

The Telitha E. Lindquist College of Arts & Humanities Annual Report 2008-2009

The annual report of the Telitha E. Lindquist College of Arts & Humanities incorporates information on the five academic departments which form the largest faculty grouping in the university: the departments of Communication, English Language & Literature, Foreign Languages & Literatures, Performing Arts, and Visual Arts. In addition, the college assumes fiscal and program responsibility for cultural programs through the Office of Cultural Affairs, the Bonneville Chamber Music Festival, the Hurst Artist in Residence Program, the Shaw Gallery Visiting Artist series, the Venture Project, and *Weber: A Journal of the Contemporary West*. Major co-curricular activities mentored by departments include: *The Signpost*, WSU News (TV), KWCR Radio, *Metaphor* (a student literary magazine), the Piano Prep program and Strings Project. All of these programs contribute to the mission of the college in terms of academics and cultural outreach.

A. College-level Goals: Progress in 2008-09

College Goals from the past year are in *bold italics*, followed by a progress report in standard type. Many college goals have continued over several years. The process for setting goals is an iterative one among faculty, chairs, and the dean's office; *new goals for 2009-10* appear in section D.

I. To create better assessment tools for General Education in the Creative Arts and Humanities with the possibility that results will suggest adjustments to General Education outcomes in the departments.

In fall 2008, four departments--English, Communication, Visual Arts, and Philosophy-- committed themselves to assessing learning outcomes in at least some of their General Education offerings. In each of these departments, faculty members developed an "early semester prompt" and "later semester prompt," the responses to which might be compared. The college General Education Committee encouraged participating faculty to submit an evaluation report, documenting faculty members' assessment of the extent to which students met the learning outcomes of the course. We also encouraged faculty to evaluate: 1) the learning outcomes themselves (did those selected seem to be appropriate? Might other outcomes be more appropriate for the course?); and 2) the measures by which the faculty member evaluated progress toward meeting the outcomes (would other assessment measures be more accurate? More revealing?).

Faculty members from two departments--Performing Arts and Languages--decided to engage in assessment during spring semester 2009. Faculty members teaching in these departments will not submit reports until early Fall 09.

Findings: Eleven faculty members submitted reports on nine different classes (ENGL 2200, 3520, 3750; COMM 2110; ART 1010, 1030; MUSC 1030; PHIL 1000; and HONORS 2110B). Several faculty submitted student samples without any commentary. Other faculty discussed what their students did in class, but didn't connect those activities to learning outcomes. A minority of faculty members submitted reports that drew conclusions about learning outcomes based on early and late assessment measures. At least two faculty determined that the assessment tools they employed weren't assessing what needed to be assessed.

Next Steps: The dean read assessment reports from the eleven faculty members who submitted them in mid-spring 2009 and has written short responses to them. She asked members of the college GENED committee to review reports as time allows this summer, perhaps offering further suggestions to authors and to college faculty as a whole. Faculty who engaged in assessment this spring will submit reports to the Dean's office by October 1, 2009.

After we've seen results of fall '08 and spring '09 assessments, we will determine whether to retain or revise some of the learning outcomes associated with A&H courses.

II. To strengthen the teacher education programs in the college so that they can meet NCATE/SPA standards. [Note: the College of Education is moving to a new accrediting agency—TEAC—so standards will be changing.] Shepherd a proposed Dance Education major through the approval process as well as the proposed minor in Linguistics.

Dance Education and Linguistics proposals moved successfully through the approval process. Both programs are attracting students. DOVA renamed the BA/BS in Art Education. From now on this degree will be the Art Education Composite.

III. To increase external funding .

Development Report: Gifts

During 2008/09, the College received more than \$575,000 in gifts for scholarships, equipment, and programs. Of that amount, there were a number of notable gifts:

Stewart Education Foundation (unrestricted & Communication scholarship)	\$120,000
Weber County RAMP (2008 grants, 9 projects)	75,500
Weber County RAMP (2009 grants, 6 projects)	67,000
Val A. Browning Foundation (Browning Center sound board)	19,000
Marriner S. Eccles Foundation (Cultural Affairs & Shaw Gallery)	17,000
Hetzel-Hoellein Family Foundation (NULC)	10,000
Elliott-Hall Company (scholarship)	10,000

We have also received a pledge of \$40,000 from the George S. & Dolores Doré Eccles Foundation and \$7,000 from Wells Fargo to install a new athletic floor in the Browning Center's movement studio.

In addition, the university received \$1,811,060 in gifts for Elizabeth Hall during FY09, bringing the total raised for the building to \$4,563,874.

