

Humanities Comprehensive Program Review 2021

General and Overview

1. Describe your program's most significant opportunities and significant challenges.
(Narrative)
 - a. For the Humanities Program our greatest opportunities stem from the wide array of expertise and talent our award-winning faculty bring to the university. We are a truly interdisciplinary program that exemplifies cross-disciplinary collaboration and forms a vital part of the university's core mission and its long-standing "dedication to the idea of an educated person." Our extensive General Education offerings provide grounding for all UW-Green Bay students in essential fields and a well rounded, "problem-solving" approach to both traditional and new problems. Our commitment to student success is evidenced by the impressive number of high-impact practices, freshmen seminars, independent studies, honors projects and internships we offer, and we also provide students the opportunity to study concentrations in, for example, film studies, environmental humanities, teaching English as a Second Language, Ancient and Medieval Studies, Religious Studies and World Cultures, which they otherwise would not have access to at UW-Green Bay. Furthermore, our students benefit from our extensive connections in the Green Bay area to schools, businesses, museums, libraries and other organizations that help us contribute a unique hands-on dimension to a UW-Green Bay education. As such we provide essential components of the university's mission.
 - b. Looking at specifics there are four particular areas in which I see great opportunities for the program going forward. The first is our continuing involvement with the Common CAHSS program. Hopefully this program will encourage growth in the Humanities Program as new students become aware of the fascinating work that is being done by current students and staff. Secondly, we have, beginning in Spring 2021, a now completely on-line minor emphasis, which will improve access to higher ed for non-traditional students, while also, given its flexible design, making it easier for new students to complete their degree. Third, after the experiences of the pandemic and the new skills in on-line teaching acquired by many of our faculty, that we are well positioned to expand our on-line offerings going forward. Fourth and finally, the program has applied for an NEH grant that, if we receive it, will allow us to begin a major revision of our program and our General Education offerings. This grant initiative would create a common introductory set of courses in the Humanities focused on transformative texts and common themes (such as professional ethics, social diversity, and sustainability) as well as a series of guided pathways that will help students navigate through their general education courses. These pathways will focus on transformative texts and common themes (such as professional ethics, social diversity, and sustainability) in order to provide them with a more coherent and meaningful general education experience, one that complements and enhances their major course of study and career aspirations. Additionally, students

who follow a guided pathway will earn a certificate based on their chosen pathway's theme.

- c. As for challenges, the largest, by far, is a severe staffing shortage. The program sustained major losses of faculty in the last year, on top of already existing shortages, that have put us in a position where it has become difficult to mount the courses we need to offer our existing students. Professors Ganyard, Lowery, Boswell, Hall, Ransom, Martin, Aldrete, and now Schuetze all taught in the program and have since either left, taken full-time administrative appointments or most regrettably passed away. None of these 8 tenure-track lines have as yet been replaced and have left holes in their disciplinary programs as well. We have three major tracks: Digital and Public Humanities, Ancient and Medieval Studies, and World Cultures. Both of the first two are, as a result, in jeopardy. We have to rely on lecturers and ad hocs to mount our DPH courses and with our recent staffing losses we are finding it very difficult to offer the courses that our Ancient and Medieval students need. Because we are an interdisciplinary program our faculty losses are also losses in those disciplines as well. But similarly, strategic hiring in the disciplines can also have a positive impact on our program. Without additional staffing and support we may have to make major changes to the program in coming years.
2. What are some things that would help make your program and its students more successful? (Narrative)
 - a. As I mentioned in the last paragraph above our essential problem is one of staffing. We have excellent faculty who are doing stellar work but we have simply lost too many of them to administration, retirement and other employment in the last few years. Everything else is frankly secondary.
 - b. Creating a more regularized advising model for students would assist us in retention and recruitment efforts and more easily keep students on track to graduation.
 3. What are some program accomplishments worth highlighting? (Narrative)
 - a. Our program is heavily involved in a number of initiatives on campus, most obviously Common CAHSS and the First Year Seminar program. For example, our program offered 10 First Year Seminars in the Fall of 2020. Until this pandemic year our program has been one of two programs on campus that directs the most student internships.
 - b. Our faculty have won numerous awards for: Excellence in Teaching (Caroline Boswell, 2018; Linda Toonen, 2020); Institutional Development (Clif Ganyard, 2019); and Collaborative Achievement (Digital and Public Humanities Project, 2015; Untitled Town, 2020). Other faculty have been named Teaching Fellows and Scholars (David Voelker, 2017-18 and 2018-19; Jessica van Slooten 2021-2022; Rebecca Nesvet, 2019-2020; Heidi Sherman 2017-2018).
 - c. Other accomplishments of note: in 2015 Greg Aldrete won the Regents Teaching Excellence Award; in 2019 Cristina Ortiz won the UW System Outstanding Women of Color in Education Award; in 2017 Caroline Boswell was named UW System Fellow in the Institute for Research in the Humanities; in 2018 Valerie

