

BYU-Idaho

Stewardship Review 2002

College of Language and Letters

April 12, 2002

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English

Foreign Language

Humanities & Philosophy

Executive Summary

The College of Language and Letters consists of three departments: English, Foreign Language, and Humanities & Philosophy.

English

Program Issues. The College of Language and Letters offers three baccalaureate degrees, twelve minors, and continues to finish seven associate degrees. Currently, 434 students have declared majors/minors in the College.

For the last two semesters, 14,522 students have taken courses in the College with an average of 7,261 students each semester.

Foreign Language

Each department in the College has a separate mission statement that guides its curriculum. The curriculum for each baccalaureate degree in the College is currently complete and consistent with the department's missions and goals.

College Issues. The College of Language and Letters has 58 full-time faculty and 16 part-time faculty for a total faculty of 74. Of the full-time faculty, 26% have terminal degrees.

The College has a total of 66 offices and 21 classrooms.

Humanities & Philosophy

Changes. The two most significant changes to the College of Language and Letters have been the reorganization from a two-year college division to a university college and the loss of the Communication Department to another college.

Strengths. The strengths of the College of Language and Letters are its faculty, curriculum, and professional development.

Concerns. The major concerns of the College of Language and Letters are the high faculty loads, curriculum development, and assessment.

Budget Issues. The College of Language and Letters makes two requests for the 2003 budget.

- Additional permanent funding for *Outlet: The BYU-Idaho Literary Journal*. We request an additional \$400 to offset higher production costs. The current funding is \$2,600; we request \$3,000.
- A technology room for Smith 378.

English

Foreign Language

Humanities & Philosophy

Introduction

The purpose of this stewardship review is to identify and report on program issues, college issues, and budget issues relating to the College of Language and Letters.

The stewardship review is a synthesis of reports from the three departments in the College of Language and Letters:

- English
- Foreign Language
- Humanities & Philosophy

English

The organization of the stewardship review begins with the College Council, and continues with program issues; College issues; changes, strengths, and concerns; and concludes with budget issues.

Foreign Language

College Council consists of the college dean, associate dean, department chairs, directors of composition, and college/department secretaries.

Program issues concentrates on three principal areas:

- Degrees
- Students and student competencies
- Curriculum

College issues covers five different points:

- Teaching and advising
- Faculty
- Supporting resources
- Policies and processes
- Assessment practices

Humanities & Philosophy

Changes, Strengths, and Concerns section discusses major changes and the positive/negative features of the college and the three departments.

Budget issues reports on two areas:

- Resource use
- Resource request

English

Foreign Language

Humanities & Philosophy

College Council



College Dean
Rodney D. Keller



College Associate Dean
Rita Vernon



College Secretary
Sharon Hall

English



English
Kip Hartvigsen



Foreign Language
Melvin Sanford



Humanities & Philosophy
Jeff Andersen

Foreign Language

Expanded College Council

Humanities & Philosophy



Director of Composition
Elaine Hawker



Director of Composition
Janine Gilbert



English Secretary
Jeanne Reinwand

College of Language and Letters

Program Issues

Students and Student Competencies

Degrees

The College of Language and Letters offers three baccalaureate degrees, twelve minors, and continues to finish seven associate degrees.

English

Baccalaureate degrees

- English B.A./B.S.
- English Education B.A./B.S.
- Spanish Education B.A.

Minors

- English
- English Education
- Humanities
- Philosophy
- Chinese
- French
- French Education
- German
- German Education
- Russian
- Spanish
- Spanish Education

Foreign Language

Associate degrees (finishing)

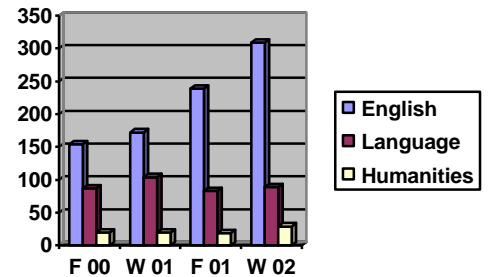
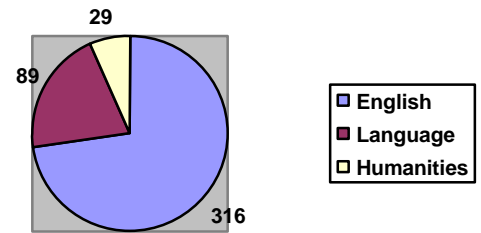
- English
- Humanities
- Chinese
- French
- German
- Russian

Humanities & Philosophy

Students in Majors

Currently, 434 students have declared majors/minors in the College of Language and Letters. The two most significant changes in declared majors are in English and Foreign Language. English has experienced a sharp increase in majors with the beginning of the four-year program. Foreign Language has experienced an initial decrease in majors, but with the new Spanish Education major that major's enrollments will probably also increase.

	F00	W01	F01	W02
English	154	172	239	316
Language	87	104	83	89
Humanities	20	20	19	29
College	261	296	341	434
BYU-I	8949	8955	9200	9893



The English department has the largest number of majors with a total of 316 students. That total number of students consists of five different specific majors:

- Associate (059)
- English B.A. (630)
- English B.S. (635)
- English Education B.A. (830)
- English Education B.S. (835)

Degree	Code	Students
Associates	059	81
English BA	630	87
English BS	635	46
English Ed BA	830	57
English Ed BS	835	46

The Foreign Language department has a total of 89 students in its six offerings: the four-year Spanish Education B.A. degree and five current associate degree majors.

