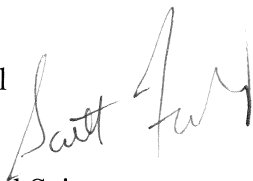




UNIVERSITY of WISCONSIN  
GREEN BAY

## MEMORANDUM

TO: Kaoime Malloy, Chair  
Academic Affairs Council

FROM: Scott R. Furlong, Dean   
College of Liberal Arts and Sciences

DATE: November 15, 2012

SUBJECT: Request for Recommendation of First Nations Studies Self-Study Report

Attached for AAC review, is the Academic Program Review Self-Study Report for First Nations Studies.

A copy of the report has also been sent to Associate Provost of Academic Affairs, Andrew Kersten. He will provide the AAC with his evaluation of the assessment plan of the unit.

I look forward to receiving the AAC's recommendation regarding this report.

Thank you.

c: Andrew Kersten, Associate Provost for Academic Affairs  
Lisa Poupart, Chair First Nations Studies (memo only)

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**Self-Study Report**

**First Nations Studies**

**Lisa Poupart, Chair**

**New Program - No Prior Program Review**

**Approved by FNS Executive Committee (Abbott, Poupart, and Kaufman)  
October 2, 2012**

**OCT 02 2012**

**Office of the  
Dean of Liberal Arts and Sciences**

We are an oral people. Sacred law cannot be written. It must be spoken and heard. Our way of life was meant to be lived and experienced. Our words are meant to inspire and guide our fellow human beings to follow the path of the heart.

--A Message from the Elders (2012)

## **NARRATIVE**

### **A. Mission Statement and Program Description**

First Nations Studies major was implemented in the fall of 2006. First Nations Studies is an interdisciplinary degree program that reflects the holistic world view of the indigenous people of Turtle Island (North America), providing a non-western approach to teaching and learning within the academy. First Nations Studies is committed to the study of First Nations culture, philosophy, history, language, and the social, economic, and political status of First Nations people and their communities. The program is designed to preserve and promote the sovereign identity of the indigenous people of North America, with an emphasis on the nations of the western Great Lakes. First Nations Studies incorporates the teaching and learning approaches of tribal people, offering students a new way to learn within the academy. The program places emphasis on the indigenous oral tradition as preserved and shared by tribal Elders. Students take part in oral traditional learning experiences within the university classroom and, also, in tribal communities learning from tribal people. The Oneida Language Project is central to the program offering beginning and advanced courses in Oneida language in conjunction with the Oneida Nation of Wisconsin's language revitalization efforts.

The First Nations Studies (FNS) major requires 9 credits of supporting courses and 27 credits of upper-level courses. The program has a 12 credit upper level Oral Emphasis Requirement. Currently there are several options for students in the Oral Emphasis Requirement. In the first option, students may take 12 upper level credits in the Oneida Language Project. A second option is FNS 399: Elder Epistemology and Oral Traditions, which may be taken for 1 to 12 credits. Students who earn a degree major in First Nations Studies learn to use resources in libraries and study the oral traditions by working with tribal Elders and language speakers. The FNS faculty members process their findings and evaluate (grade) their understandings, but the research and learning takes place between students and tribal Elders. Students learn how to approach Elders and conduct research using oral techniques, skills acquired in earlier course work. Students interact and study with tribal Elders to synthesize and acquire oral traditional knowledge. Thus, the program deeply fulfills the mission of the UW System to discover and disseminate knowledge.

Students enrolled in FNS 399 are in their senior year of study in FNS and spend a number of years in FNS courses preparing for this experience. Throughout their course of study in FNS, students are

closely mentored by FNS faculty members. This mentoring relationship is unique and serves as a foundation for the program. Given the mentoring process, faculty members are intimately knowledgeable of student strengths, interests, and career goals and will seek individual Elders to work with the students. Through the mentoring process students are also keenly aware of the requirements and expectations of FNS 399. The number of hours student spend in actual contact with Elders (per credit hour) when enrolled in FNS 399 varies. Students enrolled in FNS 399 and the Elders they work with understand and agree that they will spend 4-10 hours per week together per 3 credits. In order to assist both students and Elder teachers, FNS faculty members prepare each student and Elder individually for the FNS 399 teaching and learning experience. In addition, each student and Elder teacher receives a brief summary of the outcomes and expectations of FNS 399 prior to the course. Further, during the semester a student enrolled in FNS 399 also meets regularly with FNS faculty to discuss their work and their progress. Elder teachers in FNS 399 working with students during the semester have the option of meeting with FNS faculty to discuss the course and student work, but this is at the discretion of the Elders.

In addition, a third option in the Oral Emphasis is under development in part in response to student assessment. This fall, in collaboration with UW Green Bay Outreach, FNS 283C Menominee Language is offered as an experimental course for students and community members. It is our hope to offer FNS majors up to 9 (or more) credits of Outreach courses in Menominee language as well as 3 credits of FNS 374 Menominee Ethnohistory. Students electing in the Menominee Oral Concentration would also take part in additional upper-level work in FNS. However, we are in the beginning stages of this project.

Since the creation of the FNS major, the program developed one new course in response to a need in the Women's and Gender Studies Program. The course FNS 360 Women and Gender in First Nations communities is a cross-listed course (FNS/WOST) offered as an upper-level elective to students in both programs. The course is the first in WGS at UW Green Bay to focus solely on one racial minority group. This is important as it represents a shift to fuse Nations Studies classes into other programs on campus.

The First Nations Studies major fits directly within the Core Mission and the Special Mission of UW-Green Bay. At the heart of all mission statements is the principle that institutions of higher learning "discover and disseminate knowledge. . . ." The major enhances opportunities for students and faculty alike to research the growing knowledge of First Nations Studies and disseminate it for future generations.

Like all the campuses, UW-Green Bay is committed to serving the needs of students of color, faculty, and community members. In spite of this commitment, according to data compiled by UW System, First Nations (Native American) students have among the lowest recruitment, retention, and graduation rates in the UW System (UW System 2011). For every 1000 First Nations Studies that graduate from a Wisconsin high school, 40 (66%) take the ACT, 37 (47%) apply at a UW campus, 34 (42%) are admitted, 22 (32%) enroll as freshmen, 16 (27%) are retained thru the first year, and 8 (21%) graduate from UW with an undergraduate degree (UW System 2011). UW-Green Bay has a particular responsibility to the sovereign First Nations that form a large part of our community in northeastern Wisconsin. The First Nations Studies (FNS) major makes visible of the UW Green Bay commitment to First Nations communities and to diversity as a whole.

