

Self-Study

Academic Program Review Student Outcomes Assessment

Name of Program: Humanistic Studies

Name of Program Chair: David Coury

Date of Last Review: 2005

Date approved by HUS: February 1, 2013

Humanistic Studies Assessment Narrative (2013)

Section A. Mission Statement and Program Description

State your program's mission, describe its curricular requirements and explain how the program supports UW-Green Bay's select mission and the institution's overall strategic plan.

Mission: Humanistic Studies is an interdisciplinary program that will help students develop a greater understanding of what it means to be human through the study of history, literature, philosophy, religion, languages and world civilizations. Humanistic Studies explores some of the central questions in life, such as the meaning of beauty, justice, and the "good life," as well as the importance of language, culture and artistic expression.

The humanities comprise those fields that study human creations of all sorts, including literary studies, creative writing, linguistics, history, ancient and modern languages, cultural studies and philosophy.

Curricular Requirements: The Humanistic Studies major offers four areas of emphasis:

- The western cultures emphasis. In this track students will study the development of values and their effect on cultural identity and change in western cultures from prehistory until the present. Students will also study values in other cultures to provide a basis for comparison.
- The ancient and medieval studies emphasis. In this track students will study the cultures and civilizations of the ancient and medieval worlds through courses in history, literature and philosophy as well as through interdisciplinary courses.
- The religious studies emphasis. In this track students will have an opportunity to understand how the religions of the world have affected values, human behavior, and human institutions.
- The American cultures emphasis. In this track, students will engage in an interdisciplinary study of the region that became the United States — not only as an expanding nation (after 1776) but also as a site of cultural contact and conflict, with emphasis on the histories, literatures, religions, and other narratives that have shaped American national identities.

The Humanistic Studies minor offers two areas of emphasis:

- One area emphasizes cultures and values.
- Another area emphasizes linguistics / teaching English as a second language.

Support of UW-Green Bay's Select Mission: While the factual content of Humanistic Studies courses ranges widely in subject matter, all courses emphasize a distinct set of broadly useful skills. Among these are:

- the ability to express one's ideas in a clear, organized, well-reasoned, and grammatically correct manner in both speech and writing;
- to think critically and analyze texts;
- to make arguments and present them effectively;
- to understand context (how history and culture shape us);
- to recognize and appreciate nuance and complexity of meaning;

- to understand and appreciate cultural diversity.

Our select mission states that UW-Green Bay "...provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world." We feel our contributions to a liberal arts education are central to that endeavor and are also core to a diverse, problem-focused educational experience that emphasizes critical thinking and analysis of complex issues.

Section B. Program Changes Since Last Review

Respond specifically to the results and recommendations from the last review including the actions the program faculty took in response to them. Note any changes that have been made to your program mission and/or curricular requirements since the last review.

In his memo to the Associate Provost summarizing his thoughts and the AAC's review of the 2005 Humanistic Studies program review, then interim-Dean Fergus Hughes offered four recommendations for program development.

Recommendation: Dean Hughes saw a "trend toward student preference for a major in a discipline within Humanistic Studies rather than in the Humanistic Studies program itself." Some majors, he noted, were experiencing growth, while others were experiencing declining enrollment and he concluded that future requests should reflect these trends.

Actions taken: While we continue to see this trend and our ad hoc funding requests reflect this, we have also restructured our areas of emphasis to make them more attractive for students and meet student demand (see below). With regard to full-time faculty members, there have been no possibilities for position requests and in fact, HUS has had a net loss of one tenure-track faculty line (Linguistics/TESL) since our last review.

Recommendation: Program assessment measures should be modified to ensure a greater degree of precision and consistency. Dean Hughes recommended embedded assessment and attention to "inter-rater reliability" in our assessment.

Actions: Given our learning outcomes, embedded assessment makes the most sense for determining students' ability to think critically, analyze texts and to make and present arguments more effectively and we have implemented that, although we have not followed up with measurable metrics as we should. This past year, we have been meeting with Prof. Angie Bauer, Special Assistant to the Provost for Assessment, to discuss means of implementing targeted embedded assessment using metrics that will allow us to assess critical thinking skills. From there, we will examine ways to try to have a great programmatic assessment, although, given the fact that the majority of our majors declare an HUS major in their junior year, it is difficult to have a measurable starting baseline. We have spent a lot of the past 5-6 years focused on curricular development (see below) and are now working more on assessment and continuity in classes for greater comparability across courses. We did discontinue requiring the HUS Seminar for minors, as we found minors were less prepared than our majors, which affected assessment in that course. We are now working on more precise methods of assessing our courses and the major.

