

January 13, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Arts in Humanities

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Arts (BA) in Humanities effective in fall 2016. The institutional Board of Trustees approved the degree on October 8, 2015.

Background

UVU currently offers a minor in Humanities and a Humanities emphasis under the Integrated Studies bachelor's degree. The number of full-time Humanities faculty has increased in recent years, and UVU's locale provides access to a large base of adjunct faculty across many Humanities sub-specialties. Existing faculty, staff, library and information resources, and funding are sufficient to offer the proposed degree, and only one new course (a senior-year capstone) would need to be developed. Based on course enrollment growth and interest surveys, it is anticipated dozens of students would choose to pursue a Humanities major at UVU.

The proposed 120-credit BA in Humanities includes 35 credit hours of general education, 16 credit hours of a foreign language, 48 credit hours of core Humanities courses, and 21 elective credit hours. These requirements are similar to programs at Brigham Young University and California State University, Northridge (the closest national peer institution to offer a bachelor's degree in Humanities). With a strong grounding in interpersonal, communication, and problem-solving skills, graduates would be positioned to pursue careers in a wide range of fields such as; graphic arts, writing, retail trade, social assistance, sales, public relations, not-for-profit services, and management. The BA in Humanities would also prepare students for graduate or professional school.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The Utah System of Higher Education Chief Academic Officers and appropriate faculty have reviewed and are supportive of UVU's request to offer a BA in Humanities. There are no additional policy issues relative to the approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Arts in Humanities.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Utah Valley University
Bachelor of Arts in Humanities**

Section I: The Request

Utah Valley University (UVU) requests approval to offer a Bachelor of Arts (BA) in Humanities effective in fall 2016. The institutional Board of Trustees approved the degree on October 8, 2015.

Section II: Program Description

Complete Program Description

The discipline of Humanities is the study of human intellectual and artistic creativity from early civilization to the present. This field of study draws on other disciplines, such as history, literature, architecture, performance art, the visual arts, music, religious studies, philosophy, and the sciences, to determine how these forms of analysis communicate and work together to provide an in-depth record of the meaning of human life. The discipline emphasizes the relationship between the arts, culture, and society, looking closely at artistic forms as a measure of human expression and experience across time and space.

These courses may be used to fulfill Humanities requirements for Associate of Science, Associate of Arts, and Associate of Applied Science degrees. In addition to the requirements for the Humanities General Education Distribution, students may fulfill the optional requirements portion of the AA/AS degrees with a Humanities emphasis by completing 19-21 additional credits. A minor/Integrated Studies emphasis is offered requiring 18 credits. The proposed bachelor's degree in Humanities would require 120 credits and would include:

- General Education Core Requirements 35 credit hours
- Foreign Language Requirements 16 credit hours
- Humanities Core Requirements 48 credit hours
- Elective Requirements 21 credit hours

Details of the courses required for the proposed major are found in Section VI of this proposal.

A background in Humanities is helpful in preparing for employment in education, business, government, civil and foreign service, and tourism, and in preparation for graduate studies.

Purpose of Degree

A strong Humanities program would provide UVU Humanities graduates a competitive edge to succeed in their professional lives, while also laying the foundation for lifelong learning and personal growth. Graduating with a Humanities major would enable UVU alumni both to contribute to Utah's economy immediately after graduation in a productive career and to seek graduate training that leads to a professional or academic career. Either career track would help Humanities majors contribute to the economic development of the region and the state, which is an important element of UVU's mission.

The primary purpose of the proposed Bachelor of Arts in Humanities is to prepare students for careers within a wide range of fields. Students in Humanities gain an understanding of the rhetorical effects, modes of communication, and arenas of influence that affect all the artistic modes of communication and their interaction in all aspects of human activity. Because of this broad background, liberal arts graduates work in a variety of industries, including graphic arts, writing, retail trade, social assistance, sales, public relations, not-for-profit services, and management, with annual starting salaries in these fields typically ranging from the low 30s to the high 40s.¹ Currently, 40% of jobs in the United States are categorized as interaction-based work, which is difficult to outsource to other countries and is difficult to computerize.² Humanities majors, who possess strong interpersonal, communication, and problem-solving skills, are well-positioned to compete for these interaction-based jobs, which range across many professions.

UVU's proposed Humanities degree would prepare students for employment opportunities in the state of Utah, including growth industries that may be appealing to UVU Humanities majors. Some examples include the lucrative and growing fields of technology, the film industry, and tourism. Utah's Wasatch Front has gained the nickname Silicon Slopes because of the large number of software development and information technology firms thriving in the area. Technology companies need not only computer scientists and engineers, but also employees who understand the visual and linguistic nuance of human interaction with technology, and who also possess strong communication and interpersonal skills. Another growth area in Utah is the film industry. The state of Utah, through the Utah Governor's Office of Economic Development, has created tax incentives to draw filmmakers to the state, offering post-production tax credits of up to 25% to entities that choose to film in Utah.³ To date, more than 900 films and TV movies have been filmed in Utah, largely because the state aggressively courts this industry. Humanities majors who receive advanced training in the visual arts, performing arts, cinematic arts, and literary arts are well-positioned to fill jobs in this growth area. Additionally, some film jobs are not in the film industry, per se, but in other fields, such as education, that use film as a medium for content delivery. Tourism is another large industry in Utah. Employees in this field are regularly called upon to make recommendations about arts and entertainment, and they also require an informed sensitivity to religious and intercultural issues. All these topics are studied extensively within the Humanities major.

The secondary purpose of the proposed Bachelor of Arts in Humanities is to prepare students for success in graduate or professional school. Students with a bachelor's degree in Humanities typically attend graduate school in fields including, but not limited to, literature, cultural studies, humanities, religious studies, history, rhetoric and communication, and environmental humanities. A bachelor's degree in Humanities may also lead to law school or even medical school. The training in argumentative writing, analytical thinking, and public speaking received in the Humanities major are the primary abilities required in a legal career. In terms of applying for medical school, most advisors agree that students should study what they are passionate about and what they can excel in. According to the Association of American Medical Colleges, only 51% of medical students in 2012 majored in biological science, with the rest of the students majoring in a wide variety of fields, including Humanities.⁴

¹ "Utah Occupational Projections 2010-2020." Utah Department of Workforce Services. July 2012. Retrieved from <https://jobs.utah.gov/wi/pubs/outlooks/state/statepublish.pdf> on June 4, 2014.