The University of Wisconsin-Green Bay is committed to Inclusive Excellence as a vision of diversity that is broadly inclusive and equitable in its treatment of all members of the campus community. Through engagement, reflection and action, the institution is committed to diversity in thought and practice moving beyond categories that put up barriers and keep us fragmented (<http://www.uwgb.edu/inclusiveexcellence/>). The First Nations Studies major and program initiatives including the UW Green Bay Fusion Project, Oneida Language Project, and the Education Center for First Nations Studies is Inclusive Excellence in practice as they: increase compositional diversity, and create learning environments in which students of all backgrounds strive; place the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made; and is centered on the student experience itself.

In addition, in the Campus Diversity Plan 2008 Final Report the First Nations Studies major is identified throughout the report as an initiative of the University in Plan 2008. The creation of the FNS major and new FNS courses to support the major (FNS 210, FNS 224) are identified as campus initiatives under Goal #6 "Foster Institutional Environments and Course Development that Enhances Learning and Respect for Racial and Ethnic Diversity." In addition, the FNS Oneida Language Project and the American Indian Studies Summer Institute (EDUC 495/795) are identified in the report as initiatives meeting Goal #5 "Encourage Partnerships that Build the Educational Pipeline by Reaching Children and their Parents at an Early Age." The implementation of the FNS major in fall 2006 as an effort of UW Green Bay to meet the spirit and intent of Diversity Plan 2008.

The FNS major reflects UW Green Bay's special mission of interdisciplinarity. The program has demonstrably integrated various disciplines (literature, social sciences, linguistics, education, law, social work, etc.) to explore problems in new, innovative ways. Finally, the FNS program "connects learning to

life” in a meaningful way as students work with First Nations Elders in the community preserving oral traditions.

### **B. Program Changes Since Last Review**

This is the first program review for First Nations Studies. As stated previously, the FNS major was implemented in the fall of 2006. No changes have been made to the program mission or curricular requirements since the fall of 2006.

### **C. Student Outcomes Assessment**

The learning objectives and student outcomes for First Nations Studies at UW Green Bay reflect the *Standards for Instruction, Teacher Qualifications, and Course Content* created and passed by the UW System American Indian Studies Consortium. First Nations Studies presents First Nations knowledge from an indigenous perspective, placing emphasis on the oral tradition, Elder epistemology, and oral scholars. Thus, information and knowledge reflect traditional (pre-contact) tribal protocols, whereby stories, images, objects, and artifacts are treated respectfully and not simply used for the convenience of students and faculty.

First Nations Studies teaches core knowledge while reflecting a holistic tribal world view, a world view which includes the concept of sacred or spiritual practice. First Nations Studies core knowledge is organized into Four Pillars of Learning. Courses in FNS reflect the Four Pillars: History (precontact, contact, contemporary periods), Sovereignty, Laws and Policies, Indigenous Philosophy and Intellectual Traditions.

First Nations Studies maintains and promotes tribal oral knowledge in the traditional way of learning and interacting by working in tribal communities in the time-honored way of providing service through the use of skills and knowledge including acceptable research, scholarship, and useful publications.

The program builds and supports collaborative relationships between tribal communities with particular emphasis on the nations in northeastern Wisconsin – Oneida, Menominee, and Mohican Nations to enrich student learning. Through these collaborations, we provide students with oral traditional teaching and learning opportunities in the classroom and within a tribal setting.

Students who earn a degree major in First Nations Studies must learn not only how to use resources in libraries, but how to study the oral traditions by working with tribal Elders and language speakers. The faculty members on campus process their findings and evaluate (grade) their understandings, but the research and learning takes place between students and tribal elders. Students learn how to approach Elders and to conduct research using oral techniques, skills that are taught in

their earlier course work. Then, students interact and study with tribal elders to synthesize and acquire oral traditional knowledge.

**Method of Assessment or Evaluation: *Miinde baagaang chigaadeg***

*Miin de baa gaang chi gaa deg* or, to measure what or where one is after a course of study, is an important part of the FNS major. As an ongoing evaluation of the FNS program, the faculty employ an embedded assessment, one in which the oral tradition and Elder knowledge are an important part. In this way, the FNS assessment method reflects indigenous teaching and learning and the emphasis on the oral tradition. It is central to the program to continue to refine and implement culture based assessment measures that reflect the tribal world and oral traditional teaching and learning. The objectives for the program are centered on the Four Pillars of knowledge (History, Law & Policy, Sovereignty and Indigenous Philosophy and Intellectual Traditions). The program is assessed in two ways. One, each student in the FNS major completes a senior comprehensive exit interview at the end of his/her course of study. This exit interview serves as an evaluation mechanism for the program. The FNS faculty created a set of collective assessment questions based on the FNS major learning outcomes for use in the oral exit interview. A second method of program evaluation occurs each semester as the FNS faculty meet as an assessment team to evaluate each graduating senior and senior comprehensive oral exam. The FNS faculty assessment team discussed 1) the extent to which graduating students meets each of the learning outcomes and 2) how the program can improve based on our discussions of the exit interviews. Further, from time to time, First Nations Elders will also meet with FNS faculty to discuss the program outcomes. These discussions serve as mechanisms for evaluating and improving the program.

All graduating seniors are asked to complete the exit interview upon completion of all FNS classes. This request was made face to face and by email. Of the 18 students that graduated with the FNS degree since 2007, all were asked to complete the exit interview and only 11 were completed. Students who moved away or were unable to meet for a face to face interview were asked to complete the assessment in writing and return it by email. Given the low response rate, in 2009, Poupart met with Dean Scott Furlong to discuss making the exit interview a FNS graduation requirement. The FNS major proposal approved by UWS Board of Regent's identifies the interview as a graduation requirement. However, given his background and expertise in this area, Dean Furlong advised FNS against a required assessment as it might falsely influence student responses. FNS followed this advice and did not make the assessment a graduation requirement. To date, we continue to experience low student response rates. We acknowledge that this is a problem. We are seeking to address this problem through the development of additional cultural based assessment measures like the FNS electronic portfolio

(discussed below).

The exit interviews indicate that students who meet the oral emphasis 12 credit requirement with FNS 339 find this a valuable and rewarding educational experience. Students identify the relationship established with a tribal Elder as the most informative aspect of their undergraduate education. Students have identified FNS 399 as “transformational.” While FNS classes provide them with foundational knowledge in the discipline, students indicate that the Elder/apprentice experience in the oral tradition provides them with a lived opportunity to learn and apply their knowledge. In the FNS faculty assessments, the faculty members agree that FNS 399 has afforded opportunities for students to use their Oneida language skills, experience and practice First Nations values, as well as develop reciprocal relationships in the Tribal World. Throughout the exit interviews students identify “critical thinking,” “group skills,” and “circle learning” among the most valuable skills acquired in FNS. In all of the interviews, students report that their learning in FNS started with the degree and will continue throughout their lives.