Special Events & Outreach Activities

The Dean's office worked with development director Carol Biddle, other development staff and the Alumni Association on the following special events:

Elizabeth Hall Donor Preview Reception

Elizabeth Hall Grand Opening

Annual Arts & Humanities Scholarship Dinner with donors and recipients

Signpost Reunion (organized and presented by the Alumni Association)

Alumni /NAC reception in conjunction with the WSU Wind Ensemble at Carnegie Hall, NYC

IV. To consider carefully any new graduate programs in the college such as one for Professional leadership in Communication or the MFA in Visual Arts.

The Department of Communication prepared a compelling case for a Masters degree in Professional Communication. Their proposal has moved through on-campus stages of the approval process. DOVA continues to think about MFA possibilities.

V. To increase salaries for new faculty to be competitive and for current faculty who are squeezed in the process.

We have made no progress in this area. Budgetary constraints prompted the non-renewal of three staff members and two contract faculty at the end of June 2009. We made no tenure-line hires for the coming year. Salaries will remain flat.

VI. To discuss ways in which college programs can become more interdisciplinary especially as the humanities are housed together in Elizabeth Hall.

Chairs of ENGL and LANG decided that rather than concentrating locations of departmental faculty offices on different floors of Elizabeth Hall, they would intersperse ENGL and LANG faculty on floors two and four. We already have seen some benefit to this commingling, as English faculty and foreign language faculty have participated together in a couple of poetry readings. In addition, there has been some cooperation between COMM and TBE on a new recording lab to be housed in E-Hall.

The chair of DOVA has been active in gathering together faculty from across campus who might be interested in implementing Visual Literacy courses. The ultimate goal would be to include visual literacy as a required General Education competency.

VII. To promote discussion between the dean and departmental chairs about departmental and college goals.

As noted in last year's report, all departments in A&H strongly agree with two statements in the *Vision: 2030* document: 1) that WSU will be a cultural and artistic leader in Northern Utah; 2) that WSU will foster research related to pedagogy. All departments also embrace WSU's commitment to undergraduate students. The majority of A&H departments place a high premium on community outreach; they would like to see WSU more actively engaged in the city of Ogden, especially engaged with low-income and Spanish-speaking populations. These departments support service learning, but also would like to work toward large, structural changes that will bring WSU coursework and cultural opportunities to downtown Ogden.

To varying degrees, the departments expressed a desire to increase enrollments in their areas by revising coursework in response to contemporary demands. Departments struggle in their attempts to balance long-held conceptions of "traditional coverage" against more recent realities associated with curricula driven by consumer demand.

Given the economic slow-down, the dean has asked departments to think very strategically about their particular strengths, weaknesses, and opportunities. To facilitate this strategic thinking, the college hired Kim Wheatley to moderate gatherings of an *ad hoc* "Creative Planning Committee." This committee, composed of the dean, five chairs, Debbi Murphy, Diane Neri Stern, Carol Biddle, and Ray Barrios (chair of the college's advisory board) met twice, with one of those meetings being a full day off campus. As a result of these discussions, the college intends to engage in focused advertising and recruiting (emphasizing electronic media and social networking) with the goal of increasing audience attendance and student enrollment.

B. Outcomes of Program Reviews or Accreditation Reviews in 2008-09

Department of Visual Arts: DOVA has scheduled visits from two NASAD reviewers for October 2009. These visits initiate DOVA's application for accreditation.

Department of Performing Arts: In the music area, Dr. Mike Palumbo has started gathering materials for an interim accreditation report to NASM, due in 2010.

C. Significant Achievements of A&H College Programs

I. CULTURAL AFFAIRS:

Under the leadership of Diane Neri Stern, Cultural Affairs scheduled, promoted, and presented nine performances (including Hurst Artist in Residence performances): two dance, two theater, two world music, and three chamber music. Total Attendance: 3036 at performances; 3110 in residency activities. Last year's attendance at performances was 2809, so this year's offerings attracted 227 more audience members.

Additional funding secured through grants and donations totaled \$37,987 (RAMP, Marriner S. Eccles; New England Foundation for the Arts; WESTAF.)

Some Highlights from the Season:

New York Chamber Soloists – Babar the Little Elephant

WSU was NYCS's anchor for the Utah Arts Council tour. NYCS provided a teacher workshop for 25 Ogden School district teachers with Dr. Thom Priest. Teachers received re-licensure points from the district for attending. Each teacher received a hardback copy of the original Babar book for their classrooms.

