

*Brigham Young University  
2006 Reaffirmation of Accreditation  
Executive Summary*





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Guided by an established institutional mission and set on a firm foundation of human, physical, and financial resources, Brigham Young University is committed to purposeful educational effectiveness and improvement for our students, core to our serving with integrity in a changing world.

As documented in this institutional self-study and in preparation for its decennial Northwest Commission on Colleges and Universities (NWCCU) reaffirmation of accreditation, Brigham Young University has sought to meet or exceed all NWCCU standards. Brigham Young University has also used the process of institutional accreditation to identify areas where new opportunities or challenges to improve exist, as well as to note areas of institutional achievement where BYU believes it “shines.”

## GUIDED BY INSTITUTIONAL MISSION, SET ON A FIRM FOUNDATION

Brigham Young University (BYU) was established October 16, 1875. Approximately 1,600 faculty (1,260 of whom have academic rank, according to IPED's definitions), 1,300 administrators, and 1,200 staff personnel serve 27,743 undergraduate and 2,694 graduate full-time-equivalent students (fall 2005) from all 50 states, the District of Columbia, and more than 120 countries. Part-time employees include approximately 550 faculty, 900 staff, and 13,000 students.



BYU is located 45 miles south of Salt Lake City, Utah, on what many feel is an attractive, well-maintained, and well-furnished 560-acre, 320-building campus. The university involves faculty, administration, staff, and students in a detailed, integrated set of planning processes that provide for both short- and long-range alignment of physical-resource use with university objectives (Standard 8).

BYU's identity and operating structure flow from its Mission, Aims, and Objectives, as designated and affirmed by the board of trustees and sponsoring institution, The Church of Jesus Christ of Latter-day Saints ("the church") (Standards 1–9). BYU is led by President Cecil O. Samuelson, who works closely

with the experienced and actively engaged board of trustees, executive committee, and commissioner of church education. As a general officer of the university's sponsor, President Samuelson has an unusually strong and long-standing relationship with the board, which results in close alignment of goals and strategies between the university and its board. The BYU Board of Trustees is attentive to the university's needs and at least monthly provides beneficial direction to the university administrators. Board members help orient new faculty, visit colleges and schools, and

engage with deans, directors, department chairs, and others regularly (Standard 6).

As determined by its board, BYU's mission is to develop students of faith, intellect, and character and provide them with excellent skills to contribute in their chosen professions and to serve their families and communities throughout their lives (Standard 1). BYU is an undergraduate teaching institution with some designated graduate programs of distinction. Compelling evidence of BYU's preparation of successful undergraduates is the fact that BYU ranks 10th among U.S. baccalaureate-origin institutions for 1999–2003 doctorate recipients (NSF/NIH/USED/NEH/USDA/NASA, 2003 Survey of Earned Doctorates).

Seventy-eight percent of BYU students speak a second language; BYU students speak 107 different languages beyond their native tongue; 47 percent of BYU students have lived outside the U.S. for at least one year. Hundreds of BYU students have participated in Study Abroad and performed in university-sponsored touring groups to dozens of countries (Standard 3). BYU also ranks high nationally (sixth and tenth, respectively) among baccalaureate-origin institutions for law and medical school applicants.

Seventeen BYU colleges, schools, and administrative units are responsible for 404 major, minor, and certificate programs at undergraduate and graduate levels (Standard 2). BYU offers bachelor's degrees in

194 academic programs, master's degrees in 68, doctorates in 27, and a juris doctorate. BYU awarded 8,409 undergraduate and graduate degrees in the 2004–2005 school year.

All BYU graduate programs have individual mission statements that support the mission of the university. The principles that underlie graduate programs and the characteristics that demonstrate these principles are clearly articulated by the Office of Graduate Studies and are available online (Standard 2).

BYU's support for learning and teaching is set on a firm foundation of human, physical, and financial resources (Standards 2, 3, 4, 5, 7, and 8). These resources are consistent from year to year and are sufficient to facilitate student achievement of program goals and objectives. Policies and procedures for curriculum design, proposal, approval, and implementation are clearly defined and consistently applied across the institution (Standard 2).

BYU's library is an academic focal point of the campus. It responds innovatively and effectively to faculty and student needs as evidenced by its organization and assessment, collections, services, facilities, and resources (Standard 5).