- Chinese
- French
- German
- Russian
- Spanish

	F00	W01	F01	W02
Chinese	6	11	6	5
French	4	8	5	2
German	8	10	5	5
Russian	9	8	5	5
Spanish	60	67	48	49
SpanEd	--	--	14	23
Total	87	104	83	89

Majors' GPAs

The overall GPA of students with a major in the College of Language and Letters is 3.06.

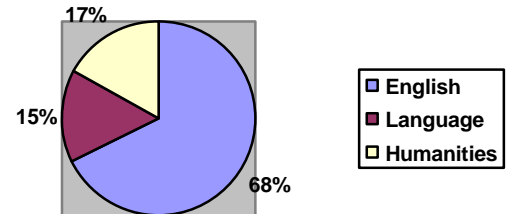
	F99	W00	F00	W01
English	3.11	3.12	3.12	3.01
Language	3.17	3.30	3.16	3.24
Humanities	3.11	3.16	2.83	2.92
Total	3.13	3.19	3.04	3.06

Total Student Enrollments

For the last two semesters, 14,522 students have taken courses in the College of Language and Letters with an average of 7,261 students each semester.

	F00	W01	F01	W02
English	4976	4547	4394	4939
Language	1127	1372	1415	1126
Humanities	1448	1567	1415	1233
Total	7551	7486	7224	7298

The English department teaches 68% of the courses, Foreign Language teaches 15%, and Humanities teaches 17% (Winter 2002).



GE Student Enrollments

For the last two semesters, 11,980 students have taken GE courses in the College of Language and Letters with an average of 5,990 students each semester. Statistically, 84% of the students enrolled in the College of Language and Letters are fulfilling Arts/Letters or Basic Options General Education requirements through College course offerings.

	F01	W02	GE%
English	3953	4364	88%
Language	629	616	55%
Humanities	1279	1139	92%
Total	5861	6119	84%

Student Credit Hours

The College of Language and Letters has a total of 29,008 student credit hours for the 2000-2001 year with an average cost per student credit hour of \$77.

SCH	98-99	99-00	00-01
Fall	13812	14649	14394
Winter	14177	14465	14614
Total	27989	29114	29008
Cost/SCH	\$75	\$69	\$77

Student/Faculty Ratio

The College of Language and Letters strives to maintain a low level of student/faculty ratio while still maintaining full courses. The average student/faculty ratio for the 2000-2001 school year is 21.4.

S/F Ratio	98-99	99-00	00-01
Fall	24.9	22.4	21.2
Winter	25.5	22.1	21.6
Total	25.2	22.3	21.4

Student Major Class Rankings

The College of Language and Letters majors have a total of 118 freshman, 146 sophomores, 131 juniors, and 32 seniors.

Major	Code	FR	SO	JR	SR		
EngAA	59	22	42	22	4	90	
EngBA	630	24	20	25	11	80	
EngBS	635	17	8	11	2	38	
EnEdBA	830	13	13	24	6	56	
EnEdBS	835	12	10	18	5	45	
Chinese	324		3	2	5	5	
French	67	1		1		2	
German	68		4	1		5	
Russian	288	1	3	1		5	
Spanish	69	10	19	18	2	49	
SpanEd	910	5	11	5	2	23	
Humani	83	13	13	3		29	
Totals		118	146	131	32	427	

Major	FR	SO	JR	SR	Total
English	88	93	100	28	309
Language	17	40	28	4	89
Humanities	13	13	3		29

Curriculum

Mission Statements

Each department in the College of Language and Letters has a separate mission statement that guides its curriculum.

English

English

The overall aim of the English Department is to provide students an opportunity for significant intellectual growth, personal development, and career preparation. Specific goals of the BYU-Idaho English Department are manifold: In composition courses, the Department teaches students to manage the composing process, express themselves with clarity and precision, develop critical thinking and reading skills, learn how to research and document sources in major disciplines, and appreciate the varied purposes for communication in relationship to audience. In General Education courses, the Department helps students understand literature as artistic expression and as a means to self-awareness and the understanding of others. In majors' courses, the Department introduces students to literary genres, critical theories, literary movements, and prepares them in one of four emphases: literary study, professional writing, creative writing, or secondary education.

Foreign Language

Foreign Language

The Department of Foreign Language seeks to fulfill the scriptural injunction to “become acquainted with all good books, and with languages, tongues, and people” (D&C 90:15). Through instruction in languages, literatures, and cultures, we seek to instill in our students an appreciation for the richness and beauty of linguistic, literary, and cultural expression in the world, and to prepare our students to participate in that world as highly skilled teachers, speakers, readers, and writers of the languages that we teach.

Humanities & Philosophy

Humanities & Philosophy

- Help students differentiate between the workings of the mind and those of the heart.
- Help students discover avenues of both spiritual and intellectual enlightenment through the arts.
- Promote cultural literacy and enhance students' abilities to function in society by exposing them to a broad body of knowledge important to our culture.
- Advocate a holistic understanding of culture by elucidating the connections between historical events, philosophical movements, and styles of art, architecture, music, and literature.
- Assist students in making connections between the cultural achievements of the past and their own search for meaning and fulfillment in life.
- Encourage students to think deeply, feel acutely, and communicate precisely.
- Inspire students to reassess their own values and to bring their listening and viewing habits into conformity with the standards outlined in the 13th Article of Faith.
- Lay the foundation for a lifetime of arts enjoyment and appreciation.