LA Theater Works – Presentation of "The Monkey Trial." Brought to Utah in partnership with U of U Kingsbury Hall. Cultural Affairs sponsored two brown bag lectures by WSU faculty: Thom Kuehls "Teaching Evolution and the Supreme Court"; and Drs. Rosemary Conover & Sam Zeveloff "Darwin, Darwinism and Teaching Science in the 21st Century." Other activities by members of TheaterWorks included a master class for theater students; public talk with Susan Lowenberg; and a RadioWest interview with Ed Asner.

Spectrum Dance Theater – Our Hurst Artist in Residence, Donald Byrd, coordinated activities with WSU's Holocaust Commemoration as well as with dance faculty. His residency included three university visits.

Ros Warby - Videodance workshop – partner with Foursite Film Institute. Master class for WSU dance students.

II. THE VENTURE COURSE: Fall 2008 launched Ogden's Venture Course in the Humanities, a partnership between the Telitha E. Lindquist College of Arts & Humanities (A&H) and the Utah Humanities Council (UHC). A nine-month college-level course, Venture is designed to help Ogden's low-income adults who lack the financial and personal resources to further their education. Venture students gain confidence in their academic and social abilities and, in turn, realize personal goals for improving their life's circumstances. Participants can earn ten college credits upon completion, which may jump-start some toward further college studies. Ogden-Weber Community Action Partnership (OWCAP) provides space where five WSU faculty members teach the course's section offerings - composition, literature, art history, American history, philosophy - two evenings a week. Nineteen students graduated from this first year of Venture in April. Of those, at least five students are currently enrolled at WSU for further studies. Recruitment for Venture students comes through direct contacts with many of Ogden's nonprofits (Ogden Adult Education, Job Corps, OWCAP, YCC, Headstart). Venture received major support for the 2008-2009 year through WSU's Provost's Office, the College of Arts & Humanities, and the Utah Humanities Council. Three faculty from A&H participated in the 2008-09 Venture Course: Shannon Butler, Debi Sheridan, and Angelika Pagel, teaching composition, literature, and art history respectively. Ogden Venture is directed by Shannon Butler, English faculty, under the administration of Dean Miner and Jean Cheney of UHC.

III. WEBER: THE CONTEMPORARY WEST: The journal has continued to flourish, despite significant budget cuts and the loss of Kay Anderson in her position as Managing Editor. *Weber* was able to hire Elizabeth Dohrer as new Managing Editor on an hourly basis and had the good fortune to secure a Hemingway Excellence grant for this coming year. Nevertheless, in view of the diminished budget, *Weber* will appear with only two issues in 2010 and 2011. In terms of content, the journal has continued its mission as a cutting-edge publication with a national/international record. The fall 2008 issue, for example, featured a "Middle Eastern focus" and included an excerpt from Jordanian writer Fadia Faqir, who has an international following. The Winter 09 issue was once again designated as a FilmFocus to coincide with the Sundance Film Festival and featured essays on Iranian film, soundscapes in science fiction films, and the representation of "yellowface" in Hollywood films produced before and during World War II, among others. That issue's Global Spotlight author was the Swiss writer Daniel Zahno, who was followed, in the spring 09 issue, by Chinese-born poet and novelist Ha Jin, whose recognitions include a National Book Award and a Pen/Faulkner Award, among numerous others. The fall 09 issue will feature an "India/Postcolonial focus" and include several local writers as well as New York-based poet Meena Alexander (winner of a 2009 Guggenheim Fellowship). Ms. Alexander will also be the starred author of the journal's well-known Interview Series, which has, this past year, also published interviews with Billy Collins, Naomi Shihab Nye, Pilar Pobil, and Eleanor Wilner. Other interviews scheduled to be released for 2010 (or 2011) will be with W.D. Snodgrass (his very last interview before his death) Irish poet Michael Longley, Native

American poet Dwayne Niatum, and American award-winning novelist Michael Chabon, among several others. Overall, the journal has been trying to keep its high-quality focus and balance local/regional with national /international writers, just as it has been successful in integrating the visual art segment organically into the overall content of respective issues.

IV. BONNEVILLE CHAMBER MUSIC FESTIVAL: The inaugural Bonneville Chamber Music Festival was launched April 25-27, 2007, thanks to generous support from the John A. and Telitha Lindquist Artistic/Creative Endeavor Award and a Hemingway Faculty Excellence Award. The second festival, held March 17-22, 2008, expanded the program and relied upon generous support from the Harris Family Foundation, Weber County RAMP Initiative, the Telitha E. Lindquist College of Arts & Humanities and the Stewart Education Foundation. The festival received praise from audience members and the media, including the *Deseret Morning News*: “*This was chamber music of the highest order. . . [and] proves that Uzur’s brainchild has the makings of a great addition to the Beehive State’s festival scene.*” The 3rd annual Bonneville Chamber Music Festival (April 13-18, 2009) continued this tradition of very high quality performances.