² Risen, Max. "Eleven Reasons to Ignore the Haters and Major in the Humanities." *Business Insider*. June 27, 2013. Retrieved from <http://www.businessinsider.com/11-reasons-to-major-in-the-humanities-2013-6> on May 18, 2014.

³ "Film Incentives." Utah Film Commission. Retrieved from <http://film.utah.gov/> on July 1, 2014.

⁴ Chang, Edward. "Choose the Right Undergraduate Major for Medical School." U.S. News.com. Sept. 11, 2013. Retrieved on June 27, 2014 from <http://www.usnews.com/education/blogs/medical-school-admissions-doctor/2013/09/11/choose-the-right-undergraduate-major-for-medical-school> on June 27, 2014.

Institutional Readiness

The proposed BA in Humanities would be housed in the Department of Philosophy and Humanities in the College of Humanities and Social Sciences. The department currently administers a minor in Humanities, an AA pre-major in Humanities, an AS pre-major in Humanities, and an Integrated Studies emphasis in Humanities. Because the department already offers many Humanities courses, all required core courses for the Humanities major are already being taught, and many of the elective courses are being taught regularly, as well. The program would only need to add one more course to its offerings to complete the major, a research capstone course—HUM 4910: Capstone—that would require students to produce a senior thesis pointing to post-baccalaureate career-path or graduate-school goals. Additionally, the program would add an upper-level elective internship course—HUM 481R: Internship—to the Humanities curriculum, that would give students the opportunity to gain college credit in applied learning environments that would prepare them in immediate and intensive ways for a career or graduate school upon graduation. The current Humanities faculty can support the bachelor's degree in the Humanities. The existing administrative structure in the Department of Philosophy and Humanities is also adequate to support the new degree.

The goal of the two courses to be added to the Humanities curriculum—HUM 481R: Internship and HUM 4910: Capstone—would be to prepare students more intensively for life beyond UVU, whether they determine to enter a profession immediately upon graduation or to go to graduate or professional school. The elective internship class would require students to work with instructors and other professionals in selected areas of service related to their academic and/or professional goals; to establish learning objectives for the tasks assigned to them; and to reflect upon the practical applications of their scholarly work through writing assignments submitted at the beginning and end of the semester. This class would provide a transition from school to work in which academic concepts are applied to actual practice through on-the-job experience commensurate with upper-division classroom instruction. The required research capstone class would advance students' Humanities research and writing by requiring them to produce a portfolio of their academic work in the field helpful in applying to graduate school or seeking employment. In addition to the senior research thesis, this portfolio would include an abstract of the thesis, three letters of recommendation, a Curriculum Vita, a Personal Statement, and a PowerPoint presentation. Both of these courses are offered in other majors, such as Philosophy, English, Integrated Studies, and Communications, and would be designed to increase student success in bridging the gap between coursework and employment.

The proposed bachelor's degree in Humanities would support the UVU institutional mission of providing more opportunities for students to contribute to the local, state, national, and global communities that the institution seeks to serve. The Humanities major would offer a unique multidisciplinary undergraduate degree providing students with the advanced skill set necessary to meet complex professional and personal challenges. The program would prepare students to obtain employment following graduation and will provide them with the necessary academic background to apply to a wide array of graduate or professional programs.

The Humanities program is actively working to provide courses at a variety of venues and in a variety of formats in an ongoing effort to increase accessibility. In addition to the courses offered on the main campus, the Humanities program also offers one section of HUM 1010 each fall and spring semester at the UVU South satellite location at Spanish Fork High School (as an evening class); one concurrent-enrollment

section of HUM 1010 each fall and spring semester at the Utah County Academy of Sciences; and a live interactive video version of HUM 1010 that broadcasts to up to twenty high school campuses each fall, spring, and summer semester. The Humanities program also offers sections of HUM 1010 at UVU North at Thanksgiving Point, at UVU Wasatch Campus in Heber City, and on the weekends at the central UVU campus, upon sufficient demand. Additionally, the Humanities program has offered two to three hybrid sections of HUM 1010 every fall and spring since fall 2011, and completed a fully online version of that same course in summer 2013, offering one online section in fall 2013, two online sections in spring 2014, one online section in summer 2014, one online section in fall 2014, two online sections in spring 2015, and one online section in summer 2015. To date, the program has had three instructors attend the 12-week Hybrid Teaching Initiative training provided by the UVU Innovation Center that assists UVU faculty with teaching in an online environment.

Departmental Faculty

No new full-time faculty members are required to provide support for the proposed Humanities major. In response to the recommendations of the external review performed in March 2010, two more full-time faculty were hired in 2011, raising the number of full-time faculty to six. The Department of Philosophy and Humanities has also recently hired a lecturer who began teaching for the Humanities program in fall 2015. This position was created to support the burgeoning enrollments of HUM 1010 and, thereby, to help free up full-time faculty members to teach new sections of upper-division courses required by the proposed major. The Humanities program, with its focus on interdisciplinary discourse and trans-medial analytical thought, also welcomes the involvement of faculty from departments across campus (in Music, Theatre, Art History, and any number of the sciences, for instance), whose participation in Humanities curriculum would also help support the proposed major.

Because the Humanities program already offers a large number of General Education courses every semester, as well as several upper-division courses to support the current minor, a large adjunct instructor base already exists with faculty expertise in nearly every type of Humanities sub-specialty. On average, the Humanities program employs nearly two dozen faculty (part-time and full-time combined) every year. The current faculty possess proven records of excellence in teaching and of academic scholarship, as well as a commitment to teaching students how to transfer their own knowledge base to the workplace.

As evidence of the high-caliber instructional work being performed in UVU Humanities classrooms, three awards have been recently announced distinguishing three Humanities faculty. The UVU Faculty Senate has awarded both Faculty Excellence Awards in the College of Humanities and Social Sciences for 2014-15 to Humanities program faculty—Leslie Simon won the full-time faculty award and Kimberli Lawson, the adjunct faculty award; this award acknowledges excellence in all areas of academic work—teaching, research, and service—but primarily underscores achievements in instruction. Additionally, the Association for Mormon Letters has just awarded Alex Caldiero's book *Sonosuono* a first prize in poetry.