Murrenus-Pilmaier won the Underkofler Award for Excellence in Teaching; in 2017 Mark Karau won (for work under the UW Colleges) the Barrington-Musolf Award for Faculty Research.

- d. Our faculty are also widely recognized by our students for their excellence in the classroom with all of the following receiving Student Nominated Teaching Awards: David Coury, Kevin Kain, Rebecca Meacham, Sarah Schuetze, Jennifer Ham, Stefan Hall, Michael Holstead, Isabel Iglesias, Cristina Ortiz, Emily Ransom, and Linda Toonen.
 - e. In addition to their awards and their excellence in the classroom many of our faculty are also very active researchers and scholars. All of the following have had books published in the recent past: Gregory Aldrete, 2019; Caroline Boswell, 2017; Derek Jeffreys, 2018; Cristina Ortiz, 2019; David Voelker, 2019; Mark Karau, 2015; and Stefan Hall and Jennifer Ham have books in press and forthcoming. David Voelker also serves as Series Editor for the *Debating American History* series of books and Greg Aldrete has published courses and video series with the Great Courses company.
 - i. In terms of articles the program is also very prolific with David Coury, Hernan Fernandez-Meardi, Jennifer Ham, Derek Jeffreys, Kevin Kain, HyeKyung Kim, Rebecca Meacham, Rebecca Nesvet, Cristina Ortiz, Emily Ransom, Lorena Sainzmaza-Lecanda, Sarah Schuetze, Heidi Sherman, David Voelker, Jessica Van Slooten and Jennie Young all publishing articles in the last several years.
4. Have there been any significant changes that have affected your program? (Narrative)
- a. Not to beat the proverbial dead horse but yes, and the most significant of them by far has been the loss of numerous faculty to retirement, other schools and administration. The program has also been affected by the changes made to the General Education program that reduced the number of required Humanities credits from nine to six.
 - b. Additional recent developments that predate my time as Chair but have been reported as having effected our enrollments are: the decision to drop the requirement that all graduates complete either an interdisciplinary major or minor; the admission of large numbers of transfer students who have already completed their Gen Education Requirements; the decision to increase the college credit programs in local high schools; and, of course, the increasing cost of tuition which has harmed enrollment generally.
 - c. One possibly positive development for the Humanities is the addition of the former UW Colleges campuses at Marinette, Manitowoc and Sheboygan. By expanding the university's footprint and opening our doors to those students who formerly would have been focused on earning Associates degrees and then transferring elsewhere we may end up increasing the number of students who remain with UW GB. The jury remains out of course but we shall see as time goes on.
5. Where do you want your program to be 5 to 7 years from now? (Narrative)

- a. I am hopeful that within the next several years we will be able to fill some of our staffing holes and not only preserve our current offerings and tracks but restore some robustness to our offerings, especially in the Digital and Public Humanities and the Ancient and Medieval tracks. Hopefully we will also receive the NEH Grant that we have applied for and we can begin revising our General Education offerings along a series of guided pathways that will allow our students to earn certificates as part of completing their General Education requirements.
- b. We have now managed to create an entirely on-line minor and I would like to see us move, in the next several years, closer to being able to offer a completely on-line major. This is likely to take longer than five years to accomplish but I'd like to see us making some progress in that regard by moving more courses into the on-line environment. Our recent experiences from the pandemic may make this more feasible.