In addition to performing, guest artists of the Bonneville Chamber Music Festival regularly present master classes. They provide an important educational experience not only to WSU students, but also to a wider community, which includes music teachers from public schools and private studios in the region. Guest artists are internationally established artists and professors. They included pianists Boris Slutsky, (Peabody Conservatory at John Hopkins University, Baltimore), Evgeny Rivkin (The University of Georgia), cellist Suren Bagratuni (Michigan State University), Vadim Serebryany, violinists Ino Mirkovich (UNESCO artist of peace and violin professor at E-Vivaldi Conservatory in Venice, Italy), Dmitry Berlinsky (Michigan State University), violist Spencer Martin (Luther College), double bassist Marcos Machado (University of Southern Mississippi) and members of the Amelia Piano Trio.

The 4th Annual Bonneville Chamber Music Festival (April 5-10, 2010) will again bring internationally renowned artists. They will be joined by Weber State faculty members Mark Henderson, Karen Brookens, Michael Palumbo, Don Keipp and Viktor Uzur, among others.

V. THE LEAP PROGRAM

Learning English for Academic Purposes: In 2008-2009, ESL changed its name to the LEAP Program (Learning English for Academic Purposes) to better reflect its mission at the university and in the minds of the community. LEAP has received very positive feedback from students about this change—they feel it focuses on their second language ability rather than implying a second language “deficit.”

LEAP added another level of instruction to its program— Pre-Level One (which corresponds to the ACTFL Novice Low). LEAP has received an increasing number of students who have little or no knowledge of English (in contrast to Level One students who have a beginning level understanding). In fall LEAP had 5 Pre-Level Ones and this spring, 14.

The program did a “make-over” of its program brochure and web-site. The director and staff are still working on the web-site, adding a faculty-adjunct link where instructors can easily access program procedures, standards, rules, and guidelines. Spring semester, the program size doubled. Having a faculty-adjunct page where instructors can readily access information about getting keys, parking permits, grading, program policies, syllabi, etc. helps everyone.

Plans for the coming year include making more connections, both locally and abroad. Ada Rivera and the Director are taking instruction in Blackboard from Gail Niklason, with the intention of helping LEAP faculty incorporate the features offered through Blackboard in classes. The program is surveying faculty and students concerning the use of Facebook and Twitter to connect with students and attract new students. In addition, the program is researching the types of social networks that are most used by students in Asia, the Middle East, and the Americas and hope to use these networks to get its message out globally.

On campus, LEAP is working with Wilderness Recreation in organizing trips for LEAP students (and others). The program is developing special projects class and a service-learning class. The former involves attending a certain number of events on campus, such as athletic events, concerts, plays, attending art exhibits, etc. The students will write about their experiences, getting them more “connected” on campus. LEAP wants to help students get involved in “real” life experiences and connect with other service organizations on campus.

VI. THE DEVELOPMENTAL ENGLISH PROGRAM

Along with the rest of the English Department, faculty in Developmental English moved to Elizabeth Hall in January, 2009. DE faculty are located close to one another, to their colleagues in English, and to the Writing Center. This summer, the director and three faculty members assigned to the program are gathering materials for an accrediting agency review document (NADE).

D. College Goals for 2009-10

Goals for the entire college—

- 1. Publicize, more broadly and with more contemporary media, the work of our college departments; become more visible to the public at large in order to do a better job recruiting audience members to our events and students into our classes.*
- 2. Engage more fully with the Ogden community in mutually-beneficial projects. The Venture Project is a start; let's get even more faculty and students involved in community outreach.*

3. *Wage convincing arguments about the value of arts and humanities coursework to school boards, individuals and communities.*

E. Reports on Departmental Goals for 2008-09; Statement of New Goals

Last year's goals are in italics. The department's responses to those goals are in bold italics.

New goals are in Calibri. Reports were submitted by department chairs.

COMM's GOALS from 2008-09:

1. *experience a safe and successful move to Elizabeth Hall and be ready to function in our new spaces Spring semester 2009*
The move was safe and for the most part successful. We are still working on technology support such as VCRs in all classrooms and equipment to support audio and video production.
2. *finish writing master's degree letter of intent (Sheree Josephson will work on the letter in summer 2008). Discussion and approval at department level. Forward to other reviewers/levels of approval during the 08-09 AY*
The master's degree proposal was approved by the College and University curriculum committees during the 2008-2009 AY and by the Faculty Senate in spring of 2009. The proposal is being rewritten in the summer of 2009 to meet the format requirements of the Board of Regents.
3. *continue to develop and refine assessment methodologies for HU General Education courses*
Significant progress was made on GE assessment for COMM 1020, Principles of Public Speaking and COMM 2110. Assessment instruments were developed, administered and analyzed for both courses in accordance with Humanities General Education learning outcomes.
4. *continue to investigate the feasibility and desirability of moving to online course evaluations*
The department is still uncomfortable with online course evaluations. On the one hand, the prospect is attractive because of the greatly diminished workload that would result from not having to word process written comments from pencil and paper comments. On the other hand, the department still has not devised a solution that would guarantee online completion of evaluations similar to the response rate when evaluations are administered in the classroom.
5. *find and hire the highest quality faculty available to replace Dr. Joel Passey (retirement) and Dr. Shaojing Sun (resignation)*