English

Foreign Language

Humanities & Philosophy

*Major Degree Descriptions***English B.A.**

The English B.A. major provides students an opportunity for significant intellectual growth, personal development, and career preparation. The English core coupled with 11 credits in a foreign language and studies in one of three emphasis areas prepares students for careers in literary studies, professional writing, or creative writing.

English

English B.S.

The English B.S. major provides students an opportunity for significant intellectual growth, personal development, and career preparation. The English core coupled with a 9-credit sequence in another discipline and studies in one of three emphasis areas prepares students for careers in literary studies, professional writing, or creative writing.

English Education B.A./B.S.

The English Education B.A. major provides students an opportunity for significant intellectual growth, personal development, and career preparation. English Education focuses on educational theories and methods for teaching literature and composition. Course work includes the English major and teacher education cores, and 11 credits of language. The English B.A. prepares students to become professional English teachers, grades 6-12, in Idaho and 42 other states.

Foreign Language

Spanish Education B.A.

The Spanish Education B.A. graduate at BYU-Idaho will have a solid command of the Spanish language, its pronunciation, pedagogy, literature, and culture in preparation for teaching high school Spanish successfully. Our graduates will communicate effectively both orally and in writing. In addition, through classroom research with faculty, these graduates will have explored questions of course design, assessment, and student learning. They will be prepared to begin service with the linguistic, literary, and cultural background vital for effective teaching, and also with tools that allow them to reflect critically on their success in producing student learning.

Humanities & Philosophy

Major Courses

The curriculum for each baccalaureate degree in the College of Language and Letters is currently complete and consistent with the department's missions and goals.

Below is a brief overview of each degree's curriculum.

English

English B.A./B.S. and English Education B.A./B.S.
42 credits

English Core—30 credits

- **Prerequisites** (9 credits)
 - Fundamentals of Literary Interpretation
 - Advanced Writing/English and Humanities
 - Theory and Practice of Language—Grammar and Usage
- **Literature Survey** (9 credits)
- **Studies in Genre/World Literature** (3 credits)
- **Author Studies** (3 credits)
- **Rhetorical Theory** (3 credits)
- **Senior Seminar** (3 credits)

Foreign Language

English Emphasis Options—12 credits each

- **Literary Studies**
 - Literary Theory (3 credits)
 - Literature Survey (3 credits)
 - Additional English Course (3 credits)
 - Literature and Culture (3 credits)
- **Professional Writing**
 - Advanced Writing in Business or Technical Communication (3 credits)
 - Layout and Design (6 credits)
 - Professional Writing and Editing (3 credits)
- **Creative Writing**
 - Creative Writing (6 credits)
 - Studies in Genre/World Literature (3 credits)
 - Creative Writing and Publishing (3 credits)

Humanities & Philosophy

- **Teacher Education**
 - Teacher Education courses (6 credits)
 - Young Adult Literature (3 credits)
 - Teaching English in Secondary Schools (3 credits)

English

*Spanish Education B.A.**35 credits***Language Courses**—14 credits

- First Year Spanish II (4 credits)
- Second Year Spanish (4 credits)
- Advanced Grammar and Composition (3 credits)
- Phonetics and Conversation (3 credits)

Literature Courses—15 credits

- Hispanic Literature (3 credits)
- Introduction to Literary Analysis (3 credits)
- Hispanic World Culture and Civilization (3 credits)
- Masterpieces of Spanish Literature (3 credits)
- Masterpieces of Spanish-American Literature (3 credits)
- Special Topics (3 credits)

Methods Courses—6 credits

- Spanish Teaching Methods (3 credits)
- Spanish Teaching Practicum (3 credits)

Foreign Language

Humanities & Philosophy

Lower/Upper Division Courses

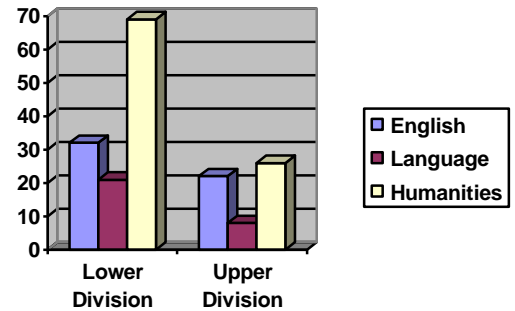
The current university curriculum master list shows that the College of Language and Letters offers 122 courses—56 of these courses are upper division.

	Lower	Upper	%Upper
English	32	22	69%
Language	69	26	38%
Humanities	21	8	38%
Total	122	56	46%

Course Syllabi

Each course in the College of Language and Letters has a published syllabus. These syllabi help establish course consistency and goal uniformity. Each syllabus contains the following information:

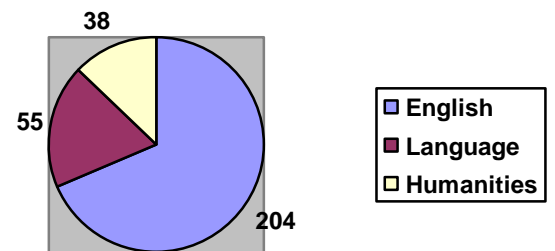
- Course Title
- Class Code
- General Education Information
- Catalog Description
- Topics
- Objectives
- Requirements
- Prerequisites



Course Sections

The College of Language and Letters offers an average of 288 sections of courses each semester. For Winter 2002, the English department teaches 69% of the courses offered, the Foreign Language department teaches 18%, and the Humanities department teaches 13%.