The Statement on Academic Freedom at BYU clearly spells out expectations, and it protects and balances individual and institutional academic freedom. The university provides substantial direct support for research and creative activities. These activities are consistent with the emphasis on undergraduate education and the educational and religious missions of BYU (Standard 4).

The church provides stable, sustaining support for BYU. The university has a strong balance sheet with very low debt. Assets are more than ten times greater than liabilities (Standard 7).

Firmly committed to BYU's budget stability and educational quality, BYU's trustees have capped BYU student enrollment. This means BYU continually wrestles with two important challenges. One is to deal with significant numbers of students who apply but cannot be accommodated at BYU. This challenge has intensified as BYU's reputation has increased regionally, nationally, and internationally. Second, given significant increases in GPA and ACT averages for entering freshmen from the mid-1970s through the early 1990s, BYU takes seriously challenges related to enriched student environment—as addressed further below.

One need not be a member of its sponsoring church to apply or be admitted to BYU. However, approximately 98 percent of BYU students are members of the university's sponsoring church. The remaining 2 percent of BYU students come from more than 20 other faith traditions.

Multicultural students comprise 10 percent of BYU's daytime undergraduate student body, with 4 percent Asian and Pacific Islanders, 4 percent Hispanic, and 2 percent American Indian, African American, and other. (Since BYU is restricted from requiring students to provide information about ethnicity/race, these figures have been gathered from voluntary statements and are therefore only approximations.)

## **COMMITTED TO EDUCATIONAL EFFECTIVENESS AND IMPROVEMENT**

### **“Becoming the Best BYU Can Be”**

When President Cecil O. Samuelson was inaugurated on September 9, 2003, as BYU's 12th president, Chairman of the Board of Trustees Gordon B. Hinckley charged President Samuelson to continue making “BYU the best it can be.” Since that time, regularly held meetings of our deans, directors, and department chairs in President's Leadership Retreats, regular college visits with faculty and staff, and annual University Conferences have addressed the challenge of defining and becoming “the best BYU can be.” Addressing such a challenge depends on asking the right questions. From the many issues and potential priorities that characterize an educational community as diverse and dynamic as BYU, the university has identified six analytical areas as essential to address in seeking to be a university worthy of increasingly able students:

#### **1. STUDENTS**

- Who will be the new students BYU admits?
- Are current selection criteria and procedures appropriate and adequate?
- How will BYU achieve excellence without being inappropriately exclusive?
- How will BYU better serve “late bloomers” or nontraditional students?
- How will BYU fulfill its responsibilities to international students and its sponsoring church worldwide?

## 2. FACULTY AND STAFF

- What personal and professional characteristics, qualities, and qualifications will guide which new faculty BYU recruits? How will BYU decide?
- Who will decide what those characteristics, qualities, and qualifications will be?
- How and on what basis will faculty and staff FTE be allocated or reallocated?
- How will BYU address such issues as rank and continuing status and proportioning workload of teaching, research, mentoring, and citizenship?



- How will BYU address both expectations of faculty and faculty expectations as the university continues to change to become “the best BYU can be”?

## 3. CURRICULUM

- Where are the frontiers of knowledge in each discipline and how are major programs remaining current?
- What interdisciplinary or multidisciplinary opportunities for learning communities, research, or creative work need to be explored?
- Are there programs that are no longer relevant or that have lost their former importance and need to be redesigned or discontinued?

## 4. RESOURCES

- How does BYU strategically prioritize the allocation of resources that it has to accomplish its Mission, Aims, and Objectives?
- What are appropriate resources for BYU to seek? What are not?
- How does BYU plan and prioritize resources in light of BYU’s role as the university relates to its sponsoring church?

## 5. STANDARDS

- How does BYU determine which external or nationally normative standards deserve its attention in its quest to excel?

- How does BYU define its own or internal standards that will lead BYU to become “the best BYU can be”?

## 6. MEASUREMENT

- What are the most significant measurable indicators of BYU’s success?
- How does BYU estimate or evaluate valid and important intangible measures?
- How does BYU align these measures with its efforts to benefit students?

### Undergraduate Mentoring

At the center of student and faculty concerns in “becoming the best BYU can be” is how BYU capitalizes both on its undergraduate education emphasis and its faculty’s professional development needs.