While this is still a goal for the department, the current budget scenario has necessitated that this goal be placed on the back burner until funding of these positions is feasible.

6. *in the language of our last five-year program review, continue to find ways "to foster a climate conducive to scholarly activity"*

This goal is being accomplished primarily by adjusting teaching schedules to allow faculty blocks of time for research and scholarship. It is also being accomplished by faculty initiative. For example, three department faculty were awarded RSP&G grants to support their scholarship.

COMM's GOALS for 2009–10

1. Continue to develop and refine HU General Education methodologies for COMM 1020 and COMM 2110. Address reliability and validity issues in the assessment methodology developed for COMM 1020 and seek ways to have post-test compliance better match pre-test compliance.
2. Continue to develop our major promotion campaign and implement incrementally as personnel and budget resources permit.
3. Make significant progress on the development of the department Big Book, a department manual that addresses department practices, policies and procedures. A significant portion of our department retreat in August will be devoted to Big Book.
4. Add and/or upgrade department instructional support technologies. The department chair has been building the balance in the R&R budget to meet technology needs such as: a) making room 323 a "smart" classroom, b) upgrading video recording capabilities to record classroom presentations, c) adding a computer lab if needed and if R&R funds are sufficient. (Some faculty are still very unhappy about the department having only one-half of a computer lab available when two were requested. As envisioned by some, the new lab would allow for media convergence.)
5. Complete revision of the Master's Degree proposal for the Board of Regents and successfully defend the proposal at a Board of Regents meeting.
6. Fine tune the curriculum. Review curriculum and enrollment patterns in light of the 2005 major revision. Perhaps eliminate some courses because of weak demand and add others based on feedback from alumni, current students, faculty and employers.
7. Get faculty advisors trained early in the new AY on using Cat Tracks. This includes completion of Cat Tracks 1010 (667-07), 2010 (667-08) and 5010 (667-11) in Training Tracker and/or by dedicated training sessions held for department faculty and staff.

ENGL's GOALS from 2008-09

- 1. successful move into Elizabeth Hall; successful purchase of requested technology for E-Hall to support ENGL teaching and research*
Completed. Department has deposited funds in the College RR account for future technology equipment.
- 2. development of job descriptions for departmental advisor, director of developmental English, director of writing, and director of the MA program*
Completed job descriptions for departmental advisor, director of developmental English, director of LEAP, director of writing, assistant director of writing, director of Master of Arts in English. Conducted evaluations of director of writing and director of master of Arts in English.
Will conduct evaluations of director of developmental English, assistant director of writing, director of LEAP in Fall, 2009.
- 3. designing a course rotation system to ease scheduling of courses*
We will work on this goal in 2009/10.
- 4. development of a stable budget for a year-long ESL program (soon to be re-named LEAP)*
We will work on this goal in 2009/10.
- 5. restoration of funding for a tenure-track Creative Writing line*
We will work on this goal in 2009/10.
- 6. implementation a Graduate Assistant Program for MENG students. The program will include course work in tutoring, tutoring assignments in the Tutoring Center for Fall, 2008 and a teaching assignment and a GA seminar for Spring, 2009*
Developed a successful first year of the Graduate Assistant Program. (Lack of funding has put this program on hold for the time being.)
- 7. over the next few years: increase enrollment in the ENGL MA program to 100 students. Recruitment efforts will be increased in the coming year in order to meet that goal.*

ENGL's GOALS for 2009-10:

1. We will seek to reestablish funding for a Creative Writing faculty position.
2. We plan to design and launch a program of recruitment for both the undergraduate and MA programs with the goal of increasing enrollment.
3. We plan to put into place a course rotation system to maximize faculty talents and assure that courses are available for student in a more consistent fashion.
4. We will work with LEAP to establish a stable year-long budget that avoids deficits.