Sections	F01	W02
English	194	204
Language	47	55
Humanities	38	38
Total	279	297



College Issues

Teaching and Advising

Student Evaluations

Student evaluations are a good general indicator of teacher performance. During the Fall 2001, 2,003 students evaluated 28 college faculty including 36% of the full-time faculty. Generally, students evaluate one-third of the College faculty each semester. The charts indicate the overall course and instructor ratings for the College. (Note that the statistics for Fall 2000 and Winter 2001 include the Communication Department.)

Courses	F00	W01	F01
English	5.26	5.47	5.36
Language	5.59	6.11	5.71
Humanities	5.53	5.04	5.38
Overall	5.38	5.46	5.41

Instructors	F00	W01	F01
English	5.62	5.83	6.05
Language	5.86	6.34	5.75
Humanities	5.80	5.18	5.63
Overall	5.72	5.73	5.77

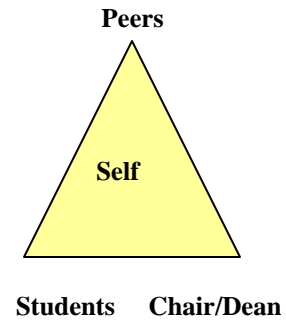
Students Evaluating	F00	W01	F01
English	1596	1484	1433
Language	72	57	273
Humanities	258	514	297
Overall	1926	2055	2003

Peer Evaluations

The post-CFS teacher evaluation process occurs for each faculty member every three years and lasts two consecutive semesters. Generated reports come from five principal groups: students, peers, department chair, college dean, and self. The guidelines below are for the different groups for each semester.

First Semester

- ⊆ **Students.** Student evaluations are conducted in each of the teacher=s classes.
- ⊆ **Peers.** A peer review is organized. Three faculty members (ideally two from the department and one from the college) make an unannounced visit to a class session. A simple observation strategy using the SII format (strengths, improvements, insights) could be used. The three visitors and faculty member later meet for lunch to discuss the observations in an open and unthreatening atmosphere. None of these proceedings are reported to the department chair, college dean, or to the administration. The lunch will be paid by the college.
- ⊆ **Chair/Deans.** An unannounced classroom visit is made by the department chair and college dean, who return a report of their impressions of the visit to the faculty member.

**Second Semester**

- ⊆ **Self.** Instructors draft a *Faculty Stewardship Review*. They will also submit supporting materials of their choice to illustrate their service as a BYU-Idaho faculty member.

- Department Chair.** These review materials are forwarded to the department chair by an agreed-upon deadline. The chair then schedules a *department stewardship interview* with the faculty member. The objective of the interview is to receive an accounting of stewardship but also to provide an opportunity for reflection, goal setting, and praise for things well done. It's also a chance to see what all of us can do to help the faculty member to grow, improve, and develop professionally.
- College Dean.** The department chair writes a brief report and overall assessment of the faculty member's performance, and forwards it (along with the Faculty Stewardship Review package) to the college dean. The dean will then schedule a *college stewardship interview* with the faculty member. A report of the dean's interview and overall performance assessment is forwarded to the academic vice-president.

Advising

The College of Language and Letters currently has 51 faculty members who advise 948 students. The English faculty averages 21 advisees per faculty member, while Foreign Language advises 15 students and Humanities advises 7 students. The College averages 14 advisees for each advisor.

Advisees	F01	W02
English	665	720
Language	139	156
Humanities	45	72
Total	849	948

Advisors	F01	W02
English	32	34
Language	9	10
Humanities	7	7
Total	48	51

Advisor/Advisee Ratio	F01	W02
English	21	21
Language	15	15
Humanities	5	7
Average	14	14

Faculty

Faculty Degrees

The College of Language and Letters has 58 full-time faculty and 16 part-time faculty for a total faculty of 74.

Faculty	Full	Part	Total
English	40	14	54
Language	11	2	13
Humanities	7	0	7
Total	58	16	74

Of the full-time faculty 15 (26%) have terminal degrees, 42 (72%) have a master’s degree, and only 1 person (2%) has a bachelor’s degree (she will complete her M.A. degree this summer).

Full-time Faculty Degrees	BA	MA MFA	PhD EdD DA
English	1	29	10
Language	0	8	3
Humanities	0	5	2
Total	1	42	15
Percentage	2%	72%	26%

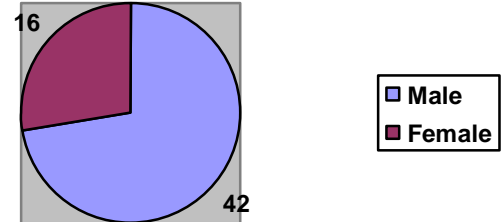
Of the part-time faculty 63% have a master’s degree and 37% have a bachelor’s degree. Individuals with a bachelor’s degree only teach lower-division courses.

Part-time Faculty Degrees	BA	MA MFA	PhD EdD DA
English	6	8	0
Language	0	2	0
Humanities	0	0	0
Total	6	10	0
Percentage	37%	63%	0

Faculty Gender

Of the 58 full-time faculty, 42 (72%) are male, and 16 (28%) are female.