Recommendation: In 2005, surveys showed that seniors rated Humanistic Studies slightly lower than the university average in “skills” (critical thinking, problem solving, etc). We were asked to address this issue, given that, as Dean Hughes stated, these are “...precisely the types of skills that the Unit emphasizes in its learning outcomes.”

Actions taken: We discussed the results from the 2005 survey and how we could address this issue. Over the past 6 years, we have consistently pushed for smaller class sizes, more writing, more “authentic” texts and creating issues or themes within courses (and, in some case, for each class lecture/discussion) in order to focus more on critical thinking. As a result, the senior surveys from 2007-2011, showed a marked increase and, in fact, HUS majors rated their critical thinking skills significantly higher than the university average as a whole (77% vs. 66%). While it is true, that students rated HUS lower than the university average for “problem-solving skills,” we would argue that this has to do with 1) students’ understanding of what “problem solving” is and 2) what the nature of Humanistic inquiry actually is. With regard to the former, we would suggest that many students associate problem solving with math and the natural sciences. This is borne out by the fact that HUS is rated lower in understanding of biology and physical sciences (but interestingly higher than the university average in the impact of science and technology, thereby reinforcing the success of our focus on the ethical and humanistic implications of science and technology on society and culture). If students associate problem solving with the use of math and logic to solve specific problems, then it is understandable that we are ranked lower. Similarly, and with regard to the latter point, many courses in the Humanities are about asking questions, raising issues and finding fault in arguments accepted as a given. Thus, it is not unusual that students find that they have more questions after studying an issue, problem or text in a Humanities class than they have set, clear solutions. That is to say the nature of Humanistic inquiry is to examine issues from different perspectives, call into question accepted truths and to learn the art of inquiry as opposed to finding easy solutions. But in all other categories, students rated their learning in our program higher than the university average, particularly as evidenced in Table 6 regarding student learning from their General Education preparation, where Humanities students felt better prepared than the broader university average.

Recommendation: Dean Hughes stated that he “completely support[s] the efforts of the Humanistic Studies faculty to redefine its general education program by eliminating reliance on a small number of courses designated as general education requirements.”

Actions taken: We spent a considerable amount of time over the past few years on a reform of the Humanities General Education program with the goal of decreasing our reliance on ad hoc funding and maintaining smaller class sizes. We were successful in gaining approval of our plan and have been able to decrease our overall reliance on ad hoc instructors (excepting replacement instructors due to leaves or reassignments) and have maintained class sizes at 65 or less. After implementation, our reform was often held up as a model for broader General Education reform.

In 2005 then AAC Chair, John Lyon, noted in his review summary that HUS was considering a number of significant changes, all of which we carried out. They included:

1. Supporting the creation of First Nations Studies as a free-standing, interdisciplinary major and minor, requiring the elimination of the emphasis within the HUS major. This was completed in 2008.

2. In order to compensate for the loss of faculty in the Philosophy program, we proposed folding HUS's Religious Studies track into our Philosophy major to create a program in Philosophy and Religious Studies. We moved forward with this proposal, however during the Philosophy Program Review, the AAC made it clear they would not support this move, as they viewed the Religious Studies track as too interdisciplinary to be included in a disciplinary program. With the lack of support from the AAC, the initiative was dropped.
3. In 2004, HUS was assigned supervision of the ESL program. This required the creation of a new emphasis in the major and minor in Linguistics/TESL. With the successful hire of Prof. Russell Arent, we instituted a new and very successful Linguistics/TESL track as well as our first Summer ESL Institute in 2006. However, the responsibilities assigned to the position (teaching ELL courses to international students, TESL courses to Education students, Linguistics courses to HUS and Communication students and overseeing testing and assessment of international students) was too much, causing Prof. Arent to depart the university. We made a case for two positions to replace him during the brief "Growth Agenda" period, but due to the economic crisis that arose immediately thereafter, we actually lost the position, forcing us to eliminate the major track and focus, with ad hocs, on the minor and certificate program.
4. Given our changing faculty and, at the time, weakened faculty involvement in our Western Cultures track, we sought to reinvigorate our major and get more faculty tie-in. We created two new tracks, Ancient and Medieval Studies (2006), to tie in faculty in History, English and Philosophy, and American Cultures (2011) to bring together faculty in English, First Nations Studies and History. The Ancient and Medieval Studies track now has almost as many majors as the Western Cultures track and the new, American Cultures track has tripled the number of majors each year. We are very pleased with increased student interest and the re-found interest and dedication faculty have for our interdisciplinary program. Next, we plan to examine the Western Cultures track to make it more appealing to students and more in-line with current faculty interest and expertise.