In the exit interviews students and in discussions, students report that indigenous teaching methods in the FNS classroom are far more effective than more western methods (lecture, power point, written exams etc.) The FNS program has responded to this student assessment. With the impending retirement of Dr. Rosemary Christensen, an expert in indigenous education, Poupart took a sabbatical to study indigenous teaching methodologies and elder epistemology. Poupart redesigned all of her FNS classes to further imbed indigenous teaching methods. Poupart created FNS 499 an international travel course and took several groups of FNS students to indigenous communities in Canada to study with Elder teachers. In the spring of 2012, Brooks completed a 3 credit doctoral course on online learning in indigenous education and redesigned his courses to ensure indigenous teaching methods were not lost in online FNS classes. Brooks is leading FNS as his students must create video/audio assignments using Video Storybook, Movie Maker, and Power Point (with audio). Poupart followed Brooks’ lead and in April 2012 was one of the first Online Teaching Fellows at UWGB. In June 2012, FNS hosted a three day in-service training on collaborative teaching and learning in the FNS classroom. In July 2012, Brooks spent three weeks in Hawaii studying indigenous education and traditional cultural revitalization programs. It is clear the FNS faculty are actively engaged in and dedicated to indigenous teaching and learning.

In addition, in the exit interviews and in informal assessment discussions, students identified a need for Menominee language classes in FNS (discussed earlier in this document on pg. 3). Poupart met with Menominee Elders and language speakers over a period of years to develop the course.



Memominee Language 1 is currently being offered for 3 credits through Outreach.

In May of each academic year, the FNS faculty members meet to assess the graduating seniors using the tool "Faculty Assessment of Individual FNS Graduates in the Major." The faculty conducted this assessment for all 18 graduates. The assessment is an oral discussion among the faculty for each student. Poupart records the faculty discussion in writing on the assessment tool. As a result of these assessments and the growing FNS faculty, in fall 2012, the faculty will take part in a scope and sequence discussion and plan course content accordingly.

The FNS faculty members also discuss overall trends in student learning and outcomes in our general education courses. We acknowledge that incoming freshman have poorer writing skills compared to students entering the University ten years ago. In conversations with our colleagues in Humanistic Studies, this seems to be a general trend across the campus and suggests students are leaving high school less prepared for college. While FNS has an oral emphasis, we are concerned that our graduating students may not be developing adequate writing skills. FNS is responding to this by increasing the writing requirements in our classes with the intent of making more of our courses writing emphasis (we) without diminishing the oral emphasis.

Much of the assessment of student learning that takes place in FNS is informal. This takes place because of the relationships that develop both between FNS faculty and between FNS faculty and students. The Ed Center for FNS is a site where faculty and students gather on a daily basis. Through these informal discussions, a great deal of assessment takes place. FNS students and faculty were concerned about the lack of focus in the program on the Mohican Nation. In response, in the fall of 2012, Dr. Leary developed and offered FNS 374 Mohican Ethohistory under the direction of and in consultation with the Mohican Nation Historical Committee and Mohican tribal Elders.

First Nations Studies faculty are also engaged in the assessment of FNS learning among pre-service teachers in ED. Dr. Poupart is developing an electronic First Nations Studies culture-based rubric for assessing education students' electronic artifacts in their FNS e-portfolios. Frequently when cultural diversity is included in higher education, broad based information is used to teach about difference. However, the electronic culture-based assessment model developed through the FNS/ED collaboration goes beyond broad based instruction. For example, it is a broad stroke to speak of 'respect,' within First Nations communities, but it is specific to provide and demonstrate behaviors that show or mean respect in the tribal world. Thus, students' assessed using cultural based model articulate oral forms and practice skills and behaviors that emanate from the teachings of traditional tribal Elders and reflect intellectual concepts that comprise the tribal canon and record this information

electronically in their e-portfolio using digital storytelling and Webquest. The culture based assessment rubrics under development by Poupart will evaluate education student learning in FNS classes and fused education courses. Thus, culture based evaluation of education student FNS e-portfolios is a part of our overall effort to train all teachers. We will assess learner competency in the areas of Wisconsin First Nations history, culture, sovereignty, and contemporary status. This assessment approach allows us to gauge student growth over time. We will assess using an innovative scoring rubric (currently under development) for students' portfolios and accompanying learners' artifacts. The use of multiple assessment measures will allow us to "paint" an accurate picture of student learning.

Recognizing the need for good assessment in FNS, beginning in the summer of 2012, all FNS faculty members are required to include FNS students learning outcomes and objectives on all course syllabi. Further, in September of 2012, following the model they established in education, the First Nations Studies faculty members are exploring the use of the FNS electronic portfolio and self-assessment rubrics for FNS majors and minors as an assessment tool. It is an innovative direction for FNS assessment. Similarly, the FNS faculty members are exploring the creation of a required senior capstone seminar in conjunction with the use of the electronic portfolio and oral exit interview.

#### **D. Program Accomplishments and Student Success**

Since 2007, the program has received several notable awards. In 2011, the First Nations Studies program received the UW System Regent's Award for Diversity. In 2012, the First Nations Studies and Education programs earned the UW Green Bay Founders Award for Excellence in Collaborative Leadership for their work in the Education Center for First Nations Studies.

Central to the FNS program is the Oneida Language Project. Since the creation of the major, Professor Abbott continues to work consistently with Oneida Elders to restore the language often with tribal Elder teachers in his classroom. Together Professor Abbott and tribal Elders including Maria Hinton created the first written Oneida language dictionary and, more recently, an electronic on-line talking Oneida language dictionary. In 2003, Professor Abbott and Maria Hinton received the UW Green Bay Founder's Award for Excellence in Scholarship Collaboration for their work with Oneida language preservation. Today, Abbott's former language student, Laura Cornelius, directs one of the Oneida Nation's language recovery programs and is working toward fluency.

The First Nations Studies program is making major accomplishments and contributing to student success. One notable example of this kind of relationship includes Poupart's collaboration in the development of, Tsi nihukwalio=t^, the first indigenous generational healing center in the U.S. Founded by four FNS graduates, Tsinihukwalio=t^ is a cultural wellness center in northeastern Wisconsin

providing traditional First Nations holistic healing to indigenous people recovering from historical trauma and unresolved historical grief syndrome resulting from the ongoing legacy of colonialism. Poupart's work in the area of healing historic trauma is recognized internationally and she was invited to the National Dong Hwa University to assist in addressing issues of historic trauma among the indigenous people of Taiwan. Several of Poupart's students have gone on to graduate programs in psychology and are preparing to return to tribal communities to address issues related to historic trauma and unresolved historic grief syndrome.

As the First Nations Studies faculty work in tribal communities they are also committed to transforming k-16 education. This is exemplified in the development of the UW Green Bay Fusion Project and the creation of the Professional Program in Education Center for First Nations Studies.