The following table indicates the number of faculty members currently teaching in the Department of Philosophy and Humanities. The final section of this document, Section VII: Faculty, clarifies which of these faculty members teach in the Humanities program (six full-time faculty and sixteen part-time faculty, with the addition in fall 2015 of a new lecturer).

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	10		10
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured	4		4
With Master’s Degrees			
Full-time Tenured	2		2
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	11		11
With Bachelor’s Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	4		4
Other			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	12		12
Total Headcount Faculty			
Full-time Tenured	12		12
Full-time Non-Tenured	6		6
Part-time Tenured	0		0
Part-time Non-Tenured	31		31
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)			
	32.60	0.75	33.35

Staff

No additional administrative staff would be required to support the proposed bachelor's degree in Humanities. Currently, the Department of Philosophy and Humanities has one full-time administrative assistant, one part-time administrative staff member, and one full-time academic advisor. This staff is adequate to support the proposed Humanities major. The only administrative action needed would be training of the advisor and administrative staff on the new requirements for the proposed major.

Library and Information Resources

The UVU library currently offers extensive, excellent resources to UVU faculty, staff, and students. This library currently holds over 125,000 titles related to the Humanities. These academic texts in print in the UVU library include, but are not limited to, 1681 titles related to painting, 593 related to sculpture, 1778 related to architecture, 9555 related to literature, 3630 related to music, 1915 related to theatre, 1105 related to dance, and 440 related to cinema.

Recently the library acquired 149,284 online ebook titles. A keyword search in summer 2014 of the ebook collection for the above subjects showed the following: 515 titles related to painting, 165 related to sculpture, 1751 related to architecture, 13770 related to literature, 3245 related to music, 1703 related to theatre, 751 related to dance, and 1023 related to cinema.

The library has around 20,000 physical videos in the media section and access to 16,829 online streaming videos. A keyword search of all videos retrieved the following: 303 titles related to painting, 126 related to sculpture, 519 related to architecture, 1010 related to literature, 7200 related to music, 2553 related to theatre, 668 related to dance, and 575 related to cinema. Also in the media section there are 1619 feature films and 4761 music CDs.

Students in the Humanities program also have access to journal articles not housed at UVU through the Utah Academic Library Consortium (UALC), which gives UVU students access to over 78,000 full-text periodicals accessible from the library's homepage. A recent keyword search for the word 'humanities' retrieved 254,539 scholarly full text journal articles. The library's Interlibrary Loan program can be used for access to any book not available in the library or online that is owned by the UALC.

This access to academic research is sufficient to support the requirements of the proposed degree. The Humanities program has an active working relationship with the librarian who aids faculty in the acquisition of Humanities books and journal databases.

Admission Requirements

Upon admission to UVU, students could declare Humanities as their major and would be required to meet with the academic advisor from the Department of Philosophy and Humanities. Incoming freshmen would be welcomed into the program their first semester at UVU.

Student Advisement

The Department of Philosophy and Humanities employs a full-time academic advisor who would work with all Humanities majors to oversee their academic progress and suggest course enrollment options. Students

would be required to meet at least once a year with the advisor. Additionally, students would be strongly encouraged to speak with Humanities faculty members about choosing and preparing for internships, careers, and/or graduate programs. This kind of individual professional guidance would also take place more formally in the two proposed courses to be added to the Humanities curriculum: HUM 481R: Internship and HUM 4910: Humanities Research Capstone.

Justification for Graduation Standards and Number of Credits

The proposed Bachelor of Arts in Humanities requires 120 credits for graduation. This requirement is in full accordance with UVU's credit requirements for a bachelor's degree and includes 35 credits of General Education, 16 credits of foreign language, 48 credits of Humanities core curriculum, and 21 hours of electives.

The requirements for this program are comparable to similar programs at Brigham Young University, the only other in-state university to offer a bachelor's degree in the Humanities, and at California State University, Northridge, the closest national peer institution to offer a bachelor's degree in the Humanities. The curriculum for this degree is designed to provide undergraduate-level coverage of the major areas, forms, and theoretical perspectives of the study of Humanities.

External Review and Accreditation

On March 11-12, 2010, Yale University's Norma Thompson, the director of undergraduate studies for the Yale Humanities major, conducted an on-site external review of the UVU Humanities program as part of the Humanities program's progression towards the creation of a major. She evaluated several aspects of the program and interviewed students, faculty, and administrators. Dr. Thompson observed several components of the program that were very effective. Specifically, she noted that the current program offers "the seamless integration of academically rigorous courses with performances, screenings, concerts, and other 'hands-on' activities." In other words, the program is supporting UVU's goal of engaged learning, connecting classroom theory and research to the wider community and to life outside the university setting. Further, Dr. Thompson noted the impressive strengths of current faculty in a wide range of sub-specialties that offer students a rich selection of possible course offerings.

Dr. Thompson's most pressing suggestion that the program's "most dire need is one of human resources" has since been addressed through the hiring of two new full-time faculty, Leslie Simon and Sam Liang, bringing the current total of full-time Humanities faculty to six. Another issue Thompson pointed out was the task of managing adjunct faculty with an eye to academic excellence and coherence in course content across different sections of the same course. These issues are continually revisited in the Humanities program with monthly training meetings offered to part-time faculty that cover various content areas in the Humanities and a lengthy review of content of HUM 1010, the program's largest General Education offering, being currently conducted. External reviews will continue to be conducted every five to six years in order to assist the Humanities program with rigorous self-assessment and improvement.

There are no subject-specific accreditation requirements that apply to the proposed degree. Even though the Humanities major does not require formal accreditation from any agency or organization, the program has chosen to review other Humanities majors offered nationwide in an effort to create a degree that maintains the highest standards in this field of inquiry while attending to established and emerging disciplines within the Humanities. The curriculum for the proposed UVU bachelor's degree in Humanities

has been carefully crafted to provide students with competitive course offerings that relate both to graduate studies and to life outside a university setting.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

The projected number of graduates and declared majors expected over the next five years in the new program proposed is included below.