Demand

All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)
 - a. Mission and Vision
 - i. Our program's mission is to broadly educate our students through the study of history, literature, film, modern languages, philosophy, cultural and religious studies as well as ethics, First Nation studies and other fields. Our goal is to teach our students to think critically and creatively about the human condition and experience, and to analyze different ideas, experiences and cultures in order to answer some of the classic questions that have occupied thinkers through the ages.
 - ii. This requires a multi and interdisciplinary approach which has our students examining these questions from the perspectives of several different academic disciplines.
 - b. Learning Outcomes
 - i. Humanities students will be able to:
 1. Recognize and appreciate nuance and complexity of meaning through critical reflections on texts, visual images, and artifacts.
 2. Identify and evaluate human values and ethical positions in their contemporary and historical contexts.
 3. Express themselves in a clear, organized, and well-reasoned manner.
 4. Articulate underlying premises in their own and others' beliefs.
 5. Demonstrate a familiarity with and appreciation of the importance of diverse cultural, ethnic, and linguistic perspectives.

6. Evaluate the significance of humanities and interdisciplinarity in our world.

2. Curriculum development (Lists, brief narrative if appropriate)

- a. The program has undergone structural changes to its curriculum in recent years.
 - i. Discontinued the American Cultures major emphasis
 - ii. The Western Cultures major emphasis was transformed into World Cultures
 - iii. A new major emphasis was added in Digital and Public Humanities
 - iv. The Religious Studies emphasis was reduced from a major to a minor.
 - v. Minor emphases were added in Film Studies and World Cultures.
 - vi. Another minor emphasis, in Ancient and Medieval Studies, was added.
- b. Faculty have developed several new courses within these emphases with, for example, a new course just this year on: International Cinema; a new course on Global Environmental History; a new interdisciplinary course on the History and Literature of the Holocaust as well as a new course in Latina/x Culture. The program, despite its challenges, continues to grow.
- c. Our faculty also engage in an enormous number of directed individual study programs with students.
- d. And our program provides students from across campus with approximately 40 internship opportunities.
- e. Another major curricular development of the last several years has been the creation of a fully on-line Humanities Minor, which, as mentioned above, should be going live in the Spring of 2021.

3. Connections to other programs (Lists, brief narrative if appropriate)

- a. The Humanities Program is interconnected with the other programs housed in the Humanities Unit. These are: English; English Composition; First Nations Studies; History; Modern Languages; French; German; Spanish; Philosophy; and Writing and Applied Arts.
- b. In addition, the Humanities Program is an integral part of the General Education Program and is very active in the First Year Seminar and GPS Programs.
- c. We are also closely connected to the new Professional Ethics Institute.
- d. We are, in normal years, heavily involved in the Study Abroad Program.
- e. Our students work on both a literary magazine, the *Sheepshead Review* and a journal of History, *Voyageur*.
- f. The program is also involved in the Phuture Phoenix program
- g. We also work closely with and mentor a large number of high school teachers in the CCIHS Program
- h. Our TESL minor and certificate programs are connected to Education.
- i. Our Environmental Humanities track has connections with the Environmental Management & Business Institute (EMBI).
- j. Some of our faculty are also faculty in Women and Gender Studies and Global Studies.
- k. Our faculty also have positions in the Provost's Office and run CATL and Student Success and Engagement as well as the GPS Program

4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)
5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)
6. Gen Ed, FYS/GPS, CCIHS (Lists)
 - a. Gen Ed
 - i. The Humanities Program alone provides 12 classes that contribute towards the universities General Education requirements. These include: Living the Humanities; both halves of the World Civilizations survey; both halves of the Western Cultures survey; Introduction to Film; Introduction to the Humanities; Interdisciplinary Themes in the Humanities; Globalization and Cultural Conflict; Humanities, Business and Critical Thinking; Contemporary Cultural Issues; and Topics in World Cultures.
 - ii. When one includes the other disciplines within the larger Humanities Unit we offer, collectively, 64 courses that fulfill elements of the General Education Program.
 - b. FYS/GPS
 - i. The Humanities Program offers a large number of First Year Seminars on a regular basis. Since 2016-17 the Humanities faculty have taught 42 FYS sections.
 - c. CCIHS
 - i. While we do not have high school teachers teaching specific HumStud prefix courses for us, although the interest is there, if we look at the disciplines that make up the Humanities we have a large number of teachers offering our courses.
 - ii. Between 2015 and 2020 we had:
 1. 22 CCIHS sections of English Composition; 33 sections of English; 15 sections of First Nations Studies; 40 sections of French; 16 sections of German; four sections of History; and 119 sections of Spanish.
 2. These curricula are overseen by approximately 10 Humanities faculty members, who work with these teachers in the community.
7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)
 - a. As I've mentioned numerous times already the Humanities Program has lost numerous faculty to other jobs, administrative posts, retirement and, sadly, death in recent years. We have lost eight full time faculty. We have added faculty or