Gender	Male	Female	Total
English	25	15	40
Language	10	1	11
Humanities	7	0	7
Total	42	16	58
Percentage	72%	28%	



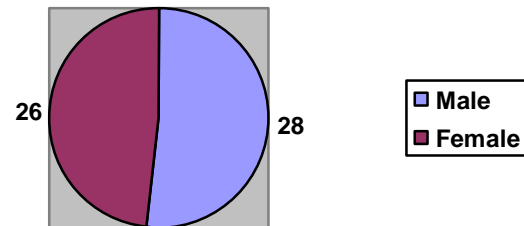
Of the 16 part-time faculty, 31% are male, and 69% are female.

Gender	Male	Female	Total
English	3	11	14
Language	2	0	2
Humanities	0	0	0
Total	5	11	16
Percentage	31%	69%	

Of the combined full- and part-time faculty, 47 (64%) are male, and 27 (36%) are female.

Gender	Male	Female	Total
English	28	26	54
Language	12	1	13
Humanities	7	0	7
Total	47	27	74
Percentage	64%	36%	

The English Department's combined full- and part-time faculty gender ratio is 52% male (28) and 48% female (26).



Supporting Resources

Space

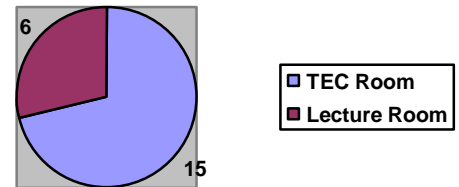
The College of Language and Letters has a total of 66 offices in the following buildings: Smith, Smith Annex, Taylor, and Rigby Hall. Each full-time faculty member has an individual office while English part-time faculty share offices.

The College of Language and Letters has a total of 21 classrooms including 4 that are shared with other departments in the College and with some departments outside the College.

	Offices
English	44
Language	12
Humanities	8
College Dean	2
Total	66

	Classes
English	12
Language	2
Humanities	3
Shared	4
Total	21

Of these 21 classrooms, 15 are technology rooms that are either complete technology rooms or multimedia rooms. The final six rooms are lecture rooms.



Staff

The College of Language and Letters has the support of two full-time secretaries, two part-time secretaries, and ten student secretaries.

- College Secretary—Sharon Hall
- English Secretary—Jeanne Reinwand
- Foreign Language Secretary—in process
- Humanities Secretary—Euleza Hymas
- Student Secretaries
 - Wendy Adams
 - Amy Chandler
 - Candace Wood
 - Heidi Neville
 - Cynthia Mann
 - Kimberly Barker
 - Julie Silotti
 - Natalie Keyser
 - Rachel Johnson
 - Brooke Warner

Policies and Processes

The English Department has adopted guidelines for classroom readings. All Department faculty are familiar with these guidelines and the grievance process students follow when they have concerns about reading selections.

English

The guidelines read in part:

“In harmony with both the BYU-Idaho Mission Statement and the Statement on Academic Freedom, the English Department offers a statement of philosophy and guidelines concerning the selection and teaching of reading materials within our department.

“Great literature is the artistic expression of complex human experience in language rendered by insightful writers. Our object in BYU-Idaho English courses is to develop minds and spirits through texts that have the potential to enrich and enable. Just as daily life teaches and refines us through experience with opposites, so literature often works by means of conflict. Because great literature and essay treat inherently difficult moral, philosophical, and social issues, they sometimes confront us with what is tragic and ugly in human experience along with what is hopeful and beautiful. In contrast, poorly written works tend to present human experience in shallow, simplistic, and sentimental ways. Some literature and essays judged by scholars to have merit realistically or figuratively depict life in language which may, paradoxically, be either beautiful or offensive or both. Nevertheless, literature and essays should not be judged merely by their diction and subject matter or the contents of isolated passages. Ultimately, great writing should teach readers to understand and appreciate the dignified, empathetic, and artistically skilled rendering of complex human experience.”

Foreign Language

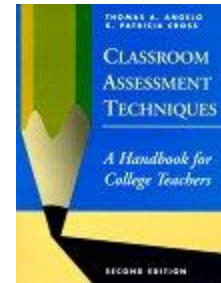
Humanities & Philosophy

Assessment Practices

The College of Language and Letters does not currently have any assessment practices. However, the College is actively preparing to implement formal and informal assessment strategies beginning Fall 2002.

To prepare for assessment, we are doing the following:

- **Scholarship.** Each College Council member has received Thomas A. Angelo and K. Patricia Cross's *Classroom Assessment Technique: A Handbook for College Teachers*. College Council has begun to discuss the text.
- **Workshop.** Rhonda Seamons has expertise in assessment. During first summer term, Rhonda will conduct an assessment workshop for select members of College Council. In the workshop we will gain a philosophical and practical understanding of the following assessment theories: social reconstructionism, existentialism, essentialism, perennialism, progressivism, behaviorism. We will discuss these theories in relation to LDS principles
- **Conference.** Steven Hunsaker will attend a national conference on classroom assessment in June at Boston. He will share his materials with the College.
- **Teaching Goals Inventory.** Members of College Council have taken the Teaching Goals Inventory, an assessment of course goals. (The English department has also introduced TGI to its department.) The inventory ranks how the following goals are emphasized in a particular course:
 - High-order thinking skills
 - Basic academic success skills
 - Discipline-specific knowledge and skills
 - Liberal arts and academic values
 - Work and career preparation
 - Personal development



Changes, Strengths, and Concerns

Changes

College of Language and Letters—Rod Keller

- **Organization.** The significant change is the creation of the College of Language and Letters. This reorganization has meant the loss of the Communication department from the college.
- **Dean.** The College experienced a change in leadership. Lee Warnick was the former dean, and Rod Keller is the current dean.