Data Category	Current – Prior to New Program Implementation	Projected				
		2016-17	2017-18	2018-19	2019-20	2020-21
Data for Proposed Program						
Number of Graduates in Proposed Program	0	5	5	10	15	15
Total # of Declared Majors in Proposed Program	0	35	45	60	68	70
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	32.60	33.23	33.35	33.35	33.35	33.35
Total Department Student FTE (Based on Fall Third Week)	791	795	796	799	801	801
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	24.26	23.92	23.87	23.96	24.02	24.02
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

Expansion of Existing Program

The Bachelor of Arts in Humanities is an extension of an existing program. The Humanities program has had a minor and an Integrated Studies emphasis since 2007. Currently, the Humanities program also offers Associate of Arts and Associate of Science degrees. Now, due to significant program growth and student demand, the Humanities program is seeking a Bachelor of Arts degree.

Over the past five years, from fall 2009 through summer 2014, the Humanities program has enrolled an average of 2,368 students per year in HUM 1010, the entry-level General Education course for the program. The five fall semesters included in that five-year trajectory report an average enrollment of 1,156 students in HUM 1010; the spring semesters report an average enrollment of 1,003; and the summer semesters, an average enrollment of 109. Additionally, the Humanities program enrolled an average of 188 students per year in 2000-level and above courses during that five-year period, which generates an overall enrollment average of 2,570 students annually.

Enrollments in Humanities courses chart remarkable growth in 2010 and 2011, just before UVU experienced a university-wide downward trend in course enrollments: during the 2010-11 academic year,

Humanities course enrollments peaked at 3,131 students, with 142 sections offered for the year. These numbers mark a 70% rise in enrollments in just two years' time (the 2008-09 academic year enrolled 1,837 students and offered 106 total Humanities sections) and clarify the momentum the program has built in recent years. Though Humanities courses were affected by the campus-wide population dip in 2012 and 2013, data for the current year reports an upswing in Humanities enrollments, with 1,069 students enrolled in fall 2014 courses alone, a number that marks a 12% increase in Humanities enrollments from the same term ten years earlier (fall 2004). Student interest in a Humanities major has also been recorded in surveys conducted by the program over the past few years, as indicated in the "Student Demand" section below (Section III).

This data reports a steady increase in student interest in the Humanities program over the last decade. The program has graduated 17 students with an AA/AS degree, an Integrated Studies emphasis, or a Humanities minor in the past five years, plus an additional two students in summer 2015. With graduation numbers already nearing an average of four students annually, the program is solidly positioned to graduate five students per year beginning in 2016-2017, as projected in the table above.

Section III: Need

Program Need

The addition of a Humanities major will prepare another segment of UVU students to enter the workforce in a wide variety of jobs, offering a bachelor's level of education to the employers of the state of Utah which fills an ever-increasing need for visual and cultural literacy, communication, and rhetorical analysis. This discipline emphasizes the relationship between society and the arts through the study of human intellectual and artistic creativity. No other department in the university offers this level of broad training in the visual arts, performing arts, and cinematic arts through a lens of history, politics, cultural literacy, and communication. Three factors indicate a current need for UVU to offer a Humanities degree: (1) the need for creating flexible, widely applicable college degrees, (2) the need for emphasizing global and intercultural connections, and (3) the need for filling a current gap in USHE offerings.

First, because of the wide variety of employment opportunities, the market for graduates with degrees in Humanities is large and varied. While a Humanities degree may seem to some people like a "degree to nowhere," in fact the skills that Humanities' majors learn are transferrable across a range of fields. According to the National Association of Colleges and Employers (NACE) "Job Outlook: The Candidate Skills/Qualities Employers Want," employers want "team players who can solve problems, organize their work, and communicate effectively."⁵ And a 2014 report by NACE added that employers want analytical people.⁶ Employers will train their new-hires to do what specifically needs to be done in their companies. However, they expect newly hired employees to bring already-honed abilities in critical thinking, research, and problem-solving to the job—all skills that Humanities majors would develop during their coursework.

⁵ "Job Outlook: The Candidate Skills/Qualities Employers Want." *National Association of Colleges and Employers* (NACE). October 2, 2013. Retrieved from <http://www.nacweb.org/s10022013/job-outlook-skills-quality.aspx?terms=what%20employers%20want> on May 12, 2014.

⁶ "The Skills and Qualities Employers Value Most in Their New Hires." *National Association of Colleges and Employers* (NACE). April 24, 2014. Retrieved from <http://www.nacweb.org/about-us/press/skills-employers-value-in-new-hires.aspx?terms=what%20employers%20want> on May 12, 2014.

Second, more than 90% of employers surveyed listed “intercultural skills” as an important skill set that they seek in new hires.⁷ More careful attention needs to be paid by the current and next generation of job seekers in order to gain greater understanding of a globalized economy through greater exposure to other cultures and to gain greater empathy towards other groups of peoples. As degree and career specialization continues to intensify, the need to think and act within a global framework grows both in private industry and in the governmental sector. Applying knowledge to contemporary global contexts can mean the difference between success and failure in international governmental cooperation as well as in international business. A degree that allows students to study the complex developmental history of a wide array of cultures across time and space helps foster understanding, empathy, and cultural literacy within a global framework. Moreover, Humanities’ majors, because of their extensive exposure to a range of cultures and aesthetic traditions, are more likely to empathize and work well with people from many cultures—a skill that will be increasingly important as the world becomes more and more globalized.

Third, offering a Humanities major at UVU is currently a significant need because no other USHE institution offers a bachelor’s degree in Humanities. One private university in Utah, Brigham Young University, offers an undergraduate Humanities major. California State University, Northridge is the nearest national peer institution to offer a bachelor’s degree in Humanities, and students would need to leave the state in order to pursue this major. A bachelor’s degree in Humanities should be available within the Utah System of Higher Education so students do not have to leave the state in order to pursue this major.

A Humanities major is a vital and enduring component of university-level educational opportunities, and should be provided by mature, full-service universities. Offering the widest possible range of major selections will allow UVU to meet the needs of the complete spectrum of Utahans wishing to receive college degrees in all fields. UVU is moving towards becoming a comprehensive undergraduate institution in central Utah, which means that UVU should offer a full complement of degrees.