Believing that mentoring is fundamental to all good learning, BYU sees both initial achievement and great potential in involving its capable undergraduates in advanced scholarly activities through the Undergraduate Mentoring Program. Approximately 30 percent of BYU undergraduates are involved annually in mentored research and creative work. Further, in 2004, 25 percent of all BYU external research funding was used to support students, approximately half of that for undergraduate students.

The university supports mentoring within a set of principles approved by the colleges and schools. As described by individual colleges in Standard 2, mentoring benefits to students include access to mentoring faculty members, involvement in scholarly activity, personal growth and responsibility, spiritual and secular integration, and preparation of students for the next level of achievement. Also, mentored students are more likely to establish a network of professors and other professionals acquainted with the students' work and abilities; receive greater opportunities to attend the graduate school of their choice; better prepare for a career and gain advanced understanding of their discipline through real-world, hands-on experience; and typically go further in their schooling, career, family, and service than if they had not received mentoring.

### **Institutional Data, Assessment, Planning**

Inspired in part by the 1996 NWCCU accreditation visit, BYU's commitment to student educational excellence also includes institutional efforts to establish and improve the following: information technologies and institutional data infrastructure, a culture of assessment, and strategic resource planning (Standard 1).

#### *A. Information Technologies and Institutional Data Infrastructure*

BYU devotes extensive human and financial resources toward creating a solid and robust campus information technology (IT) infrastructure. This IT infrastructure is designed to support learning and teaching at all levels and to enable institutional processes such as finance and personnel management. The introduction, use, diffusion, and cost of IT at BYU reflects recent technology shifts. These include shifts (a) from main-frame computers to client-servers to Web-based applications, (b) from decentralized IT applications to campuswide institutional or enterprise IT architectures that can leverage information technology and applications,

and (c) from diffused attention to sharpened focus on IT system security.

BYU began major, systematic IT investment, innovation, and implementation for learning and teaching and for institutional business processes around 1996. Significant changes were introduced in a short time period. Application of IT to learning and teaching accelerated during 1999–2000 with the now-extensive use of the



course management system Blackboard, “TEC rooms,” and other supporting hardware and software. Campus IT features also include supercomputer capacity made available to undergraduates, as well as to graduate students and faculty, wireless capacity across significant portions of campus, and continuing efforts to be fully connected, including participation in Internet II.

As at higher education institutions generally, challenges attended BYU's rapid ramp-up and widespread use of IT. As identified by BYU's Office of Information Technology and others, IT services were initially deemed (1) slow, (2) unresponsive, (3) expensive, (4) unreliable, and (5) they were characterized by some

as giving administrative business processes precedence over the needs of faculty and staff. However, progress has been made, especially in the last two years, to mitigate many of these concerns. The dynamics of reality and perception of IT effectiveness continue to evolve across campus, as do technologies, expectations, and the technological capabilities of individuals. BYU fully complies with NWCCU data requirements—even though they have been difficult and costly to accomplish—and continues to nurture consistent campus-wide, validated institutional data for decision making.

### *B. Culture of Assessment*

BYU's campuswide "culture of assessment" includes nurturing the availability and use of relevant and timely institutional and national benchmark data to improve decision making for the benefit of students, faculty, and staff (Standards 1, 2, 3, and 4).

BYU internal unit reviews are well organized and regularly scheduled, require strategic self-study and assessment of educational programs, and receive careful scrutiny on all administrative levels (Standard 2). Over the past 10 years, BYU's unit-review process has reviewed all academic units (some more than once) and more than three-fourths of its educational support units. Each unit review consists of a unit strategic self-assessment, an assessment by on-campus peers, and an assessment by off-campus peers from across the country (Standard 1). BYU is also associated with myriad specialized accreditation organizations that require periodic self-studies and evaluative visits to the campus (Standard 2).

Program-level documentation and analysis of more than 400 programs, which conform to a common template and are available in a single database, have been completed. They can now be updated periodically and used for a variety of assessment and operational purposes (Standard 2).

An online system for students to rate courses and teachers has been established and refined. It includes every course each semester and has achieved an overall student response rate of more than 60 percent (Standard 2).

Most of BYU's educational programs have changed significantly during the past 10 years as a result of self-assessment practices, unit reviews, or specialized accreditation processes. Indeed, in what marks an important campus milestone and future foundation for ongoing program improvement, all campus units have articulated student-centered learning objectives, activities,

and assessment processes within common templates for program description and analysis (Standard 2).