Finally, it should be noted, we have several faculty members who are very interested and involved in emerging and cutting-edge areas within the Humanities, particularly the Digital and Public Humanities. Our faculty has organized university-wide forums on these issues and has begun making connections in the community and across the country in this area. Moreover, student interest is incredibly high and the excitement that students in a digital humanities independent study have shown indicates exciting things ahead for our unit and the humanities. We plan to capitalize on this interest as well as the funding opportunities nation-wide in Digital and Public Humanities by working towards creating a certificate program and potentially even a dual-level Master's program in this area.

Section C. Student Outcomes Assessment

Describe the program's intended student learning outcomes and the methods used to assess them. Analyze the assessment results and describe the conclusions drawn from that analysis. Finally, describe the specific actions that were taken as a result of the assessment of student learning process.

Learning Outcomes:

1. Students will acquire an understanding of what it means to be human by studying and analyzing important works and ideas in literature, philosophy, language, and history.
2. Students will acquire essential life skills, including the ability to reflect critically on texts and artifacts, to recognize and appreciate nuance and complexity of meaning, and to express themselves in a clear, organized, and well-reasoned manner.

3. Students will be transformed and given greater self-awareness by understanding the historical and cultural context for human values through the study of literature, philosophy, language, and history.
4. Study of the Humanities imparts a fundamental understanding of:
 - o the significance and chronology of major events and movements in World civilization;
 - o a range of literature, representative of different literary forms and historical contexts;
 - o the role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values.

Assessment: For over a decade, we have relied on our senior Capstone Seminar for the assessment of majors and minors. In the last six years, the seminar has focused on the theme of unity and diversity in philosophy, politics, religion and culture. Students read primary sources from Buddhist, Greek, Roman, English and other traditions. They also discuss and debate topics like the nature of evil, beauty, the soul, life after death, cultural relativism, and identity in a globalized world. Each semester, students are required to produce a substantial paper. In it, they must select two thinkers or cultural artifacts, one from the seminar and another from their previous work in Humanistic Studies. They must indicate how these thinkers or artifacts link unity and diversity. Although the professor meets with students to help them craft essays, they must come up with thinkers or artifacts on their own. For example, they can compare a work of music to a non-fiction work, a philosophy text with a film or an artistic work with a philosophical one. The final project measures program effectiveness by

1. Challenging students to creatively link ideas or thinkers.
2. Developing advanced writing skills.
3. Encouraging interdisciplinary work in the Humanities.
4. Analyzing primary texts.

Professor Derek S. Jeffreys has been teaching the Seminar for us over the past 5-6 years and has been quite pleased with the quality of the final projects. Many students have written fascinating papers that exhibit considerable sophistication. For example, one student compared Oscar Wilde and the Greek philosopher Plotinus on beauty. Another discussed Machiavelli and Hobbes on political power. Still another explored evil in Plotinus and *A Clockwork Orange*. Finally, one student discussed identity in the economist Amartya Sen and the ancient historian Polybius. All these projects were exciting examples of careful work in the Humanities

In the past, the seminar was required for both majors and minors. However, we realized that the minors were not as well prepared for the seminar as majors were, given that they had not had as many Humanities courses as the majors. Consequently, we found minors did not do as well in the seminar or on the final essay, perhaps due to no fault (or less fault) of their own. Moreover, as we have had over 150 minors and seminars are capped at 20, we found ourselves having to offer the seminar every semester and still, not all students (mostly minors) could take it to meet graduation requirements. Therefore we decided to change the minor requirements and we now no longer require the seminar. Instead, minors are now required to take Expository

Writing since writing is crucial to the Humanities and it's important that students have as much practice and feedback as possible to hone their writing skills.