Labor Market Demand

In Utah, from 2010 to 2020, areas in which Humanities majors most commonly seek employment will all experience significant growth, and most jobs in these areas require bachelor’s degrees.⁸ The area of “Advertising, Marketing, Promotions, Public Relations, and Sales Managers” will experience a projected 2.5% growth during the current decade; “Community and Social Service Occupations,” a 3.3% growth; “Librarians, Curators, and Archivists,” a 2.0% growth; “Art Design, Entertainment, Sports, and Media Occupations,” a 2.3% growth; “Service and Personal Care Occupations,” 2.2% growth.

According to a 2013 study by the Association of American Colleges and Universities on employer hiring priorities, 93% of employers surveyed believe that “a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate’s] undergraduate major.”⁹ Within the Humanities major, critical analysis, articulated through both oral and written communication, is one of the most rigorously practiced activities. Socratic methods of inquiry are applied with increasing complexity throughout the Humanities curriculum in order to foster the most rigorous analytical thinking and to help

⁷ “It Takes More than a Major: Employer Priorities for College Learning and Student Success.” *Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary.cfm> on May 15, 2014.

⁸ Utah Occupational Projections 2010-2020.” Utah Department of Workforce Services. July 2012. Retrieved from <https://jobs.utah.gov/wi/pubs/outlooks/state/statepublish.pdf> on June 4, 2014.

⁹ “It Takes More than a Major: Employer Priorities for College Learning and Student Success.” *Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary.cfm> on May 15, 2014.

students avoid oversimplifying complex interrelated historical, cultural, political, and artistic systems. The Humanities major is designed to be a flexible learning tool that can be widely applied by students in many professional and academic arenas.

An undergraduate degree in Humanities may not translate directly to a particular job in a specific field in the same way that degrees in fields such as nursing or computer science do. However, it does compare more directly to majors such as English or History, which teach a particular set of skills that can be adapted to a wide range of professions and employment. For example, researchers who study the transition of a college major into employment observe that Humanities majors tend to excel in categories such as critical thinking, research, written communication, oral communication, teamwork, strong interpersonal skills, problem-solving, and analytical abilities.¹⁰ Students with strong training in these areas can be positioned effectively to compete on the job market.

Indeed, the skillset provided by a degree in Humanities would play a vital role in supporting the growth of employment in technology and other STEM-related industries in Utah. In response to a study published in late 2014 indicating that Utah university graduates are “grossly” unprepared for the Utah workforce, a meeting of community leaders, educators, and business executives was held in December 2014 to discuss why so many employees are hired into Utah-based companies from outside the state.¹¹ The study reported that, “[w]hile technical skills remain in high demand, soft skills are what most employers say are missing among Utah’s new workers.” In fact, “[n]early 90 percent of employers said recent graduates lack necessary oral and written communication skills, and 81 percent of employers said prospective employees lack critical thinking and analytical reasoning skills, according to the poll.” The survey further reports that Utah businesses are seeking employees with “personality” beyond technical skill, and are having to devote a lot of resources to training new employees in “sensitivities and cultures,” which in some instances results in “slower production time [for companies], greater costs from escalating salaries and difficulty retaining employees after they are trained.” The summit of Utah leaders concluded by recommending that Utah institutions of higher education hold students “accountable for all forms of communication, including email, public speaking and debate” and require additional coursework “in areas including verbal and written communication, critical thinking, how to receive job offers and be promoted, leadership and various STEM fields.” A Humanities degree responds precisely to this call from state leaders by training students in oral and written communication, in cross-disciplinary discourse, in cultural diversity and sensitivity, and in critical thinking and reasoning; as such, this degree would assist individuals preparing to contribute to STEM industries by helping “bridge the gap” between state businesses and schools, “aligning students’ abilities with the needs of the workforce.”

Conversely, connecting a Humanities major with a minor, or even select coursework, in areas such as computer science, digital media, business, biological sciences, or other STEM fields can also enhance the potency and marketability of the Humanities degree. For example, a journalist, marketer, or manager “who can also write computer code, or at least speaks the language, will stand out more than another developer

¹⁰ Gehlhaus, Diana. “What Can I Do With My Liberal Arts Degree?” *Occupational Outlook Quarterly*. U.S. Bureau of Labor Statistics. Winter 2007-8, pp. 3-11. Retrieved from <http://www.bls.gov/opub/ooq/2007/winter/art01.pdf> on June 26, 2014.

¹¹ Jacobsen, Morgan. “Utah Students ‘Grossly’ Unprepared for Workforce, Study Says.” *Deseret News*. December 11, 2014. Retrieved from <http://www.deseretnews.com/article/865617538/Utah-students-grossly-unprepared-for-workforce-study-says.html?pg=all#yw8Py3gKSTQSeHmT.01> on March 1, 2015.

hire."¹² Such people are often recruited to fill higher ranking positions within companies precisely because they can communicate in more arenas with more people.

Creativity and innovation are highly valued by employers, with 95% of employers in one survey stating that they would give hiring preference to college graduates who have the ability to innovate in the workplace, and 92% of employers stating that "innovation is essential" to their success.¹³ Students whose subject of study is human creativity and creative acts can flourish in professional environments that foster and reward creative thinking and problem-solving.

Student Demand

The request for this degree is student-driven with full faculty support. After the external review of the Humanities program conducted in 2010, the program began surveying students in the General Education course "Humanities 1010: Humanities through the Arts." This course serves approximately 1,000 students every semester. These surveys suggest that there is enough interest from the student body to support a Humanities major. Of 904 students surveyed in 2011 through 2013, 12.1% of students would "consider" a Humanities major, and another 13.8% would "maybe consider" a Humanities major, for a total of 25.9% of students who were completing the general education requirement in Humanities. The Humanities program believes that this data reflects the interest level of the general UVU population because this General Education course serves a true cross-section of UVU students, particularly freshmen and sophomores, some of whom are still in the process of selecting a major. What these surveys reveal about the general population of the university is that there is enough interest from the student body to support a Humanities major. Not all UVU students will be interested in, or well-suited for, highly-technical degrees such as engineering or computer science. A bachelor's degree in Humanities, coupled with explicit instruction on how to shape and supplement these core interests with professional preparation, will serve a segment of UVU's student population that has interests and abilities in the area of the Humanities.