Led by the Office of Institutional Assessment and Analysis, BYU compares itself to peers through national benchmark data such as that provided by the National Survey of Student Engagement (NSSE) and Higher Education Research Institute (HERI). BYU evaluates itself through a suite of BYU-correlated instruments such as the BYU Alumni Questionnaire, Senior Survey, and other on-campus surveys (Standard 3). As an example of their usefulness, these student feedback findings resulted in the largest college (Family, Home, and Social Science) increasing statistical training for majors and in an increased focus on advisement across campus (Standard 2).

### *C. Strategic Resource Planning*

Over the last five years, BYU has instituted an annual campuswide Strategic Resource Planning process to align mission, priorities, and resource allocation (Standards 1 and 8). Academic departments and educational support units report achievements, current situations, future plans, and resource requests. Standardized across campus, this process encourages deans and directors to align priorities and approaches with the university's mission and priorities. Each summer, the university president and President's Council use presentations from this Strategic Resource Planning process to determine priorities and allocate resources.

The annual Strategic Resource Planning process invites units to look first at internal reallocation before seeking new resources. Program improvement requests are evaluated against university objectives to ensure alignment with board and management expectations. The Capital Needs Analysis and Information Technology Infrastructure processes assure that physical plant and technology equipment is carefully planned for and fully funded (Standard 7).

Generous alumni and other donors provide significant funding for academic programs emphasized as priorities by the board (Standards 7 and 8).

Debt is not used to fund university academic buildings, which are fully funded by the university's sponsor or through board-authorized donor funding. Auxiliary buildings are financed through operations, through loans from the university's sponsor, or through board-authorized donor funding. Sponsor loans are limited



to housing and related facilities that have a predictable cash flow to satisfy repayment obligations (Standard 7).

### **Serving with Integrity in a Changing World**

New university presidents sometimes convene campus blue-ribbon panels to plan for the future. Rather than initiate such a separate effort, President Samuelson has determined that BYU would use the regular institutional accreditation process to analyze current strengths and challenges and to set future plans and priorities.

President Samuelson stresses to the campus the importance of personal and institutional integrity. This includes reminding students of their responsibilities in regard to the Honor Code and academic integrity. BYU also recently reviewed and made changes in the management of its athletic teams and programs. President Samuelson asks the campus community to avoid complacency and to focus continually on raising educational quality.

Institutional integrity requires that BYU be explicit about what it is and what it stands for, and that it represent itself internally and externally with consistency and accuracy. BYU's financial records go through regular internal and external auditing by recognized agencies. BYU prizes accuracy in its public media and news releases and in reporting its achievements (Standard 9). Consistent with the Honor Code, BYU students and faculty are expected to abide by the highest ethical and professional standards in their academic work, including publications and representations of the university on or off campus (Standard 9). To maintain control of its name, reputation, and degrees, BYU does not enter into contractual relationships with other institutions, accredited or unaccredited, other than as noted in BYU's normal disclosures.

The members of the board of trustees are held in high esteem by the university's constituents. The

board of trustees, university administrators, faculty, and staff value, and are held to high standards of, integrity, honesty, and openness. The governance structure reflects regular meetings, careful development of agendas, and minute entries of board actions and decisions (Standard 6).



### **Current and Future Opportunities and Challenges**

BYU recognizes that the world continues to change and that part of serving students is helping them prepare for that changing world.

BYU focuses on several current and future opportunities and challenges that are considered particularly important.

*Teach students critical thinking and sound reasoning—and embed these skills in their experience such that they develop and refine and strengthen core “habits of the mind” as critical to lifelong learning.*

Those who work on university campuses know that this core task is so fundamental as to be a never-ending educational priority. In an Internet era when students sometimes assume that instantaneous information is authoritative (“The Web says . . .”), BYU seeks to inculcate in students as a core attitude and competence the ability to read, think, and evaluate, and to write and clearly articulate one’s own carefully developed views.

BYU addresses this task in multiple dimensions: the First-Year Experience, composition classes, and other classes (Philosophy 110, English 115, etc.) blend discipline content, analysis, and writing. In the longstanding discussion of the interactivity of thinking, research skills, and specific discipline content, many BYU courses attempt to foster all three—one reason that BYU’s Mission, Aims, and Objectives encourage critical thinking and sound reasoning as basic to all university work. Clearly this must remain an important emphasis at BYU.

*Determine which students will be admitted to BYU and on what criteria.*

Students come to BYU with strong GPA, ACT, and AP scores (Standard 3).