In an attempt to address racism and the widespread lack of knowledge about the first citizens of Wisconsin, in 1989, the state passed a law requiring all persons seeking a license to teach in the state have received instruction in the history, culture, and tribal sovereignty of the federally recognized tribes in the state (s.118.19(8) Wis. Stats.). The individual teacher education programs are responsible for incorporating this information into their courses of study to ensure that all of their graduates receive this instruction. To date, a systematic response has yet to emerge, and the individual campuses are unable to develop the capacity to provide this instruction in all but the most perfunctory ways. In response, FNS faculty created a model for implementing Act 31 within the UW system. The Fusion Project developed at UW Green Bay features an efficient, effective and institutionalized way of imparting information through the strategy of incorporating of "fusing" First Nations Studies core knowledge into existing undergraduate education courses. The FNS knowledge is organized into four pillars of learning which provides a base from which education faculty draw upon for inclusion into their curriculum. The education professors are instrumental to the process in that they first learn the information, fuse it into their curriculum, and teach it to their students. Thus, First Nations knowledge becomes part of the basic curriculum for all students in the education program.

The truly interdisciplinary approach of the UW Green Bay Fusion Project provides leadership in implementing cultural diversity in the academy, while utilizing its own benchmarks. It is a fluid design in that it can be suited to local needs and, therefore, can be implemented in other institutions around any diversity issue. FNS is assisting the UW System (OPID) in implementing a statewide approach to changing education by sharing and incorporating a similar fusion plan. This means that as the model is shared with other campuses, together we envision reshaping teacher education to promote true systemic change. Today, the Fusion Project is expanding and includes fusion with faculty from across disciplines

including Social Work, History, Democracy and Justice Studies, Human Development, and Biology. In the FNS infused classes, First Nations Studies is a normal and natural part of the curriculum.

As described above, the Fusion Project is a leader in transforming teacher instruction at the state and national levels. As a leader, UW Green Bay seized the opportunity to support the efforts of the Fusion Plan in the creation of a center of excellence in transforming teacher education. In October 2010, the campus opened the Professional Program in Education's Center for First Nations Studies. The Center hosts four Elder oral traditional scholars in residence. The Center offers a physical space that is welcoming and where indigenous and non-indigenous learners gather with Elders. It is an opportunity to learn from oral traditional scholars by sitting and visiting with Elders, engaging in story-telling, building relationships with Elders, making connections to the tribal world, and by seeking counsel from the Elders. The Center assists university faculty, K-12 classroom teachers, and UWGB pre-service teachers with written and electronic curriculum resources and provides opportunities to learn from the Elders. A goal of the Center is to offer our institution and others an opportunity to experience the fusion of FNS curriculum into educational learning and practice.

The UW Green Bay graduate program in Applied Leadership for Teaching and Learning program has enjoyed great success in the past several years as a dozen FNS graduates were admitted into the program. These ED graduate students have developed many outstanding action research projects directly affecting school age learners. They have a dramatic impact in the tribal communities and on the preparation of our future teachers.

Currently The UW System participates in a national initiative on Access to Success (A2S) for Native American Students. UW System describes A2S as "a consortium of state public higher education systems committed to increasing access to postsecondary education and improving degree completion rates for low income and minority students." Because of this initiative, "In 2010 the UW System began gathering data to determine how effectively we recruit and retain Native American students, staff and faculty within the system. As a result of both the national planning effort and the outcome of the data analysis, we believe it is important to prioritize our focus on Native American student, staff and faculty populations as part of our commitment to making excellence inclusive for everyone in our system" (UW System Office of Academic Affairs). Professors Poupart and Leary are working with LaVonne Cornell-Swanson, UW System OPID director, leading this initiative.

In addition to working with undergraduate and graduate student success, the First Nations Studies program is involved in collaboration with the Title VII Indian Education Program in Green Bay Public Schools (GBAPS). In 2011, Poupart (principal investigator) and Kaufman received the UW System

TRRI Grant. The grant supports the project "Seven Generations of Native Voices" which brings 120 First Nations middle school youth in GBAPS together with First Nations Studies undergraduates, ED/FNS graduate students, FNS professors, and tribal Elder oral scholars on the UW Green Bay campus. In the project, First Nations youth learn First Nations core content (4 Pillars) and take part in indigenous teaching methods in FNS undergraduate classes. First Nations Studies majors work with the youth in the middle school classrooms as mentors and tutors. The project fosters the success of First Nations middle school students in school and in their communities. In summer 2012, Poupart and Leary collaborated on a federal grant with the WI Department of Public Instruction and developed a curriculum for a First Nations Studies Summer Youth Institute. This weeklong educational experience for First Nations middle school youth will be piloted on the UW Green Bay campus in collaboration with Outreach in the summer of 2013 and is aimed at preparing First Nations youth for high school advanced placement classes.

The First Nations Studies has extensive relationships with UW Green Bay Outreach and Adult Degree (ASP) programs. In 2010, ADP and FNS created a new position hiring Forrest Brooks (Oneida) as an instructor in FNS and advisor to First Nations Students in ADP. Brooks has a master's degree in curriculum and instruction and is currently a doctoral student in Indigenous Education at UMN. With Brooks' hire, FNS expanded FNS course offerings through the ADP program and continues with plans for a FNS area of emphasis in ADP. Brooks and Poupart are currently collaborating with the Oneida Nation Cultural Heritage Department and Oneida Education Department on a tribal community outreach plan. In addition, FNS is collaborating with Outreach to offer FNS college credit in several high schools across WI including public and tribal high schools.

#### **E. Program Enrollment Trends and Analysis**

In the proposal for the First Nations Studies major, we acknowledged the program would not draw mass numbers of students. Even in states with high numbers of First Nations people in the total population, there are proportionately low enrollments in American Indian Studies and First Nations Studies majors in those states. Thus, the need for a First Nations Studies major at UW Green Bay was not driven by enrollment demands. The development of the First Nations Studies major is driven by an intellectual need within northeastern Wisconsin and in our society as a whole.

According to institutional data, in 2007, 23 students were in the FNS program. Of these students, 10 were new majors. Enrollment in the program has increased over time. In 2011, there were 27 students in FNS -- 14 majors and 13 minors. Since 2007, 18 students have graduated with the major in FNS and 11 were students of color. Since 2007, 18 students graduated with a FNS minor. Since 2007, about half of all FNS majors and minors were students of color. This number demonstrates that FNS

draws an equal numbers of white students and students of color. This is noteworthy as there are likely few other programs on campus with this kind of equity in enrollment numbers. Over time, FNS students are getting younger (under the age of 26) with only slightly more women in the program than men.

However, overall, as predicted there are small numbers of students in FNS. With these small numbers, it is difficult to discuss trends and make analysis of the data. For example, the Graduating Senior Survey for the period 2007-2011, only 6 of the 18 graduating FNS majors completed the survey. The six Senior Surveys indicate high levels of satisfaction with the program - higher than the overall average for UWGB. These six students also indicated having very positive educational experiences at UWGB.