Student demand for college degrees in general will continue to increase across the state over the next decade. With UVU's 2013 enrollment at over 30,000 students, 12.1% of that student enrollment would be 3,630 students who would consider selecting a major in Humanities. And at the 2022 estimates of nearly 47,000 students enrolled at UVU, 12.1% of that student enrollment would be about 5,640 students who would consider selecting a bachelor's degree in Humanities. Of course, not all of these students would end up selecting a Humanities major, and the final number of students enrolled in a Humanities major would be smaller, but still significant.

Similar Programs

The only in-state offering of a Humanities degree is from Brigham Young University. UVU's proposed program is similar to BYU's degree in that both programs acknowledge the importance of emerging fields within the humanities, such as Digital Humanities and Environmental Humanities, and offer coursework to support these fields. Additionally, UVU currently offers a course in the Medical Humanities, which illustrates

¹² Risen, Max. "Eleven Reasons to Ignore the Haters and Major in the Humanities." *Business Insider*. June 27, 2013. Retrieved from <http://www.businessinsider.com/11-reasons-to-major-in-the-humanities-2013-6> on May 18, 2014.

¹³ "It Takes More than a Major: Employer Priorities for College Learning and Student Success." *Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary.cfm> on May 15, 2014.

the department's commitment to emerging fields and to serving UVU students preparing to enter medical professions.

Out of UVU's ten national peer institutions as listed by the UVU Office of Institutional Research, only California State University, Northridge offers a bachelor's degree in Humanities. The bachelor's degree at California State University, Northridge is similar to the UVU proposed program in that both stress a wide range of coverage globally and interculturally. Both programs also stress the development of intellectual and artistic histories and the ability to deploy various theoretical lenses when analyzing cultural artifacts.

Collaboration with and Impact on Other USHE Institutions

Utah Valley University seeks to actively collaborate with all USHE institutions. To that end, the program director of the UVU Humanities program has just assisted in a review of Dixie State University's program, which is a few years behind UVU in their development of their university's degrees in Humanities. They are currently in the process of developing a minor in Humanities. UVU is working collaboratively with them to help develop this area of study both in the northern and southern parts of Utah in order to serve the state's overlapping university populations more completely. The proposed Humanities major at UVU will not directly compete with any USHE institution because, right now, no other USHE institutions offer an undergraduate Humanities major. Only one USHE institution, the University of Utah, offers a master's degree in Humanities, specifically Environmental Humanities, a new and fast-growing sub-specialty within the Humanities, and a UVU Humanities major could offer a larger, better-prepared pool of in-state applicants for the University of Utah's graduate program.

Benefits

The availability of a Humanities degree would contribute to the ongoing effort of UVU to become a comprehensive undergraduate institution serving the state of Utah as one of its largest and fastest growing universities. UVU needs to provide a complete offering of degree programs in order to stand at the forefront of education in the state of Utah. UVU is poised to take a statewide leadership role in shaping this degree for Utah's student body. Right now this major is only available at one Utah university, BYU, a private university that serves only one segment of Utah's population.

Humanities degrees are also looked on favorably by graduate and professional programs both in state and nationally. Law schools have traditionally favored undergraduate majors that foster critical thinking, research, and strong oral and written communication skills. An understanding of visual rhetoric, as well as textual rhetoric, is also a powerful argumentative tool for many lawyers. Medical schools, too, value well-rounded, intellectually inquisitive students. One peer-reviewed study of 691 medical school students published in *Academic Medicine* revealed that the "academic performance [of humanities majors] in medical school was equivalent [to that of science majors]," that "by some measures, the humanities students made more sensitive doctors," that humanities majors "were more likely than their peers to devote a year to scholarly research," and that humanities majors were more likely "to go into primary care fields, like pediatrics and obstetrics and gynecology," fields that are often underserved.¹⁴

¹⁴ Hartocollis, Anemona. "Getting into Med School Without Hard Sciences." *New York Times.com*. July 29, 2010. Retrieved from http://www.nytimes.com/2010/07/30/nyregion/30medschools.html?pagewanted=all&_r=0 on June 20, 2014.

Consistency with Institutional Mission

Utah Valley University continually upgrades and expands the quality of its offerings and seeks to develop, as part of its mission, professionally-competent people. The proposed bachelor's degree in Humanities would help UVU meet its institutional mission of meeting "regional educational needs" primarily because UVU would be the only USHE institution to offer a Humanities degree at the undergraduate level. There is currently no public institution in Utah allowing students access to this degree and filling this educational need.

In terms of UVU's roles, the proposed bachelor's degree in Humanities would "provide access to higher education" through offering a degree that meets "the educational and personal needs of students" and prepares them "for meaningful lifework." A Humanities degree would offer graduates both significant personal intellectual growth and a defined professional skillset. This degree would also promote "cultural development to contribute to the quality of life of the region and the state" by training a talent-force that is literate in verbal, visual, and performing arts, and who uses this cultural, historical, and artistic background to both create and interpret cultural production.¹⁵

Section IV: Program and Student Assessment

Program Assessment

For the proposed bachelor's degree in Humanities, the program objectives would be clearly articulated and efforts made to continually improve the processes critical to defining and meeting those objectives for all stakeholders, including students, faculty, and the institution.

Program Goals

1. Faculty recruitment and development will be sustained in accordance with the highest UVU standards and discipline-specific standards.
2. Curriculum will be evaluated and regularly updated to maintain a quality level consistent with the standards currently available to the discipline.
3. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post-graduation success.
4. Employers and graduate institutions will be surveyed to determine the quality of program graduates.
5. Efforts will be made to place students in community-based internships and learning activities to better prepare them for future employment.

Goal Measurement

1. Periodic assessments of faculty teaching and research activities will be monitored and recommendations for improvement provided.
2. Students will be evaluated through varied assessment measures, including discipline-specific exams, evaluation of work samples, and personal interviews.

¹⁵ All quotations in the "Consistency with Institutional Mission" section are taken from: "UVU Mission." Utah Valley University. Retrieved from <http://www.uvu.edu/president/mission/mission.html> on June 26, 2014.

3. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
4. Enrollment and graduation trends will be monitored.
5. Post-graduation employment and graduate degree placement will be monitored.

The Humanities program at UVU will use the following program assessment mechanisms:

1. Conventional assignments and exams in individual courses
2. Student Rating of Instruction in individual sections of courses
3. Survey of students two years after graduation
4. Regular program faculty curriculum committee evaluation of courses in the curriculum
5. Board of Trustees three-year program review
6. Northwest Accreditation self-study and review

The results of these evaluation mechanisms will be examined each year. The summaries of the evaluation instruments will be considered by the department curriculum committee at regular intervals. These results, combined with the curriculum documents of the professional societies, will be used to modify the curriculum to keep it current and vibrant.

Expected Standards of Performance

Educational Objectives

1. Students should have strong oral and written communication skills.
2. Students should develop expertise in research and scholarly activities.
3. Students should have discipline-specific knowledge and be able to apply that knowledge critically to solve problems using sophisticated methods of inquiry and logic.
4. Students should effectively navigate intercultural environments locally to globally.
5. Students should be prepared for employment or graduate education.

The first four objectives indicate core competencies within the discipline, and the fifth objective indicates what students should reasonably expect from their education upon graduation.

The UVU Humanities program will have an assessment process with documented use of results. Evidence will be given that the results are applied to the further development and improvement of the program. The assessment process will demonstrate that the outcomes important to the mission of the institution and the objectives of the program are being measured. Evidence that will be used includes, but is not limited to, the following: student portfolios, student performance on midterm and final exams in various courses, student presentations at undergraduate conferences, internship surveys, alumni surveys that document professional accomplishments and career development activities, employer surveys, and placement data of graduates.

Additionally, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include content/learning, post-graduation outcomes, and measures of student satisfaction. Content/learning will be evaluated within individual courses and through a review of a summative senior portfolio submitted to the department the semester before graduation. This senior portfolio will help the department to assess skill levels related to educational

objectives, as well as facility with subject matter to evaluate student learning and measurable progress throughout the student's undergraduate education using a program rubric. There will be an ongoing review of post-graduation outcomes that will assess student success in both employment and graduate school performance. Alumni and employers will be surveyed as well as faculty and administrators of graduate programs where applicable. Finally, student satisfaction surveys will be conducted throughout the educational process.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$1,559,929	\$13,125	\$1,573,054	\$2,625	\$1,575,679	\$0	\$1,575,679
Benefits	\$562,607	\$1,391	\$563,998	\$278	\$564,277	\$0	\$564,277
Total Personnel Expense	\$2,122,536	\$14,516	\$2,137,052	\$2,903	\$2,139,956	\$0	\$2,139,956
Non-Personnel Expense							
Travel	\$14,850	\$0	\$14,850	\$0	\$14,850	\$0	\$14,850
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$25,512	\$1,000	\$26,512	\$0	\$26,512	\$0	\$26,512
Total Non-Personnel Expense	\$40,362	\$1,000	\$41,362	\$0	\$41,362	\$0	\$41,362
Total Expense (Personnel + Current)	\$2,162,898	\$15,516	\$2,178,414	\$2,903	\$2,181,318	\$0	\$2,181,318
Departmental Funding							
Appropriated Fund	\$2,162,898	\$15,516	\$2,178,414	\$2,903	\$2,181,318	\$0	\$2,181,318
Other:							
Special Legislative Appropriation							
Grants and							

Contracts							
Special Fees / Differential Tuition							
Total Revenue	\$2,162,898	\$15,516	\$2,178,414	\$2,903	\$2,181,318	\$0	\$2,181,318
Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$91		\$91		\$91		\$91

** Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

Funding Sources

This program will be funded from ongoing state appropriations.

Reallocation

There will be no specific reallocation of resources.

Impact on Existing Budgets

There will be minimal impact on existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
General Education Core Requirements:		
ENGL 1010	Introduction to Writing	3
ENGL 2010 or	Intermediate Writing – Humanities/SS (3.0)	
ENGL 2020	Intermediate Writing – Science and Technology (3.0)	3
	Complete one of the following:	3
MATH 1030	Quantitative Reasoning (3.0)	
MATH 1040	Introduction to Statistics (3.0)	
MATH 1050	College Algebra (4.0)	
	Complete one of the following:	3
POLS 1000	American Heritage (3.0)	
HIST 2700 and HIST 2710	US History to 1877 (3.0) and US History since 1877 (3.0)	
HIST 1700	American Civilization (3.0)	
HIST 1740	US Economic History (3.0)	
POLS 1100	American National Government (3.0)	
	Complete the following:	
PHIL 2050	Ethics and Values (3.0)	3
HLTH 1100 or	Personal Health and Wellness (2.0)	
PES 1097	Fitness for Life (2.0)	2
	Distribution Courses:	
	Biology	3
	Physical Science	3
	Additional Biology or Physical Science	3
	Humanities Distribution (HUM 1010, HUM 101G, or HUM 101H recommended)	3
	Fine Arts Distribution	3
	Social/Behavioral Science	3
	Sub-Total	35
Foreign Language Requirements:		
Any foreign language 1010		4
Same foreign language 1020		4
Same foreign language 2010		4
Same foreign language 2020/202G		4
	Sub-Total	16
Humanities Core Requirements:		
HUM 2010/201G/201H	World History Through the Arts I	3
HUM 2020/202G/202H	World History Through the Arts II	3

