EMPLOYEE INFORMATION BOOKLET

For information concerning the following subjects, please refer to the Employee Information Booklet issued by the Personnel Office:

- Address Change Notification
- Food Services
- Lunch Break
- Name Change Notification (etc)
- Overtime Authorizations for Staff Personnel
- Privacy of Employee Information
- Remembrance Fund
- Traffic Regulations
- Waste Prevention (Materials, Electricity, etc)

III. CAMPUS SECURITY MATTERS

For information concerning the following, call Extension 3911 (Campus Security):

- Bicycle Regulations
- Fighting Violence, Other Disruptive Behavior
- Parking: Regular Permits, Temporary Guest Permits, Handicapped Permits, and Placards.
- Property: Lost and Found
- Skateboard Regulations
- Suspicious Behavior
- Thefts
- Traffic Regulations

IV. UTILITY FAILURE

Weekdays
Call Extension 3400 (Physical Plant)

Weekends and After Business Hours
Dial “0” (campus operator) and the appropriate service office will be notified.