Given that the numbers of FNS students are low, the program does not plan to take specific actions based on the institutional data alone. However, the data will be used in addition to formal and informal assessment measures.

#### **F. Conclusions and Vision for Future Development**

The UW Green Bay campus occupies the traditional homelands of the Menominee Bear Clan. This land was ceded in the treaty of 1831. The Menominee language was not formally spoken on this land again until the fall of 2012 when the UW Green Bay First Nations Studies program and Outreach collaborated to create the first Menominee language class on campus. This semester on Thursday night, Menominee language rings out across the 4<sup>th</sup> floor of Wood Hall. Ron Corn, a licensed teacher and fluent speaker of the Menominee language, leads the class. An Elder and adjunct faculty member in FNS, Napos, serves as a cultural advisor in the class. Napos is a member of the Menominee Bear Clan. Both Napos and FNS students were the driving force behind the creation of this class and the return of the language to this ancient territory. When the course was approved, Napos responded, "It's about time."

Citizens in northeastern Wisconsin need FNS at UW Green Bay to provide them with knowledge about their neighbors, the first inhabitants of the state. UW Green Bay demonstrates an institutional commitment to FNS intellectual traditions and this commitment, in turn, demonstrates to Wisconsin that FNS knowledge is becoming part of the mainstream educational process. Through these means, there is a meaningful way to affect not only the education of First Nations students but all students in Wisconsin.

The mission of the First Nations Studies program will continue to be shaped by the vision of our tribal Elders from across Turtle Island. Our Elders remind us that our work must serve the future generations. Our program's major goals for the next seven years are centered on building institutional responsibility and accountability to First Nations higher education from a holistic perspective that

privileges tribal ways of understanding and, thereby, transforming our institution into a site for the success of First Nations students.

The First Nations Studies program at UW Green Bay is providing leadership in transforming education. We will continue to develop the Menominee language emphasis. We aim to make the Menominee language emphasis (levels 1, 2, 3, etc.) a part of our regular course offerings. Moreover, the FNS faculty members are committed to further integrating indigenous language and concepts in the language into all classes.

The FNS program aims to create more holistic and effective program assessment. Following the model established in our work with the students in the Education program, FNS faculty members are exploring the use of the FNS electronic portfolio and self-assessment rubrics for FNS majors and minors as an assessment tool. In addition, the FNS faculty members are exploring the creation of a required senior capstone seminar in conjunction with the use of the electronic portfolio and oral exit interview. We will need institutional support to create and offer an additional FNS course.

The First Nations Studies program aims to continue to develop our collaboration with the Education program. We aim to implement culture-based assessment of pre-service teacher learning in First Nations Studies. We aim to build our collaboration with Indian education programs in K-12 and creating opportunities for First Nations youth at UW Green Bay.

The First Nations Studies faculty aims to further our own understanding of Elder epistemology and further integrate indigenous oral traditional teaching and learning methods into all FNS classrooms and learning experiences.

The First Nations Studies program aims to continue to develop and expand our numerous programs with UW Green Bay Outreach and Adult Degree programs including the American Indian Studies Summer Institute, First Nations Studies Summer Youth Institute, FNS Credit in High School, and community education in the regional tribal communities. It is our aim to develop these programs to reflect tribal world values and indigenous teaching and learning.

In FNS, we acknowledge that our efforts to accomplish these goals are limited by institutional funds and support. Right now, the Menominee language course is self-funded (enrollment based) and the language instructor is under-paid. He earns less than other instructors in the College of Letters & Science. In addition, over the past two years, FNS faculty have not received any course release time to lead all of the programs they are involved in including developing and directing the Ed Center for FNS. Our ability to meet our program goals and continue to diversify and enrich the University is directly related to institutional support and resources.

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## First Nations Studies Assessment Plan

The following assessment was approved by UW System Board of Regents in the creation of the First Nations Studies major.

### Objectives and Student Outcomes:

The learning objectives and student outcomes for First Nations Studies at UW Green Bay reflect the *Standards for Instruction, Teacher Qualifications, and Course Content* created and passed by the UW System American Indian Studies Consortium. These standards are included in Attachment E. In our description here, we acknowledge our colleagues in the American Indian Studies program at UW Eau Claire for providing us a model and for allowing us to draw upon their work. Our academic objectives and student outcomes are the following:

### Objectives:

To present First Nations knowledge from an indigenous perspective, placing emphasis on the oral tradition, Elder epistemology, and oral scholars. Thus, information and knowledge reflect traditional (pre-contact) tribal protocols, whereby stories, images, objects, and artifacts are treated respectfully and not simply used for the convenience of students and faculty.

To teach First Nations Studies core knowledge while reflecting a holistic tribal world view, a world view which includes the concept of sacred or spiritual practice. First Nations Studies core knowledge is organized into Four Pillars of Learning. Courses in FNS reflect the Four Pillars: History (precontact, contact, contemporary periods), Sovereignty, Laws and Policies, Indigenous Philosophy and Intellectual Traditions.

To maintain and promote tribal oral knowledge in the traditional way of learning and interacting by working in tribal communities in the time-honored way of providing service through the use of skills and knowledge including acceptable research, scholarship, and useful publications.

To build and support collaborative relationships between tribal communities with particular emphasis on the nations in northeastern Wisconsin – Oneida, Menominee, and Mohican Nations.

To provide students with oral traditional teaching and learning opportunities in the classroom and within a tribal setting.

To provide suitable instruction, information and process to students and instructors of students in other disciplines in an effort to fulfill the requirements of Act 31.

### **Student Outcomes:**

#### Oral Tradition & Elder Knowledge:

1. Students will work with Elders in a tribal setting.
2. Students will demonstrate oral traditional learning, listening, and remembering skills.
3. Students will demonstrate the tribal values of respect, reciprocity, relationship, and responsibility.
4. Students will take part in and demonstrate an understanding of Elder epistemology.
5. Students will demonstrate protocols for learning and working in a tribal setting.
6. Students will take part in participatory learning and will discuss the form and function of this traditional teaching/learning approach.

#### History – Precontact, Contact, Contemporary Eras:

1. Students will demonstrate an understanding of First Nations history in each of the three eras – precontact, contact, and contemporary.
2. Students will demonstrate an in-depth developed historical awareness of the history of one nation in Wisconsin.
3. Students will draw upon the oral tradition in the study of history.
4. Students will use electronic and written sources in their study of history.
5. Students will identify the political, economic, and social status of First Nations in each of the three historical eras.

#### Sovereignty:

1. Students will define and understand precontact tribal sovereignty.
2. Students will explain the erosion and persistence of tribal sovereignty after contact.
3. Students will explain the federal trust relationship in the context of treaty-making.
4. Students will demonstrate an understanding of ways to promote and protect tribal sovereignty.
5. Students will understand and demonstrate personal sovereignty.