Overall, we feel that we have made significant adjustments in our courses and our pedagogical approach. Half of our faculty members have been with UW-Green Bay or UW-System Teaching Fellows and Prof. Haynie was selected to lead CATL as well as direct the UW-System Teaching Fellows program. Similarly Prof. Voelker was appointed co-director of the UW-Green Bay Teaching Scholars Program as well as Primary Investigator of OPID's Wisconsin Teaching Fellows and Scholars Program Assessment Project. This involvement by our faculty in the Scholarship of Teaching and Learning underscores our commitment to student learning and helps account of the increase in learning reported by students in our program. As we move forward, we are working on creating a structure by which we can now apply the assessment of student learning to the program as a whole. Imbedded assessment and a commitment to strengthening critical thinking in our individual courses has been very successful and we plan to replicate this strategy as we look to gain a more holistic assessment of the HUS major and minor.

Section D. Program Accomplishments and Student Success

Describe your program's major accomplishments since the last Review (e.g., internship program, enrollment increases, faculty scholarly activity, graduate school admission, diversification of students/faculty, program and/or faculty awards). Also describe your students' successes as well as faculty/staff professional development activities and how they impacted your program.

Internships: The Humanistic Studies internship program provides students with opportunities to apply the skills and knowledge they have acquired in their academic coursework to hands-on job experiences with professionals working in real-world careers in the humanities in areas, such as community action, human resources, journalism, library science, multicultural and international education, museum studies and collection management, public humanities, teaching, translating and interpreting and publishing. These predominantly unpaid internships at local non-profit organizations, government offices and businesses in the greater Green Bay area, in northeast Wisconsin and abroad, contribute to our campus' significant community outreach agenda and give our majors and minors (as well as other students) the ability to explore a wide range of career options that rely on their acquired skills: writing, researching, teaching, problem-solving, reporting, communication, cultural and/or foreign language proficiency, among others. The internship program is apparently popular. In fact, whereas 51% of all UWGB seniors, according to the latest senior survey, completed an internship while in college, a significantly larger percentage (77%) of Humanistic Studies students had done the same. At its inception, students were offered a choice of about 5 or 6 internships and the enrollment norm was approximately 10 interns per year. The year just prior to this review period, however, saw some 42 students registered in regular semester HUS internships and an additional 6 in summer, a figure representing an almost five-fold increase and thus rather unwieldy. Over the course of the past five years, enrollment has been brought to a more manageable number (now between about 30-35/year) in the interest of maintaining program quality.

Since our last review, we have expanded the number of internships in the areas of library science, radio broadcasting, multicultural programming, public humanities, human resources and international education in part in response to changing employment trends at organizations

such as, for example, Brown County Library, Langlade Elementary School, Eisenhower Elementary School, Integrys Energy, WLUK, Phlash TV, Multicultural Center of Green Bay and Fox Cities Magazine, among others. Other recent developments in the internship program since 2005 are in the areas of promotion and assessment. The director of HUS internships has improved and expanded the HUS internship website and along with the Associate Chair of Humanistic Studies organized a humanities career workshop "The Humanities and the Professions," which brought area HUS internship field supervisors to campus to speak with humanities majors and minors about their career paths and provided networking opportunities in these fields. We have also implemented an evaluation and assessment component to the program which documents a high level of program effectiveness and student satisfaction. Several of our interns have been offered permanent full-time employment at the organizations they have interned for as further evidence of program success. Looking ahead, we hope to add an internship in the paralegal area for humanities students planning on pursuing a career in law and anticipate additional expansions, depending on the direction the discussion of public humanities takes in the unit.

Enrollment: While overall numbers of majors has declined, the number of minors has continued to increase, from 128 in 2007 to 183 in 2011. We continue to serve between 2500-3000 students per year, who on average maintain a cumulative GPA of over 3.0.