LANG's GOALS from 2008-09:

1. *successful move into Elizabeth Hall; successful purchase of requested technology for E-Hall to support LANG teaching and research*

We made the move into Elizabeth Hall and have enjoyed using and getting used to the new facilities. Of particular benefit has been the Learning Center and Computer Lab (EH 408) which has been used for teaching, assessment and evaluation. We have put new computers in each classroom in Elizabeth Hall and all faculty now have computers that are less than three years old.

2. *prepare and host Utah Foreign Language Assn's annual meeting at WSU in November 2008*
We successfully sponsored the Utah Foreign Language Association 2008 Annual Conference at WSU on November 6, 2008; attendance included approximately 320 Utah school teachers. We have been asked to host the association again in November 2009.

3. *consider further development of programming that will attract student interest –for example, a language fair for secondary students, certification programs in German, French and/or Spanish, regular activities in student language clubs, expansion of BA as requirement for majors in the College of Arts and Humanities*

We have taken several concrete steps to attract student interest and increase enrollments: we prepared and published a tri-fold brochure for potential students of foreign languages; we revised descriptive information on all majors and minors in the University Catalog, on our website and on flyers; we offered an extra section of Japanese 1010, which filled to capacity; we have begun visits to area high schools, speaking directly to assemblies of foreign language students; we have put informative and decorative materials in the display cases in Elizabeth Hall.

4. *prepare to utilize the new language learning center (lab) in Elizabeth Hall for course enrichment, assessment of lower division progress and program assessment and as a resource for students*

We conducted for the first time all end-of-semester course evaluations online and administered them successfully in our new Computer Lab. In addition, we conducted General Education Assessments in FL 2020 courses and did this in the lab.

5. *develop new testing instruments for students seeking lower division credit in Spanish, French, German, Japanese, Portuguese and Italian*

In process.

6. *revisit structure and efficacy of study abroad and university exchange programs*

We developed a policy for study abroad programs, giving guidance on the numbers of programs and participants; we also established a new university exchange program in Japan – five WSU students will participate in this program in fall 2009.

7. *create opportunities for department wide professional development, i.e., use of new technology in and out of the classroom.*

Eleven out of 13 faculty members used professional development funds to travel to conferences where they presented papers or served as officers of regional or national organizations.

LANG's GOALS for 2009-10

1. We will continue to take steps to attract more students: we hope to initiate a regional language fair in spring 2010; we will improve our interaction with concurrent enrollment; we will support the Governor's Language Council in its goal to establish a two-year high school world language requirement; we will continue to support the BA as the default degree in the arts, humanities and related disciplines.
2. Prepare and host the 2009 Annual Meeting of the Utah Foreign Language Association.
3. We hope to improve testing instruments for students seeking lower division credit in Spanish, French, German, Japanese, Portuguese and Italian.
4. We will develop a new oral testing process for students in FL 4990, Senior Assessment. The goal is to create an on-line oral test using WIMBA Voice Tools; ChiTester does not have the capacity to record answers.
5. Continue to maintain our tradition of having all department faculty trained by ACTFL to administer the Oral Proficiency Interview. When possible we will open up this opportunity to some adjunct faculty.
6. As chair, I will hold a series of 'optional' faculty meetings, in which we will review the National Standards in Foreign Languages and the Oral Proficiency Guidelines.
7. After considerable discussion of the benefits of expanding ASL or beginning courses in Chinese, we will, for the first time in 2009-2010, offer a sequence of Chinese courses (Mandarin). We have two sections of CHNS 1010 scheduled for fall 2009. We hope also to offer CHNS 3320 in spring 2010. Chinese is the fastest growing language being taught in Utah public schools, with programs in Weber and Davis school districts. We expect that within a few years, high school graduates will plan to continue their study of Chinese at Weber State.