#### Laws and Policies:

1. Students will understand and explain the major formal (congressional acts, court cases) and informal policies that make up the body of First Nations law.
2. Students will provide a critical analysis of the major formal and informal policies in #1 above.
3. Students will understand the powers and limitations of contemporary tribal governments.
4. Students will use electronic and written materials in their examination of laws and policies.

#### Indigenous Philosophy and Intellectual Traditions:

1. Students will demonstrate an understanding of Elder epistemology in the oral tradition.
2. Students will learn in a tribal community setting.
3. Students will demonstrate an understanding of First Nations philosophical teachings.
4. Students will demonstrate an awareness of American Indian historical and contemporary

intellectuals.

5. Students will demonstrate an understanding of First Nations values and their expression in a cultural context.

6. Students will explain internalized oppression and approaches to decolonization.

Language:

1. Students will identify the major language families on Turtle Island and explain how languages change over time.

2. Students will understand the importance of language and cultural revitalization efforts.

3. Students will demonstrate some acquisition of a First Nations language.

4. Students will engage in language acquisition in a tribal setting.

**Method of Assessment or Evaluation: *Miinde baagaang chigaadeg***

*Miin de baa gaang chi gaa deg* or, to measure what or where one is after a course of study, is an important part of the FNS major. As an ongoing evaluation of the FNS program, the faculty employ an embedded assessment, one in which the oral tradition and Elder knowledge are an important part. The objectives for the program are centered on the Four Pillars of knowledge (History, Law & Policy, Sovereignty and Indigenous Philosophy and Intellectual Traditions). The program will be assessed in two ways. One, each student in the FNS major will be required to complete a senior comprehensive oral (exit) exam at the end of his/her course of study (See Appendix A). This exam is different than the oral exam that takes place upon student completion of FNS 399. This exit exam, the senior comprehensive oral exam will serve as an evaluation mechanism for the program. The FNS faculty will create a set of collective assessment questions based on the FNS major learning outcomes for use in the oral exit interview. A second method of program evaluation will occur each semester as the FNS faculty will meet as an assessment team to evaluate each graduating senior and senior comprehensive oral exam. The FNS faculty assessment team will discuss 1) the extent to which graduating students meets each of the learning outcomes and 2) how the program can improve based on our discussions of the exit interviews (Appendix B).

Further, from time to time, the First Nations Elders involved in FNS 399 will also meet

as a whole with FNS faculty to discuss the program outcomes. These discussions will serve as mechanisms for evaluating and improving the program.

**First Nations Studies Program, UW Green Bay  
Senior Exit Questionnaire/Oral Interview**

**Introduction:** Culturally-based instruction/evaluation does not always follow or fit within the western model. Indigenous people seek to assess and improve in a circular way by approaching evaluation relative to the four facets of self (mind, body, spirit and emotion) wherein one seeks balance. Within this sense of 'evaluation' one seeks participation within community so that personal and community growth is maintained.

**Name:**

**Date:**

**Graduation date:**

**Amount of Time at UWGB:**

**Oral Emphasis:** FNS 399 Elder Epistemology \_\_\_ or Oneida Language \_\_\_  
(check one)

**Minor:**

As a result of the learning I experienced during my UWGB sojourn in FNS  
I will use my new knowledge and skills in the following ways:

I will continue to seek learning/knowledge about the following:

In the following possible ways:

I gained knowledge and skills such as the following:

Please comment on the level of difficulty in the program: Identify a course or courses and indicate the level of difficulty of the course (or courses) according to 1, 2, 3 (1 = low difficulty and 3 = high level of difficulty).

If needed, please comment on how you overcame the difficulty or how difficulty was eased through additional learning or assistance. In addition, you may wish to give advice or make recommendations for future students.

Please comment as desired relative to the major emphasis in FNS: Oneida language or FNS 399 Oral concentration

Please indicate teaching techniques/strategies that were helpful in learning FNS

-Context or the methods used and way you learned in FNS classes

-Content or what you learned in FNS classes

Please evaluate the extent to which you are knowledgeable in each of the 4 Pillars of Tribal Knowledge. In each of the areas, please tell us how knowledgeable you were in each of the 4 areas before taking classes in FNS and how knowledgeable you are today, upon graduation. You may

choose to use a numeric scale (0 = no knowledge, 5=very knowledgeable).

I. First Nations History

A. Before Contact

B. After Contact

II. Sovereignty (as a world view as well as a formal governing principle)

III. First Nations Laws and Policies

IV. Indigenous Philosophy (or intellectual traditions and world views)

Please reflect on your First Nations Studies experience, and provide a commentary on this experience. You may include self-assessed

acquired knowledge and any wishes, comments or 'you might think about' statements for FNS faculty to consider as adjustments to the FNS program, course work, teaching strategies, and techniques.

Miigwech, gigawahbamin!  
Indina waymah gahnug

Appendix B



**First Nations Studies Faculty Senior Oral Assessment**

**Student Name:**

**Graduation Date:**

**Assessment Date:**

**Assessment conducted by (faculty names):**

**Student Outcomes:**

**I. Oral Tradition and Elder Knowledge**

**II. History - Precontact, Contact, Contemporary**

**III. Sovereignty**

**IV. Laws & Policies**

## **V. Indigenous Philosophy and Intellectual Traditions**

## **VI: Language**

## **Other Comments:**

**Possible Directions for Program:**



## 2012 - 2013 UNDERGRADUATE CATALOG

### First Nations Studies

- [Department Overview](#)
- [Course Descriptions](#)
- [Department Website](#)

Interdisciplinary Major or Minor  
(Bachelor of Arts)

**Professor** – Clifford Abbott

**Associate Professor** – Lisa Poupart (chair)

**Instructors** – Forrest Brooks, J P Leary

First Nations Studies is an interdisciplinary degree program that reflects the holistic worldview of the indigenous people of Turtle Island (North America). First Nations Studies is committed to the study of First Nations culture, philosophy, history, language, and the social, economic, and political status of indigenous people and their communities. The program is designed to preserve and promote the identity and sovereign status of indigenous people through the study and practice of decolonization. The program places particular emphasis on the nations in our region, the Western Great Lakes.

First Nations Studies incorporates the teaching and learning approaches of tribal people, offering students a new way to learn within the academy. The program places emphasis on the oral tradition of First Nations people as preserved and shared by tribal Elders. Students take part in oral traditional learning experiences within the university classroom and, also, in tribal communities learning from tribal people. First Nations Studies teaching and learning is centered on the four areas of learning in the tribal world – history, culture, sovereignty, laws and policies, and indigenous philosophy.