English

English—Kip Hartvigsen

- **Curriculum.** As the English department begins to offer baccalaureate degrees, we have added the junior-tier of major's course work and strengthened all emphasis areas within those degree options. Each emphasis now provides a culminating course or practicum that anticipates real-life experience and enhances the student's marketability.
- **Committees.** To encourage the free-exchange of ideas, all full-time and many part-time English faculty currently serve on core committees, the chair of each serving additionally on a fourteen-member English Council. This Council meets bi-monthly to discuss and debate issues relevant to the English major and the department in general. In addition, the department chair has met with all department members individually to encourage the open exchange of ideas.
- **Advising.** The English department has prepared advising packets and has called several general advising meetings for all majors.
- **English Club.** The English department has organized a club for majors, an association which provides students social, service, and pre-professional experiences.

Foreign Language

Humanities & Philosophy

- **Writing Across the Curriculum.** The English department has been invited to provide pre-CFS faculty training in “Writing Across the Curriculum” issues. The first workshop is meeting bi-monthly during the Winter 2002 semester.

English

Foreign Language—Mel Sanford

- **Curriculum.** The university has approved the launching of a full Foreign Language program for Fall 2002. This includes a Spanish teaching major, a teaching minor in Spanish, French, German, and a regular minor in Spanish, French, German, Chinese, and Russian.
- **B.A. Language Requirement.** The university has also approved an eleven-credit hour program to meet the impending Bachelor of Arts language graduation requirement.
- **Foreign Language 202.** In addition, Foreign Language has created a course to meet the B.A. requirement for students with skills in languages not taught at BYU-Idaho. This consists of a BYU-Provo administered test for 102 and 201 and a BYU-Idaho class entitled Foreign Language 202.
- **Office Manager.** We have received administrative approval to hire a .38 time year-round office manager. This improvement creates continuity for our year-round program and allows a fully trained office manager to train part-time student help. More, it permits the department to build language programs that can be administered from the main office.
- **Hires.** By April 1, 2002, we will have hired an additional Spanish teacher and a one-year appointment in Mandarin, bringing both programs to strength.

Foreign Language

Humanities & Philosophy

Humanities & Philosophy—Jeff Andersen

- **Enhanced Travel-Study Program.** The transition to BYU-Idaho and the change to two summer terms have facilitated a reevaluation of the annual travel-study program to Europe the department has sponsored for its 12th year. In the past, course work has been completed through a combination of pre-trip work during winter semester and work on location in Europe. The 3-track system made it impractical to do a significant amount of coursework during winter because some of the program participants are not on track that semester. We devised a plan to spend one week on campus directly after winter semester before departing for Europe. This will enable faculty to lay a foundation in preparation for the travel experience and give greater academic clarity and weight to the program. In addition, we refined the travel-study application process and have made strides towards standardization of applications and requirements among the three major travel-study programs. However, much more needs to be done to achieve greater consistency among programs.
- **New Courses.** As part of the transition to BYU-Idaho, we began teaching two new courses this year: Humanities 266 (American Humanities), and Humanities 333 (Spirituality in the Arts). We are satisfied with the enrollment in each class, given the newness of both courses and the four-year minor.
- **Web Courses.** Students and faculty have expressed frustration with the content and the delivery of web courses in our department (we offer Humanities 201/202 and Philosophy 110 as developed by BYU-Provo). In response to these concerns, we have taken steps to improve these web courses. Rick Davis is currently using a leave to make modifications in 201/202 courses, both in content and delivery. He is also working on a new Hum 101 web course that will be a great addition to campus web offerings. It will allow students to satisfy a GE requirement, while freeing up considerable space for on-campus sections. Brian Merrill has been granted a ½ load

English

Foreign Language

Humanities & Philosophy

release this summer to improve the Philosophy 110 web course.

- **Field Trip.** For the first time in memory, the department sponsored and funded a field trip in conjunction with Humanities courses. Students and faculty from Hum 266 and 333 traveled to Salt Lake and Provo. In Salt Lake the group took a tour of the Conference Center and Cathedral of the Madeleine and viewed a copy of Michelangelo's *Pieta* in a Methodist church. In Provo they toured the Smithsonian American Art exhibit at the BYU art gallery, as well as viewed the museum's own excellent collection of art and a special exhibit on LDS church architecture.

English

Strengths

Foreign Language

College of Language and Letters—Rod Keller

- **Faculty.** Without a doubt, the greatest strength of the College of Language and Letters is its faculty. We have 58 full-time and 16 part-time faculty who are professional, innovative, committed, diligent, student-centered teachers. The faculty represent an integrated blend of academically prepared, spiritually gifted, and personally dedicated teachers who have a love for the gospel, for the profession, for students, and for the university.
- **Curriculum.** The curriculum of the programs in the College of Language and Letters exemplifies "Rethinking Education." Although the programs are founded in traditional principles found in other educational programs, the programs in our College are innovative, intellectually based, career-oriented courses and degrees. Although some courses in the college aren't offered anywhere else in the country, they are courses other institutions are eying with envy.
- **Professional Development.** The department chairs and College faculty are committed to professional development in their own disciplines and in the scholarship of teaching and learning.