DPA's GOALS from 2008-09

1. *host the annual Utah Theatre Association conference in January 2009. Over 1,000 high school students who present and compete in theatre arts will be on campus*
A complete success. Over 1,000 high school students from across the state came to campus for performances, workshops, auditions, and master classes. Coordinated by Professor Jim Christian and facilitated by our students in the theatre area, the event went extremely well. By having these students on campus and giving them the opportunity to see our excellent facilities, we had one of our most successful recruiting years in recent memory.
2. *work closely with the new Director of the Browning Center, Herb Garman, as he begins his tenure with WSU. There are several concerns relating to scheduling and facilities management that need to be reviewed*
Herb has stepped into his new role with gusto. He has made every effort possible to work with faculty and students, and the sense of collaboration between all parties is very high. Herb has worked with our department to make scheduling and facilities management as clear and fair as possible. We have, together, clarified many of the fees associated with use of the Browning Center by the department, individual faculty, and other entities. The department was recently involved in the hiring of a new BC Production Stage Manager (Professor Larry Dooley, committee member).
3. *continue developing and evaluating a possible major in Dance Education*
Successfully completed and implemented.
4. *add an endorsement in elementary school methods (Music)*
This idea has spurred considerable debate in the music area of DPA. Professor Thomas Priest headed the discussion, but with his sabbatical in the spring, much of the conversation came to a standstill. Much of the discussion involves whether or not to simply add courses that might fulfill the endorsement or to make larger changes to the BME degree that would lead to endorsement in K-12. This will be revisited in the 2009-10 academic year.
5. *encourage the three DPA areas to find common ground for collaborative endeavor, including among students and among faculty*
This is an ongoing goal. I would have to say that it was not accomplished on a departmental level (officially), but that students and faculty continue to collaborate on individual levels and in multiple settings.
6. *discuss possible graduate-level offerings. It is possible that we could have courses that supplement Masters Degrees in other areas (e.g., the Master of Education degree) or, perhaps, stand-alone degrees in our areas.*
No substantial progress. There will be discussions this coming year concerning how we can perhaps offer graduate-level supplemental courses for other degree programs (e.g., M.Ed.).

Professor David Akombo is exploring possibilities related to a masters degree in Ethnomusicology. I think “success” under this goal should be measured by the depth of the discussion and not simply by the implementation of such a program. In other words, the goal here is to discern if a masters-level degree is a good idea or not. Implementing such a degree is not a foregone conclusion.

DPA’s GOALS for 2009-10

1.Prepare for the NASM review. Dr. Michael Palumbo is spearheading our preparation for on-site visitation and reporting.

2.Upgrade dance facilities. During the past year, the poor condition of the dance floor in Room

BC 038 caused faculty and students to state their concerns about possible injuries. With the help of Carol Biddle, the department is pursuing grant funding to replace the floor.

3.Continue to build the reputation of our Piano area; advertise our Steinway purchases.

4.Consider how we might engage in more community outreach, perhaps with ArtsBridge.

DOVA's GOALS from 2008-09

- 1. complete the first phase of National Assn of Schools of Art and Design accreditation. The self-study will be completed by the end of summer and the onsite visitors will arrive in October.*
- 2. improve assessment in the department, particularly assessment of BFA students. We are reviewing all BFA students who exhibit in the Shaw Gallery and are trying to review all students who exhibit their BFA Thesis off campus. The areas examined in evaluating graduating students are the same ones reviewed when the students apply to enter the BFA program. All BFA students are now asked to submit a disc with images from their exhibition, an artist's statement, and a reflection of their experience in the department.*
- 3. finish new departmental web design and load it. The new web site is up and running. Currently we are studying its effectiveness with tools such as Google Analytics and internet surveys.*
- 4. improve articulation agreements with other universities; develop relationships with art/design departments in Mexico. We explored developing a program with Salt Lake Community College where students would complete the first half of their Visual Communications degree at SLCC and the second half at WSU. Currently the goals of the Visual Communications faculty at SLCC and WSU differ enough to make this goal unrealistic. The curricular structure at SLCC prepares students to enter the workforce on a different tier than the WSU students. We are teaming up with Snow College who is also working toward accreditation from NASAD. They will offer the Associate of Fine Arts which will prepare students to move to the BFA program at WSU. The investigation of building relationships with universities in Mexico is currently on the back burner but it has not been abandoned. We still believe that these relationships would be beneficial for students in both countries, in particular in the areas of design and art education.*
- 5. investigate student attrition by following a set of majors from declaration to graduation. We decided it would be more efficient to study the situation from current and historic perspectives rather than wait 4 to 5 years for student to declare and graduate. We calculated an averaged attrition, based on a ratio of majors to graduates rather than specific attrition, based on a set group of students. While determining the number of graduates is fairly easy, a number of people have challenged the University's listing of art majors, claiming that it is artificially inflated by students who declare but never intend to pursue the major.*

Recent institutional numbers indicate that DOVA has 366 majors. To determine the accuracy of this number we took three perspectives: one, determine the number of declared majors that, within the past two years, have taken one or more courses required of art majors; two, multiply the number of students signed off for graduation over the course of one year, multiply this by the average number of years a WSU student takes to graduate, and factor in the average rate of attrition at WSU; three, determine the yearly number of students taking the Orientation to Visual Studies (an introductory course for majors that does not satisfy any GE requirements and is not required by any other department on campus).