Graduate School Admission: Due to the nature of our interdisciplinary program, we have not had students continue on to graduate school in an interdisciplinary Humanities program. We have, however, had several students in the Humanities continue on to graduate school in other fields within the Humanities (English, History, Philosophy and Modern Languages). It's difficult therefore to claim students solely for Humanistic Studies, but a good majority of these students have had either a double-major or minor in Humanistic Studies, in which case, we would argue, their training in the Humanities has helped them. Nevertheless, Katie Walkner and Scott Liebbrandt have gone on to earn Master's degrees in History at UW-Milwaukee, Rob Fish is currently in his second-year at UWGB in the Applied Leadership for Teaching and Learning Master's program and Patrick Burns completed this program in 2009. Several of our German students have continued and/or completed their studies in German at the graduate level, most recently, for example: Cassandra Baehler, Erin Kunert and Samantha Litty (whose abilities won her a TAship in her first year in the German graduate program at UW-Madison) and Brad Bina, Rob Lightner, and Kristin Sass (formerly Laabs), who have all three completed Master's degrees in German. Robert Jesse Stratton has recently been accepted to teach English in Japan through the JET program and several others have applied for to do this over the past few years as well. Additionally Alicia Engstrom gave several presentations on the flax project: Posters in the Rotunda (2012), at the International Conference on Medieval Studies (Kalamazoo), and participated in the Textile Production Workshop in Denmark (August 2012).

This past year has seen exciting new developments in areas we hope to develop for potential graduate student. First Professors Rybak, Boswell and Voelker have been working on developing curriculum in the digital and public humanities. Some of the students involved in Prof. Rybak's digital humanities independent study group have expressed an interest in pursuing a Masters in DH, so we are hopeful that we can continue to build and grow our program in that direction by preparing students for graduate school in that area or develop our own graduate program.

Secondly, our Visiting Spanish Scholar in Resident in 2012, Prof. Alex Godoy, proposed that we consider a collaborative Master's program in Cultural Sustainability with his institution, the Universidad de Desarrollo in Santiago, Chile. At the end of the fall semester in 2012, we formed a working group to explore possibilities in this area.

Diversity of Students/Faculty: Humanistic Studies continues to strive for and maintain a diverse faculty body. 16 out of 32 of our instructors with faculty status are women and about one-fourth are self-identified faculty of color. We still struggle to attract minority students to our program (about 5% are minority compared with 10% university-wide) but some of our disciplines (Spanish, History) do attract a higher percentage of minority students than the university average.

Program/Faculty Awards:

Founders Award Recipients:

Scholarship: Aldrete

Teaching: Haynie, Jeffreys, Ganyard, Meacham, Ham

Institutional Development: Sutton

2012 Wisconsin Professor of the Year, CASE and the Carnegie Foundation for the Advancement of Teaching: Greg Aldrete

2009 National Award for Excellence in Teaching, American Philological Association (The association of Classics professors): Greg Aldrete

UW-Green Bay Teaching Scholars:

J. Vince Lowery (2012-13)

Gabriel Saxton-Ruiz (2012-13)

David Voelker (2011-12)

Chuck Rybak (2010-11)

David Coury (2007-08)

Greg Aldrete (2007-08)

Hye-kyung Kim (2006-2007)

Rebecca Meacham (2005-06)

Clif Ganyard (2005-06)

Jason Nice (2005-06)

E. Nicole Meyer (2005-06)

Cristina Ortiz (2005-06)

UW-System Teaching Fellows Program:

David Voelker (2006-07)

Christopher Martin (2012-13)

Books:

Greg Aldrete:

- *Reconstructing Ancient Linen Body Armor: Unraveling the Linothorax Mystery*, with Scott Bartell and Alicia Aldrete. The Johns Hopkins University Press. Forthcoming March 2013.
- *The Long Shadow of Antiquity: What Have the Greeks & Romans Done For Us?*, with Alicia Aldrete, Continuum Publishing, 2012.
- *Daily Life in the Roman City: Rome, Pompeii, and Ostia*. Oklahoma University Press, 2009.
- *Floods of the Tiber in Ancient Rome*. Ancient History and Society Series, The Johns Hopkins University Press, 2007.