	<b>ALL FRESHMEN</b>	<b>TOP SCHOLARS</b>
AVERAGE HS GPA	3.75	3.81
AVERAGE ACT	27.54	31.59
STUDENTS WITH ACT OF 30 OR HIGHER	25%	100%
AVERAGE NUMBER OF AP TESTS TAKEN WITH A 3 OR HIGHER	1.4	3.3

(Summer and fall of 2005)

The graduation rate of the 1999 cohort of entering BYU freshmen averaged more than 73 percent. Nearly 80 percent of entering BYU students ultimately graduate from college. Many BYU students interrupt their formal education to serve 24-month (men) or 18-month (women) voluntary full-time missions for its sponsoring church. Experience has shown that serving missions has a positive impact on students’ desire to obtain a degree. Among BYU graduates, 97 percent of males and 32 percent of females have served missions.

BYU’s freshman-to-sophomore retention rate is 95 percent for the 2001 entering classes (Standard 3). Deployed in September 2003, the university’s AIM (Academic Information Management) student information system successfully integrated a Web-based system from admissions to graduation. The One-Stop Student Services Center allows students to register and complete other beginning-of-semester business in one location. Through qualitative management, student services at BYU are student-centric and guide students

to develop lifelong learning skills in their out-of-class life (Standard 3).

Changing circumstances may open other opportunities and challenges. For example, the BYU Board of Trustees has asked the university to move its BYU Highland Drive Salt Lake Center to the Triad Center in downtown Salt Lake City. Plans to do so are currently underway.

*Manage generational change in faculty and staff.*

BYU attracts and retains well-qualified faculty. The faculty demonstrate strong commitment to the religious as well as the educational mission of BYU. Faculty members are centrally involved in curriculum planning, development, and review, as well as academic and institutional governance. The faculty is relatively stable in terms of length of tenure at the university. While faculty salaries at BYU are, by policy, competitive with those of peer institutions, there is an element of sacrifice associated with a faculty position at BYU (Standard 4).

BYU’s faculty has grown steadily during the past three and a half decades, with some brief periods of relatively accelerated growth. Faculty members hired during the late 1960s and early 1970s are now retiring at a steady rate. This has occasioned hiring a large number of faculty members over the past decade. Between 1996 and 2005, BYU hired 704 permanent faculty members—over one-third of the total faculty. Based on retirement projections, as many as 138 new faculty members may need to be hired by the year 2007. The net result is that BYU will have replaced over 50 percent of its faculty during a 12-year period, from 1995 to 2007 (Standard 4).

While faculty turnover at BYU is substantial, it is neither unusual nor unmanageable (Standard 4).

A large infusion of new faculty is beneficial in many ways but does present challenges. When this infusion is coupled with rapid advance in knowledge in the various disciplines, increasingly bright and eager students (many of whom come with exposure to new trends and ideas), and rising expectations for scholarly productivity, the generational change in the faculty must be skillfully managed (Standard 4).

These challenges are addressed through concerted and sustained effort in faculty recruitment, retention, and development.

Expectations for faculty have shifted over recent decades toward enhanced scholarly productivity while maintaining a fundamental commitment to quality teaching. Some senior faculty members were hired under different expectations. For this reason, BYU faculty development across a career has become increasingly important. A difference in expectations and training can create a “generation gap” among faculty. Recent efforts have concentrated on helping faculty keep current or retool in their disciplines. BYU has also begun to recognize possibilities for shifting emphases across a career so that the relative balance among teaching, citizenship, and scholarship can be maximized to take advantage of the training, expertise, experience, and interests of all faculty.

Of 1,260 faculty members with academic rank at BYU, approximately 90 percent have doctoral-level degrees; approximately 98 percent have terminal degrees recognized by their respective disciplines. Thirty-three percent of the full-time faculty are full professors, 31 percent associate professors, 29 percent assistant professors, and 2 percent instructors. About 95 percent of the faculty are members of the university’s sponsoring church, with the remaining 5 percent representing, among others, the Baptist, Catholic, Episcopal, Islamic, and Jewish faiths.