- 1.) Of the 366 majors, more than 306 have taken one or more courses in the Department of Visual Arts within the past two years.*
- 2.) The number of students that were signed off for graduation during the 08-09 academic year was 56. While some of these students are not quite complete they are between 95-100% complete. Thus, if these students on average took 5 years to complete a degree, there were approximately 280 majors 5 years ago. The University record of majors for 2003-04 is 268. In addition the University shows a growth trend in art majors with 342 majors in 2005-2006 and 366 majors in 2007-2008.*
- 3.) Currently we have approximately 80 students taking Orientation to Visual Studies per year (39 students Spring 09, 41 currently scheduled for Fall 09). If this enrollment continues and students take five years to complete it would indicate that we currently have 400 majors.*

As an aggregate these three analyses indicate that the Department of Visual Arts has somewhere between 300 and 400 majors. Thus the University number of 366 seems quite reasonable.

Using the University's 2003-04 DOVA major total of 268 divided by 6 years (same as the WSU persistence study) with no attrition DOVA would have graduated 45 students. In 2008-2009 DOVA graduated 31 students. Using this 6-year span, the completion rate for DOVA is 70%. The current WSU rate for persistence to graduation is 44%. While the persistence to graduation rate follows a fixed set of students and the majors to graduates does not, both numbers represent the effectiveness of a department's ability to graduate students. Relative to the University average, DOVA has a low attrition rate. Our efforts will probably be best focused on following the students who have been signed off for graduation to insure that they finish the last one or two courses.

- 6. develop a cross-departmental visual studies course.*

An interdepartmental committee, that includes members outside of A&H, has been meeting to discuss the implementation of a visual studies requirement as part of WSU's General Education.

7. *develop a stronger connection with the Hispanic community. Snow Days at the Shaw, a new outreach program, will have a bilingual component: FamiliArte. Families will be invited to tour the gallery and participate in hands-on art activities with their children during the first Saturday of every winter month between November and March.*

Snow Days at the Shaw/ FamiliArte attracted families but not many Hispanic families.

Lydia Gravis, DOVA's outreach coordinator, worked with ten local Latina high school students as they learned photography and photographed aspects of their lives. The work from this ten-week project was exhibited with the Nosotras exhibition, a national traveling exhibition that explores the lives of Latinas through photography. At the reception DOVA witnessed a large turnout by the Hispanic community.

We recently completed the Spanish language version of DOVA's outreach brochure.

DOVA is looking forward to developing longer term outreach programs with schools with a largely Hispanic population through Artsbridge and together with other departments from A&H.

DOVA GOALS for 2009-10

1. Improve the ratio of full-time faculty to art majors.

With 360 art majors we have a faculty/major ratio of 1:32. The standard among art departments in our peer institutions is around 1:12. The lowest ratio of faculty to majors in our peer group is 1:20. Performing Arts, our closest peer on campus, has a ratio of 1:13. Eleven full-time faculty can't effectively mentor 360 art majors. Although DOVA can draw on talented and dedicated adjunct faculty to teach, we can't assign adjuncts the responsibility of mentoring majors nor can we rely on them for departmental service. It is increasingly difficult to find the time to monitor adjuncts, help student organizations such as AIGA and the Art Guild, manage studio spaces and accounts, and monitor students in internships and service learning projects. The Department would be thrilled to develop an MFA program, which most likely would be academically and financially beneficial to the University; however, we fear that the development of this program with the current number of full-time faculty would further stress our ability to provide students with a quality education.

2. Spend the funds to hire adjuncts wisely.

Because of the low number of full-time faculty, many of DOVA's classes are taught by adjuncts. DOVA's annual IW budget to hire adjuncts is \$15K. CE annually funds approximately \$170K of face to face courses in Visual Arts, most of these taught by adjuncts. While the majority of students prefer to take classes on weekdays between the hours of 8AM – 5PM, CE is restricted from offering courses during these hours. DOVA has very little funding to offer classes at the times and locations that students prefer. Instead it offers a large proportion of its classes at times and locations less preferred by students. This results in classes with lower enrollments and in turn produces fewer SCHs per dollar spent.

During Spring Semester 2009 DOVA studied two of its General Education courses to determine the degree of inefficiency that was taking place. The enrollments in DOVA's 1010 courses on campus were compared against Art 1010 courses off campus, in the evenings, and on weekends. The average enrollment for a 1010 course on campus is 32 while the average enrollment for a 1010 course with CE restrictions is 16. Consequently, producing SCHs in DOVA 1010s with CE restrictions is 98% more expensive than offering these courses without these restrictions.

Suggestion: Direct a portion of the CE funds to DOVA's IW budget and direct 60-70K from CE to a full-time faculty position in DOVA. With the new faculty member teaching at times and locations preferred by students, a large portion of the cost increase of using a full-time faculty member would be offset by the increased efficiency. If this is not possible then the University should at least redirect a significant proportion CE funds used in DOVA to DOVA's IW budget.