Jennifer Ham:

- *Elastizität: The Poetics of Space, Movement and Character in Frank Wedekind's Theater* (P Lang, 2012)

Aeron Haynie:

- *Exploring More Signature Pedagogies*. 2012 Stylus Press. Co-editor, with Regan Gurung and Nancy Chick.
- *Memoir of the New Left: the Political Autobiography of Charles A. Haynie*. University of Tennessee Press, 2009. Co-editor, with Timothy Miller.
- *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*. Stylus Press, 2009. Co-editor, with Regan Gurung and Nancy Chick.

Derek Jeffreys:

- *Spirituality and the Ethics of Torture* (Palgrave, 2009)

Kevin Kain:

- With Ekaterina Levintova, *From Peasant to Patriarch: Account of Upbringing, and Life of His Holiness Nikon, Patriarch of Moscow and All Russia* (Lexington Books/Rowman and Littlefield, 2007)

Cristina Ortiz:

- *La Recontextualización de la poética del siglo XVII en la obra de Jorge Luis Borges* (P Lange, 2008)

Chuck Rybak

- *Tongue and Groove*. Charlotte: Main Street Rag, 2007.
- *Liketown*. Columbus: Pudding House Publications, 2007.

Articles and Presentations:

Faculty in Humanistic Studies have been extraordinarily active over the past five years and have published more article and give more presentation than there is room to list. On average, faculty have published at least three articles a piece (in some cases significantly more) over the past five years and presented on average twice per year. All told, since our last program review faculty have published over 50 articles and give over 200 academic talks or presentations.

Major Grants:

Greg Aldrete:

- 2012-13 NEH Humanities Fellowship (12 month, \$50,400 research fellowship)
- 2010-11 Solmsen Fellow, Institute for Research in the Humanities, U. of Wisc.-Madison (9 month, \$40,000 research fellowship)

David Coury and Jay Harris:

- *Young Entrepreneurs Program* (2010-12). \$355,970 from the U.S. State Department Bureau of Education and Cultural Affairs Professional Exchange Program
- Fulbright-Hays Group Projects Abroad: Jordan (2010) \$76,905 from U.S. Department of Education

David Coury:

- *Norden, the Nordic Culture Fund*. 9000 DKK (Danish Kroner) to help support the series Nordic Lights, a celebration of recent Scandinavian filmmaking. May 2007.

Faculty awards and recognitions:

Greg Aldrete: 2012 Wisconsin Professor of the Year
2012-13 NEH Humanities Fellowship
2010-11 Solmsen Fellow, Institute for Research in the Humanities (Madison)
2009 National Award for Excellence in Teaching, American
Philological Association

Caroline Boswell: UW-System Fellow, Institute for Research in the Humanities (Madison)

Rosemary Christensen: UW-System Women of Color Award (2004-05)

Aeron Haynie: appointments

- Director of Center for Advancement of Teaching and Learning
- Co-Director of the UW System Wisconsin Teaching Fellows and Scholars Program

Catherine Henze: appointed faculty chair of Adult Degree

Kevin Kain: National Endowment for the Humanities Summer Institute "Sources of Russian and Soviet Visual Culture, 1860-1935: Study, Teaching and Education" The New York Public Library (June 21-July 12, 2008)

E. Nicole Meyer:

- Outstanding Higher Education Representative, Wisconsin Association for Talented and Gifted (2008)
- Wisconsin Teaching Scholar (2004-2005)
- UW System Fellow, Institute for Research in the Humanities (Madison)

Heidi Sherman:

- Invitation to Fourth International Conference of the Interdisciplinary Association "Gentes trans Albiam – Europe East of the Elbe in the Middle Ages," fully funded by the Canadian government. (2010)
- Invitation to the Danish workshop "Flax – The origin and spread of cultivated flax in the Near East and in Europe" fully funded by the Danish government. (2010)

Denise Sweet: Wisconsin Poet Laureate (2004-08)

David Voelker: Co-Winner, Maryellen Weimer Scholarly Work on Teaching and Learning Award, 2012

Section E. Program Enrollment Trends and Analysis

Provide an analysis of the data (both survey and institutional enrollment data) provided by the Office of Institutional Research and Assessment. What does this data tell you about the program's strengths and weaknesses. Describe what specific actions were taken or are intended to be taken based on the conclusions drawn from the analysis.