Course Prefix and Number	Title	Credit Hours
HUM 2100/210H	Adventures of Ideas Through 1500	3
HUM 2200/220H	Adventures of Ideas After 1500	3
HUM 3500	Approaches to Humanities	3
HUM 4910	Humanities Capstone	3
	Complete six credits of the following:	6
HUM 120R	Humanities Forum (3.0)	
HUM 203G	Art Form Focus I (3.0)	
HUM 204G	Art Form Focus II (3.0)	
	Complete fifteen credits of the following:	15
HUM 320R	Topics in Humanities (may be repeated for no more than six credits) (1.0)	
HUM 325R	Area Studies in Humanities (may be repeated for up to 6 credits) (3.0)	
HUM 330R	Period Studies in Humanities (may be repeated for up to six credits) (3.0)	
HUM 3800	Aesthetics (3.0)	
	Complete nine credits from the following:	9
HUM 400R	Humanism and Posthumanism (may be repeated for up to six credits) (3.0)	
HUM 401R	Forms and Genres Across the Arts (may be repeated for up to six credits) (3.0)	
HUM 414R	Advanced Topics in Humanities (may be repeated for up to six credits) (3.0)	
	Sub-Total	48
Elective Requirements:	Any course 1000 or higher (10 credits must be upper-division) (No more than six total credits from HUM 281R and HUM 481R)	21
	Sub-Total	21
	Total Number of Credits	120

Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
MATH 1030/1040/1050	Quantitative Reasoning/Intro to Statistics/College Algebra	3
LANG 1010	GRK, LATN, SPAN, PORT, RUS, ASL, CHIN, JPNS, FREN, GER, or other	4
HLTH 1100/PES 1097	Personal Health & Wellness/Fitness for Life	2
HUM 1010/101G/101H	Humanities Through the Arts	3
	Semester total:	15

Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing-Humanities & Social Sciences	3
Biology		3
HUM 2010/201G	World History through the Arts I	3
American Institutions		3
LANG 1020	Continued from previous LANG option	4
	Semester total:	16

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050/205G/205H	Ethics and Values	3
Physical Science		3
HUM 2020/202G	World History through the Arts II	3
HUM 2100	Adventures of Ideas through 1500	3
LANG 2010	Continued from previous LANG option	4
	Semester total:	16
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
Additional Biology or Physical Science		3
LANG 2020/202G	Continued from previous LANG option	4
Fine Art		3
HUM 2200	Adventures of Ideas after 1500	3
Social/Behavioral Science		3
	Semester total:	16

Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
HUM 203G	Art Form Focus I	3
Upper Elective	Any 3000+	3
HUM 325R	Area Studies in HUM	3
HUM 320R	Topics in HUM	3
Lower Elective	Any 1000+	3

	Semester total:	15
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
HUM 204G	Art Form Focus II	3
HUM 3800	Aesthetics	3
HUM 330R	Period Studies in HUM	3
Lower Elective	Any 1000+	3
Lower Elective	Any 1000+	3
	Semester total:	15

Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
HUM 3500	Approaches to Humanities	3
HUM 320R	Topics in HUM	3
HUM 400R	Humanism & Posthumanism	3
Upper Elective	Any 3000+	3
Upper Elective	Any 3000+	3
	Semester total:	15
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
HUM 4910	Humanities Capstone	3
HUM 401R	Forms & Genres Across the Arts	3
HUM 414R	Advanced Topics in Humanities	3
Upper Elective	Any 3000+	3
	Semester total:	12

Section VII: Faculty

Full-time faculty in the Humanities program (not including Philosophy faculty), with highest degree(s) attained and academic specialties listed:

Scott Abbott. Ph.D., Princeton University. Professor.

- German literature and philosophy, studies of motifs (metaphor of standing, barbed wire, secret societies), travel writing

Kimberly Abunuwara. Ph.D., Brigham Young University. Assistant Professor.

- Theatre (acting, voice and articulation, critical studies), performance studies, divine in the arts

Alex Caldiero. N.D., Queens College, City University of New York. Senior Artist in Residence.

- Polyartist, poet and scholar of humanities and intermedia

Michaela Giesenkirchen-Sawyer. Ph.D., Washington University, St. Louis. Associate Professor.

- American modernist literature, Gertrude Stein, the intersection of literature, film music, and art with science and philosophy

Sam Liang. Ph.D., Binghamton University, State University of New York. Associate Professor.

- Modern architecture and urbanism, Chinese cultural studies, Chinese art history, theories of modernity, postcolonial cities, aesthetic influences between Europe and China

Leslie Simon. Ph.D., Boston University. Assistant Professor.

- Nineteenth century literature and culture, relation of literature to mathematics, structures of narrative, the rise of the novel, literary realism, material culture and visual arts, world literature, postcolonial theory, women's literature

Part-time faculty in the Humanities program (not including Philosophy faculty), with highest degree(s) attained and academic specialties listed:

Noreen Astin. Ph.D., Brigham Young University (Theatre and Film).

- Literature and theatre, George Bernard Shaw, painting

Linda Barclay Mount. J.D., Brigham Young University; M.B.A, Brigham Young University;
Ph.D. [A.B.D.], Brigham Young University (Instructional Psychology and Technology).

Randall Bernhard. Ph.D., Brigham Young University (Theatre and Cinematic Arts).

Edwin Firmage. M.A., University of California, Berkeley (Ancient History & Mediterranean Archaeology).

- Classics, Medieval music and poetry

Eric Fossum. M.A., University of Missouri-Columbia (Classical Studies).

- Latin language instruction, classics, Norwegian

Steven Hall. M.F.A., New York University, Tisch School of the Arts (Dramatic Writing).

- Dramatic writing, American cinema, pop art, mysticism

Lynne Hetzel. B.A., Brigham Young University.

- Dance forms and styles, communication and journalism, music theory, mythology, Medieval art

Alexandra Karl. Ph.D., University of Cambridge, U.K. (History of Art).

Kimberli Lawson. Ph.D., University of Iowa (English).

- American Indian art and literature, art and politics, dance history and criticism, feminist theory

Sophie Heying Lu-Seng. Ph.D., Brigham Young University (Theatre and Film).

- Theatre, film, media arts, Chinese art

Julie Paz. M.A., Brigham Young University (Spanish Literature and Pedagogy).

- Spanish, Portuguese

Charlotte Poulton. Ph.D., University of York, U.K. (History of Art).

- Representations of music in painting, Renaissance art, Baroque art, music theory

Kirsti Ringger. M.F.A., University of Utah (Sculpture); M.A., Brigham Young University (Art History).

- Sculpture, contemporary art

Eric Robertson. M.A., University of Utah (Environmental Humanities).

- Environmental humanities, new materialism

Ashli Sharp. M.A., Brigham Young University (Humanities).

Shelley Shupe. M.Ed., Brigham Young University (Comparative & International Education).