The program is of interest to both American Indian and non-Indian students who wish to learn more about the traditional cultures and knowledge of indigenous people as well as the changes experienced by First Nations as a result of Euro-American contact.

The program offers a major and a minor. The minor strengthens numerous degrees including those in Business, History, Education, Social Work, Psychology, and the natural and social sciences. The degrees prepare students to live and work in an increasingly diverse community and also equip students with skills to work cooperatively and effectively with tribal governments and businesses.



## 2012 - 2013 UNDERGRADUATE CATALOG

### First Nations Studies: Requirements for the Major

- [Department Overview](#)
- [Department Website](#)

#### Interdisciplinary Major

Supporting Courses, (9 credits):

Required:

[FNS 225](#): Introduction to First Nations Studies: The Tribal World (3 credits)

[FNS 226](#): Introduction to First Nations Studies: Social Justice (3 credits)

Oral Emphasis, (One (1) of These):

[FNS 216](#): Native American Landscapes: Imagined and Lived Spaces (3 credits)

[FNS 224](#): American Indian Tribal Religion (3 credits)

Upper-Level Courses, (27 credits):

Minimum of 3 credits and maximum of 6 credits:

[FNS 391](#): First Nations Studies Seminar (3 credits)

First Nations Policy, (One (1) of These):

[FNS 392](#): First Nations Justice and Tribal Governments (3 credits)

[FNS 393](#): First Nations and Education Policy (3 credits)

Oral Emphasis, (12 credits) - Complete one of the following options:

Option 1: Oneida Language Project

[FNS 301](#): Oneida Language I (3 credits)

[FNS 302](#): Oneida Language II (3 credits)

[FNS 303](#): Oneida Language III (3 credits)

[FNS 304](#): Oneida Language IV (3 credits)

Option 2:

[FNS 399](#): First Nations Studies Oral Tradition Concentration (3-12 credits)

Option 3:

[FNS 301](#): Oneida Language I (3 credits)

[FNS 399](#): First Nations Studies Oral Tradition Concentration (3-12 credits)

Electives, (choose 9 credits):

Note: HUM STUD 350 should cover Indigenous Intellectuals.

[FNS 301](#): Oneida Language I (3 credits)

[FNS 302](#): Oneida Language II (3 credits)

[FNS 303](#): Oneida Language III (3 credits)

[FNS 304](#): Oneida Language IV (3 credits)

[FNS 336](#): American Ethnic Literature (3 credits)

[FNS 360](#): Women and Gender in First Nations Communities (3 credits)

[FNS 372](#): Indigenous Nations Oral and Storytelling Traditions (3 credits)

[FNS 374](#): Wisconsin First Nations Ethnohistory (3 credits)

FNS 385: Perspectives on Human Values: First Nations (3 credits)

FNS 392: First Nations Justice and Tribal Governments (3 credits)

FNS 393: First Nations and Education Policy (3 credits)

FNS 399: First Nations Studies Oral Tradition Concentration (3-12 credits)

FNS 497: Internship (1-12 credits)

FNS 498: Independent Study (1-4 credits)

FNS 299: Travel Course (1-4 credits)

FNS 499: Travel Course (1-6 credits)

HUM STUD 350: Interdisciplinary Study of Great Works (1-3 credits)

EDUC 795: American Indian Studies Summer Institute, 3 credits



## 2012 - 2013 UNDERGRADUATE CATALOG

### First Nations Studies: Requirements for the Minor

- [Department Overview](#)
- [Department Website](#)

#### Interdisciplinary Minor

Supporting Courses, (6 credits):

Required:

[FNS 225](#): Introduction to First Nations Studies: The Tribal World (3 credits)

[FNS 226](#): Introduction to First Nations Studies: Social Justice (3 credits)

Upper-Level Courses, (15 credits):

Minimum of 3 credits and maximum of 6 credits:

[FNS 391](#): First Nations Studies Seminar (3 credits)

First Nations Policy, (One (1) of These):

[FNS 392](#): First Nations Justice and Tribal Governments (3 credits)

[FNS 393](#): First Nations and Education Policy (3 credits)

Electives, choose 6 to 9 credits from:

Note: FNS 336 should cover American Indian Writers. FNS 498 requires approval of First Nations Studies adviser.

[FNS 301](#): Oneida Language I (3 credits)

[FNS 302](#): Oneida Language II (3 credits)

[FNS 303](#): Oneida Language III (3 credits)

[FNS 304](#): Oneida Language IV (3 credits)

[FNS 336](#): American Ethnic Literature (3 credits)

[FNS 360](#): Women and Gender in First Nations Communities (3 credits)

[FNS 372](#): Indigenous Nations Oral and Storytelling Traditions (3 credits)

[FNS 374](#): Wisconsin First Nations Ethnohistory (3 credits)

[FNS 385](#): Perspectives on Human Values: First Nations (3 credits)

[FNS 392](#): First Nations Justice and Tribal Governments (3 credits)

[FNS 393](#): First Nations and Education Policy (3 credits)

[FNS 399](#): First Nations Studies Oral Tradition Concentration (3-12 credits)

[FNS 497](#): Internship (1-12 credits)

[FNS 498](#): Independent Study (1-4 credits)

[FNS 299](#): Travel Course (1-4 credits)

[FNS 499](#): Travel Course (1-6 credits)

# **Academic Plan: First Nations Studies**

*Institutional Research - Run date: 27MAR2012*

	Fall Headcounts				
	2007	2008	2009	2010	2011
<b>Declared Majors, end of term</b>	10	18	12	10	14
<b>Declared Minors, end of term</b>	13	7	10	8	13



	Fall Declared Majors - Characteristics									
	2007		2008		2009		2010		2011	
<b>Female</b>	10	100%	16	89%	9	75%	8	80%	8	57%
<b>Minority</b>	6	60%	9	50%	9	75%	8	80%	8	57%
<b>Age 26 or older</b>	6	60%	12	67%	7	58%	4	40%	3	21%
<b>Location of HS: Brown County</b>	2	20%	5	28%	6	50%	4	40%	4	29%
<b>Location of HS: Wisconsin</b>	9	90%	17	94%	11	92%	9	90%	13	93%
<b>Attending Full Time</b>	6	60%	16	89%	11	92%	7	70%	12	86%
<b>Freshmen</b>	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Sophomores</b>	3	30%	3	17%	0	0%	1	10%	1	7%
<b>Juniors</b>	2	20%	7	39%	4	33%	3	30%	7	50%
<b>Seniors</b>	5	50%	8	44%	8	67%	6	60%	6	43%

	<b>Fall Declared Majors - Characteristics</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Average HS Cumulative G.P.A.</b>	3.24	3.14	3.22	3.11	3.00
<b>Average ACT Composite Score</b>	20.9	20.5	20.2	20.1	22.1
<b>Average ACT Reading Score</b>	21.7	22.8	22.5	22.4	24.3
<b>Average ACT English Score</b>	22.1	20.4	19.8	18.3	21.3
<b>Average ACT Math Score</b>	18.3	18.4	18.8	19.4	21.9
<b>Average ACT Science Score</b>	20.5	19.9	19.2	20.0	21.4