Several data sets describe, in general, a positive picture of our program over the past five years. First and foremost it is important to remember that demand for an interdisciplinary Humanities program has never been as high as for traditional disciplines which are initially more comprehensible for students and which on the surface give the appearance of more opportunities and job prospects upon graduation. The latter consideration has, in the wake of the global financial crisis, become even more pronounced. Still while the overall number of majors has slightly decreased (although held steady the past two years), overall satisfaction with the major remains high, whereby 88% of graduating HUS majors grade our program with an A or B. Most satisfactory for us is that 77% of graduating seniors rate our teaching with an A, demonstrating the very high quality of instruction and dedication of our faculty to teaching (the fact that the last four recipients of the Founders Award for Excellence in Teaching [and 6 of the last 10] have been from HUS further underscores this fact). General Education preparation is also noticeably high and exceeds the UWGB average in all relevant categories.

The one troubling area is variety and availability of courses in the major. This is a topic that we have discussed and are in the process of addressing with some changes to our courses and curriculum. Part of the problem is the fact that every year since our last program review, we have had at least one if not two people on sabbatical every year and at least one if not two retirements or departures. Given that we are only "one faculty member deep" in all the areas we teach, it's difficult to mount our curriculum if we don't have all of our faculty teaching in a given year. Additionally, during this period we both created and deactivated an area of emphasis in our major in Linguistics/TESL. We hired a full-time faculty member in that area, who subsequently departed and the position was cut, making it quite difficult for those in that area to complete the major. In addition, the position filled by Professor Fleurant (French), who retired in 2006 and contributed courses to the unit, has not been funded, leaving our French Program with just one full-time faculty member.

Section F. Conclusions and Vision for Future Development

End your report with a general concluding, summary statement about what was learned as a result of the review including your program's strengths and areas in need of improvement. Describe your program's plan for future development including the program's major goals for the next seven-year period. These goals should be established with the understanding that they will be used to guide program planning and development and serve as a framework for your program's next Self-Study Report and Academic Program Review and Student Outcomes Assessment.

Digital and Public Humanities

The future of the humanities, and therefore our program, will increasingly involve both the digital and public humanities. Even a cursory glance at the humanities and its disciplines reveals the digital humanities to be a growing force in terms of funding, training, hiring, and student marketability. Humanistic Studies has already offered one independent study in the digital humanities with another scheduled for Spring 2013. Furthermore, Humanistic Studies and the Dean's office has provided financial support for faculty development and training in the digital humanities. A primary goal of the digital and public humanities is to emphasize "making" in the forms of projects and tools, and to expand the audience for these projects beyond campus walls and out into the community. With that in mind, the Humanistic Studies program will build new curricular options to serve these in these important, high-growth areas. Over the next five years will pursue the following three initiatives:

- 1) We will design and offer "Introduction to the Digital Humanities" by 2014.
- 2) We will create a UWGB Digital and Public Humanities Commons using WordPress that:

- a. Showcases student and faculty projects in the digital and public humanities
 - b. Serves as a bridge between UWGB projects and other academic and non-academic digital and public humanities projects in Northeast Wisconsin
- 3) In conjunction with colleagues across the UWGB campus, we will design a digital and public humanities certificate program that provides a mixture of face-to-face coursework, online learning, and service learning/internships. Humanistic Studies faculty will collaborate with faculty in Computer Science, Arts Management, Art and Visual Design, Communications, and any other academic units interested in the digital humanities. The certificate program will also draw upon the expertise of faculty and academic staff members in the Center for Teaching and Learning, A.T.S. and the Cofrin Library and our partners in the greater Green Bay community.

Cultural Sustainability

Our visiting Spanish scholar-in-residence this past Fall, Alex Godoy, proposed that we consider a collaborative Master's program in Cultural Sustainability with his institution, the Universidad de Desarrollo in Santiago, Chile. Dr. Godoy is in the faculty of Environmental Sciences and has spoken with the director of their Humanities program in Chile and both programs are interested in continuing the discussion.

At present, there appears to be only one M.A. program in the U.S. in Cultural Sustainability, a new program at Goucher College in Baltimore, but several in Europe. We have convened a working group to explore the possibilities of a collaborative Master's degree in this area.