Humanities & Philosophy

English—Kip Hartvigsen

- **Faculty.** The department, comprised of 54 full-time and adjunct members, remains diverse and congenial.
- **Four-year Program.** Faculty members stretch themselves to gear up for a four-year program. All department members have responded willingly to invitations to take on new course work and challenges.
- **Full-loads.** Faculty members continue to work diligently given their stiff load requirements: full-time faculty have no fewer than three composition courses which consume much of their time grading. In addition, full-time faculty members teach two literature courses, advise students, serve on committees, mentor clubs, and juggle routines to prepare for new courses. The department is productive and committed.
- **Adjunct Faculty.** The department's adjunct faculty are likewise professional and committed, their contribution significant, typically going well beyond their contract hours.
- **Teacher Evaluations.** Teacher evaluations remain generally high; however, when a course/teacher receives a low evaluation, those faculty are open to suggestions and diligently work for improvement.
- **Professional Development.** The faculty participate in department meetings, workshops, and professional meetings.
- **Student Literary Journal.** Under the direction of the English department, BYU-Idaho has created its third edition of *Outlet: The BYU-Idaho Literary Journal*. In 2001, *Outlet* earned third place regionally and was nationally awarded as the most improved student literary journal.
- **Department Newsletter.** Each semester the English department publishes a newsletter as an avenue for faculty to share ideas, experiences, and research.
- **Creativity.** The faculty are creative in the classroom as demonstrated during a recent retreat when 25 teachers each shared diverse teaching strategies among themselves.

English

Foreign Language

Humanities & Philosophy

Foreign Language—Mel Sanford

- **Degrees.** Our ratio of doctorate's to master's degrees has improved. With the new Spanish hire and with Brent Strong returning to replace Don Holman, we have a ratio of five doctorate's to six master's degrees. Four master's degree holders will retire within three years. One master's degree faculty member has expressed interest in finishing his doctorate, and one is hard at the task.
- **Teaching Degree.** Language teaching majors and minors will have the good fortune to learn pedagogy from John Ivers, who holds a doctorate in Curriculum and Teaching with an emphasis on foreign language pedagogy.
- **Physical Environment.** Our physical environment is superb. Foreign Language upgraded its departmental office last year while the university continues its on-going policy of remodeling our faculty offices.
- **Funding.** The Foreign Language Department is amply funded. In computers and printers we lack for nothing.
- **Assessment.** Several faculty members and committees are actively producing assessment techniques and other plans that when developed will enhance the department's mission.

English

Foreign Language

Humanities & Philosophy—Jeff Andersen

- **Overall.** Our department works hard, carrying greater than 100%/faculty member teaching load and averaging a student-teacher ratio of about 30:1 while teaching about 1/3 of all BYU-Idaho students each year. We get along with each other famously; we don't make many waves or ask for much in resources. We use our budget wisely and are stalwart supporters of BYU-Idaho.

Humanities & Philosophy

Concerns

College of Language and Letters—Rod Keller

- **Faculty Load.** The faculty works long, hard hours with high personal and institutional expectations. The College needs to encourage relief through built-in three-credit curriculum and sabbatical leaves.
- **Curriculum Development.** Many courses in the College are new or have received a major new focus. Rather than rush through development as we teach courses, faculty need to establish and apply solid, discipline-specific theories and pedagogy to reflect the scholarship of learning and teaching.
- **Assessment.** Currently the College has no formal assessment strategies. However, College Council is actively preparing itself in assessment philosophy and strategies to implement assessment tools beginning Fall 2002.

English

Foreign Language

English—Kip Hartvigsen

- **Course Uniformity.** Because there is disagreement about the content of some courses, the department needs to standardize objectives.
- **Course Levels.** As we move to a four-year program, the department needs to clarify the progression of 200-, 300-, and 400-level courses. In particular, faculty are confused and frustrated about how to best meet the needs of both G.E. and English students in 300-level courses.
- **Assessment.** The department needs to establish clear assessment instruments at several levels: the course, the emphasis, and the major.
- **Paper Fatigue.** The department needs to discover ways to prevent “paper fatigue.” Some faculty express discouragement with the relentless paper load that composition courses require, especially given the challenge to develop rigorous new courses. The 15 + 15 + 7 contract leaves little time for faculty to reinvigorate themselves or explore content for new courses.

Humanities & Philosophy

Foreign Language—Mel Sanford

- **Language Lab.** We have neither an electronic language lab nor advanced plans for creating a live lab. This latter issue must be vigorously addressed if the department is to meet its goal of producing high oral performance in graduates.
- **French.** French, the second largest language in the department remains hobbled by a department chair who must give less than a full effort to teaching and by the fact that the second teacher is on a year-to-year hire basis.
- **Retirement.** Some faculty nearing retirement look more toward the door than the pursuit of department goals. This reduces their effectiveness in seeking solutions to pressing problems.
- **Oral Proficiency Interviews.** To lend credence to our program, we must bring language faculty up to speed in Oral Proficiency Interview training, a potentially difficult and time-consuming process.
- **Motivation.** Although signs of progress blossom here and there, the department chair remains largely ineffective in instilling in faculty members a healthy sense of change and a zest for exploring new methods and approaches.
- **Enrollment.** Finally, we gaze at the future and tremble at the thought of reduced numbers in foreign language. Restrictions on credit hours, along with the university's emphasis on producing assembly-line scholars, may reduce students' ability to browse in language fields. To address a potential decline in numbers we are creating and will propose certain "Area Studies" programs and will explore integrated degrees with such departments as geography, criminal justice, history, and business. To encourage higher enrollments, we have adopted the drumbeat message "Recruitment, Retention, Assessment, Improvement."