# Academic Plan: First Nations Studies

Institutional Research - Run date: 27MAR2012

	Fall Declared Majors - Characteristics				
	2007	2008	2009	2010	2011
Percent started as Freshmen	30%	33%	42%	60%	36%
Percent started as Transfers	70%	67%	58%	40%	64%
Percent with prior AA degree	40%	39%	25%	10%	7%
Percent with prior BA degree	20%	11%	0%	0%	0%

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	Calendar Year Headcounts				
	2007	2008	2009	2010	2011
Graduated Majors (May, Aug. & Dec.)	.	5	5	4	4
Graduated Minors (May, Aug. & Dec.)	6	2	2	3	5

	Characteristics of Graduated Majors									
	2007		2008		2009		2010		2011	
<b>Graduates who are... Women</b>	.	.	4	80%	5	100%	3	75%	2	50%
<b>... Students of Color</b>	.	.	2	40%	3	60%	4	100%	2	50%
<b>... Over 26 Years Old</b>	.	.	4	80%	4	80%	3	75%	3	75%
<b>Graduates earning Degree Honors</b>	.	.	1	20%	1	20%	0	0%	0	0%

	<b>Characteristics of Graduated Majors</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Average Credits Completed Anywhere</b>	.	160	147	135	131
<b>Average Credits Completed at UWGB</b>	.	117	110	109	136
<b>Average Cum GPA for Graduates</b>	.	3.35	3.23	2.81	3.14

# Academic Subject: FNS

Institutional Research - Run date: 27MAR2012

			Headcount Enrollments, Credit-bearing Activities				
			2007	2008	2009	2010	2011
Lectures	1-Lower	1-Spring	180	174	178	181	222
		2-Summer	46	52	.	32	21
		3-Fall	139	267	225	174	133
		All	365	493	403	387	376
	2-Upper	1-Spring	101	135	72	79	40
		2-Summer	.	.	.	.	.
		3-Fall	182	41	42	64	80
		All	283	176	114	143	120
	All		648	669	517	530	496
	IST/FEX	1-Lower	1-Spring	.	.	.	.
2-Summer			.	.	.	.	.
3-Fall			.	.	.	.	.
All			.	.	.	.	.
2-Upper		1-Spring	9	5	7	8	5
		2-Summer	3	1	1	2	.
		3-Fall	5	6	5	4	1
		All	17	12	13	14	6
All			17	12	13	14	6
All			665	681	530	544	502

# Academic Subject: FNS

Institutional Research - Run date: 27MAR2012

			Student Credit Hours, Credit-bearing Activities				
			2007	2008	2009	2010	2011
Lectures	1-Lower	1-Spring	540	522	534	543	666
		2-Summer	138	156	.	96	63
		3-Fall	417	801	675	522	399
		All	1095	1479	1209	1161	1128
	2-Upper	1-Spring	303	405	216	237	120
		2-Summer	.	.	.	.	.
		3-Fall	546	123	126	192	240
		All	849	528	342	429	360
	All		1944	2007	1551	1590	1488
	IST/FEX	1-Lower	1-Spring	.	.	.	.
2-Summer			.	.	.	.	.
3-Fall			.	.	.	.	.
All			.	.	.	.	.
2-Upper		1-Spring	51	20	48	36	17
		2-Summer	19	3	6	12	.
		3-Fall	28	45	16	19	3
		All	98	68	70	67	20
All			98	68	70	67	20



# Academic Subject: FNS

Institutional Research - Run date: 27MAR2012

			Lectures and Lab/Discussion Sections (#)				
			2007	2008	2009	2010	2011
Lectures	1-Lower	1-Spring	4	4	4	4	5
		2-Summer	2	2	.	1	1
		3-Fall	3	6	5	4	3
		All	9	12	9	9	9
	2-Upper	1-Spring	4	4	3	3	3
		2-Summer	.	.	.	.	.
		3-Fall	5	2	3	3	4
		All	9	6	6	6	7
	All		18	18	15	15	16
	All		18	18	15	15	16

# Academic Subject: FNS

Institutional Research - Run date: 27MAR2012

			Average Section Size of Lectures								
			2007	2008	2009	2010	2011				
<b>Lectures 1-Lower</b>	<b>1-Spring</b>		45.0	43.5	44.5	45.3	44.4				
	<b>2-Summer</b>		23.0	26.0	.	32.0	21.0				
	<b>3-Fall</b>		46.3	44.5	45.0	43.5	44.3				
	<b>All</b>		40.6	41.1	44.8	43.0	41.8				
<b>2-Upper</b>	<b>1-Spring</b>		25.3	33.8	24.0	26.3	13.3				
	<b>2-Summer</b>		.	.	.	.	.				
	<b>3-Fall</b>		36.4	20.5	14.0	21.3	20.0				
	<b>All</b>		31.4	29.3	19.0	23.8	17.1				
<b>All</b>							36.0	37.2	34.5	35.3	31.0

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	<b>Unique Lecture Courses Delivered in Past Four Years</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>1-Lower</b>	5	4	4	4	4
<b>2-Upper</b>	13	12	12	10	6

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	<b>General Education as a Percent of all Credits in Lectures</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>1-Lower</b>	100%	100%	100%	100%	100%
<b>2-Upper</b>	86%	94%	100%	100%	100%

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	<b>UW System Cost per Credit by Major, Fall IAIS Data</b>
	<b>2007</b>
<b>1-Lower</b>	.
<b>2-Upper</b>	\$92

## ***Budgetary Unit: HUS***

*Institutional Research - Run date: 27MAR2012*

	<b>Instructional Staff Headcounts and FTEs</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Full Professors (FT)</b>	1	2	1	0	2
<b>Associate Professors (FT)</b>	11	12	15	13	14
<b>Assistant Professors (FT)</b>	8	6	6	7	7
<b>Instructors and Lecturers (FT)</b>	2	2	1	4	2
<b>Total Full-time Instructional Staff</b>	22	22	23	24	25
<b>Part-time Instructional Staff</b>	13	12	8	14	14
<b>FTE of Part-time Faculty</b>	2.1	1.8	2.5	2.8	2.8
<b>Total Instructional FTE</b>	24.1	23.8	25.5	26.8	27.8

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	Student Credit Hours per Faculty FTE				
	2007	2008	2009	2010	2011
<b>SCH per Full-time Faculty FTE</b>	391	386	364	342	337
<b>SCH per Part-time Faculty FTE</b>	1134	1027	1294	1077	955
<b>SCH per Faculty FTE</b>	456	435	430	419	390