### Ongoing Quest to Improve Educational Quality

The ongoing quest to improve educational quality at BYU invites intensified focus on “soft” infrastructure. This includes asking the following kinds of questions:

1. Can BYU simplify courses, curriculum, and requirements and, if so, where and how?
2. How can BYU improve student advisement?
3. Can BYU do more to appropriately lessen the time to graduation? If so, what?
4. What should be BYU’s next steps in distance learning?
5. How can BYU best integrate new technologies into its teaching and learning?
6. What kind of student housing does BYU need in the future?

7. What new or replacement buildings will be built, such as an alumni center; the engineering, business, dance, or biology buildings; or other academic or support space?

In conclusion, BYU administrators, faculty, staff, and students say they understand, support, and seek to implement the university’s mission in their daily lives (Standards 1 and 9). There exists a strong campus commitment to those values that underscore the highest ethical standards of honor, integrity, morality, and consideration of others in personal behavior (Standard 9).

BYU’s guiding documents, mission, and Honor Code reflect the university’s emphasis on integrity and its expectation that all members of the campus com-



munity, led by governing board members, will abide by ethical standards. The information in these documents is well communicated to potential students and employees, and the documents are readily available to the public (Standards 1, 6, and 9). This includes a well-articulated and widely circulated academic freedom policy, which makes clear how BYU’s unique religious mission relates to the principles of academic freedom (Standards 4 and 9).

BYU is in some ways emerging from obscurity. It is now well known and respected not only regionally but also nationally and internationally. In the coming years of global change, BYU is committed to educational effectiveness and improvement for its students. To become “the best BYU can be” the university will continue to build with integrity, guided by our established mission and on a firm foundation of human, physical, and financial resources.

## SUMMARY

### *Strengths*

- BYU's commitment to planning and implementing for physical beauty and order is reflected in its spacious, safe, and well-maintained campus.
  - Clearly defined and supported by faculty, staff, and students, the Mission, Aims, and Objectives of Brigham Young University establish identity and standards and foster campus aspirations and performance. BYU's Board of Trustees actively provides guiding principles, centered on strong commitments to institutional and individual integrity, while enabling the campus to govern itself.
  - BYU's commitment to educational excellence and to serving students is evidenced in the campuswide quality of its programs and extensive student services. BYU's student mentoring efforts reflect the mission and identity of the institution, with many positive results for students and faculty. BYU graduates do well in subsequent academic and professional endeavors: BYU ranks well nationally (10th) as a U.S. baccalaureate-origin institution for recent doctorate recipients as well as tenth and sixth as a baccalaureate-origin institution for medical and law school applicants. BYU's own law and business school programs are nationally highly ranked. BYU's affordable value and its training of students to assume only necessary student debt help make the rate of BYU student loan default 0.3 percent versus 4.5 percent nationally (i.e.,  $\frac{1}{15}$  of the national average).
  - BYU has well-qualified, committed faculty—men and women of integrity who strive to be quality teachers, productive scholars, and contributing university citizens. BYU recruits and retains excellent new faculty and continues to develop its established, loyal faculty. Two-thirds of BYU faculty report recent involvement in faculty development (2004 HERI data). BYU's staff is likewise highly professional and is committed to serving BYU's students and campus community.
- One of the several strong evidences of BYU's commitment to technology for learning and teaching excellence, BYU's library is an academic hub. The library innovatively and dynamically uses well-appointed physical and digital resources, collections, and space to foster student learning and academic engagement.
  - BYU is conservative and prudent in its fiscal management of steady, generous financial support. BYU assets are ten times its carefully controlled liabilities.
  - BYU's commitment to educational quality and ongoing improvement as part of "becoming the best BYU can be" is reflected in, among many examples across campus, established institutional processes for Strategic Resource Planning and regular use of institutional data and institutional- and unit-level campus assessment to improve decision making.

### *Challenges and Recommendations*

- A large institution with a well-defined mission, BYU should continue to focus on instructional and programmatic efforts to promote critical analysis and sound thinking for students in their lifelong pursuit of learning and professional and community service. As with other academic institutions, BYU should continue its efforts to facilitate the learning and teaching of the creative and disciplined attitudes and skills outlined in its mission as it helps prepare students to navigate the ever-changing world.
- BYU is in the midst of generational faculty and staff change. Strong new hires are being recruited, oriented, and mentored. BYU should continue its focus to ensure that its hiring, rank and status, and faculty development approaches and policies are understood and implemented across campus.
- BYU should continue its commitment to enrich its student environment in appropriate ways. This effort will include continuing to delineate the student and student body characteristics the university believes will best benefit its campus community.