English

Foreign Language

Humanities & Philosophy

Humanities & Philosophy—Jeff Andersen

- **Faculty Load.** One concern we expressed in last year's review is still present without any progress toward improvement or finding alternate solutions. We still have a problem with faculty load, particularly in regard to philosophy courses. We have one full-time faculty member (Brian Merrill) involved in trying to direct the philosophy minor. Brian teaches four or even five different classes each semester in order to provide the courses needed for the minor. Initially, we could depend on the English department to allow some of their faculty to teach a philosophy course for us. However, the English department is now involved in offering upper division courses for that major and is reining in the number of courses taught for other departments.

English

Foreign Language

While Brian wants to continue teaching whatever is necessary in order for the minor to continue, it does not seem fair to him or to his students to allow this to continue. He simply does not have the time to adequately prepare, teach, and administer all the different courses he is responsible for. Moreover, if he ever wants to take a leave, Philosophy courses will come to a standstill. Our department, together with our Dean and Academic Vice President need to discuss this situation and come to some solution, whether it be to drop the Philosophy minor, integrate with the Humanities minor or B.A. degree, or find resources to enable us to hire an additional faculty member.

Humanities & Philosophy

Budget Issues

Resource Use

The College of Language and Letters and the Departments of English, Foreign Language, and Humanities & Philosophy strive to be careful stewards of financial resources. The three departments used 89% of their 2001 budgets.

The College of Language and Letters last year's additional requests were for funding and equipment for the Department of Communication. The College of Business and Communication will report on these items.

- Permanent funding for CD yearbook
- Broadcasting equipment
- Multimedia projector

English Budget Report-- 2001

Account	Budget	Balance	%
Office	12,167	-1,137	109
Teaching	5,908	3,042	49
Printing	24,269	4,733	80
Phone	1,132	896	21
Postage	1,075	392	64
Dues	603	317	47
Fees	1,394	314	77
Other	6,629	1,1619	76
Student	0	-3	0
Computer	4,460	4,460	0
Equipment	2,715	1,488	45
Inventory	0	0	0
Non-Inven	500	500	0
Total	60,852	15,731	74

Foreign Language Budget Report—2001

Account	Budget	Balance	%
Office	1,909	-849	144
Teaching	2,034	2	100
Printing	1,959	299	85
Phone	426	154	64
Postage	82	-43	152
Fees	2,576	1,127	56
Media	214	209	2
Other	1,876	-1,608	186
Computer	635	635	0
Equipment	824	824	0
Inventory	0	0	0
Non-Inven	0	-258	0
Total	12,535	5,925	96

Humanities & Philosophy Budget Report—2001

Account	Budget	Balance	%
Office	1,030	-141	114
Teaching	3,121	306	90
Printing	3,033	1,408	54
Phone	258	210	81
Postage	258	-52	120
Other	3,046	-3,827	226
Computer	1,030	888	97
Equipment	1,805	1,511	81
Inventory	0	0	0
Non-Inven	0	40	0
Total	13,581	351	97

Resource Request

The College of Language and Letters and its three departments plan to function comfortably within the parameters of the 2003 budget.

The College of Language and Letters does anticipate the need for new Mandarin Chinese faculty hires and does not expect other hires except replacements for retiring faculty.

The College of Language and Letters makes two requests for the 2003 budget.

- Additional permanent funding for *Outlet: The BYU-Idaho Literary Journal*. We request an additional \$400 to offset higher production costs. The current funding is \$2,600; we request \$3,000.
- A technology room for Smith 378.



College of Language and Letters

Account	2002 Budget	2003 Budget
Office	1,000	1,000
Teaching	1,000	1,000
Telephone	700	700
Postage	500	500
Printing	1,000	1,000
Inventory	0	0
Non-Inven	0	0
Fees	300	300
Other	2,447	2,447
Equipment	500	500
Computer	1,000	1,000
Profession	3,000	3,000
Capital	0	0
Cell	300	300
Totals	11,747	11,747

English

Account	2002 Budget	2003 Budget
Student	21,623	22,358
Office	12,167	12,167
Teaching	7,108	7,108
Telephone	1,132	1,032
Postage	1,075	1,705
Printing	24,269	24,269
Travel	2,248	2,248
Profession		27,502
Travel	558	1,058
Dues	555	555
Fees	1,324	1,324
Other	6,629	5,129
Food	0	1,000
Equipment	2,715	2,715
Computer	4,460	4,460
Totals	113,365	114,100

Foreign Language

Account	2002 Budget	2003 Budget
Wages	11,305	11,689
Office	1,909	1,909
Teaching	2,034	2,034
Telephone	426	426
Postage	82	82
Printing	1,959	1,959
Inventory	0	0
Profession	8,500	8,500
Non-Inven	0	0
Fees	2,576	2,576
Other	1,618	1,618
Equipment	524	524
Computer	935	935
Totals	31,868	32,252

Humanities & Philosophy

Account	2002 Budget	2003 Budget
Wages	2,800	2,895
Office	2,500	2,500
Teaching	3,176	3,176
Telephone	200	300
Postage	300	300
Printing	2,000	1,500
Inventory	0	0
Non-Inven	0	0
Travel	5,950	5,950
Other	3,500	3,400
Develop	0	500
Equipment	1,000	1,000
Computer	500	500
Totals	21,926	22,021