instructors in English, Philosophy, History and Foreign Languages but even with those additions we are still in a position where many of our tracks are in jeopardy. We particularly need additional faculty who can teach in Digital and Public Humanities, Ancient and Medieval Studies and Religious Studies.

8. Cost per credit hour (TBD)

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)
 - a. The Humanities Program works with a very large number of local organizations, most of which have internship programs for our students.
 - i. American Red Cross
 - ii. Belgian Heritage Center
 - iii. Big Brothers, Big Sisters
 - iv. Brown County Historical Society
 - v. Brown County Human Resources
 - vi. Brown County Library
 - vii. Clean Water Action Council
 - viii. Door County Historical Society
 - ix. Eisenhower Elementary School
 - x. Experimental Aircraft Association
 - xi. Fox Cities Magazine
 - xii. Golden House, Family Violence Center
 - xiii. Green Bay Area Chamber of Commerce
 - xiv. Green Bay City Mayor's Office
 - xv. Green Bay Public Schools
 - xvi. Heritage Hill Museum
 - xvii. History Museum at the Castle
 - xviii. Integrys: Energy Group
 - xix. Lake Michigan Federation
 - xx. Langlade Elementary School
 - xxi. Law Offices of Conway, Olejniczak & Jerry
 - xxii. Law Offices of the Wisconsin State Public Defender
 - xxiii. Literacy Green Bay
 - xxiv. Madison Historical Society
 - xxv. Multicultural Center of Green Bay
 - xxvi. National Railroad Museum
 - xxvii. Neville Public Museum
 - xxviii. NEW Community Clinic
 - xxix. New Community Shelter, Inc.
 - xxx. Oneida Nation Museum
 - xxxi. Outagamie County Historical Society

- xxxii. Planned Parenthood of Wisconsin, Inc.
- xxxiii. Preble High School
- xxxiv. PreLaw Land National Internship
- xxxv. Sheboygan County Historical Society
- xxxvi. Syllabus Journal
- xxxvii. Tekno books
- xxxviii. The Avenue 91.1
- xxxix. United Translators, Inc.
 - xl. Voyageur Magazine
 - xli. Wisconsin Maritime Museum
 - xlii. WLUK FOX 11
 - xliii. YWCA

2. Contributions to regional infrastructure (Lists)
 - a. Humanities faculty contribute to the region:
 - i. Green Bay Film Society
 - ii. Great Books Discussion Series,
 - iii. Philosopher's Café,
 - iv. Viking House

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)
 - a. See section 3 under the General Overview

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)
 - a. 42 sections of the First Year Seminar since 2016-17
 - b. Four sections of the Humanities Practicum
 - c. One section of Honors in the Major
 - d. Three sections of the Humanities Seminar
 - e. 25 Humanities Internships
 - f. 23 Independent Studies
 - g. Eight Study Abroad courses

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)
 - a. The Humanities Program is central to the university's mission. The university is to offer students "a core of liberal studies that support university degrees in the arts, letters, and sciences." The Humanities Program directly contributes to that mission. Furthermore, our curriculum provides students with "a problem focused educational experience that promotes critical thinking and student success." Virtually every Humanities course is designed along those lines.
 - b. Our program is very intentionally cross-disciplinary and requires our students to approach problems from the perspective of numerous disciplines.
 - c. The program's extensive ties to external organizations, as listed above, directly fulfill the System and universities goal of the Wisconsin Idea, spreading our knowledge beyond the borders of the university and into our neighboring communities.
 - d. Our program is also directly aligned with the university's "commitment to diversity, inclusion, social justice, civic engagement and educational opportunity." We offer numerous courses that deal with issues of diversity, from African-American History, the entire First Nations Program, and new courses in Latinx Culture.

2. Cultural enrichment (Narrative or lists as appropriate)
 - a. See point 2 under the External section

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)
 - a. We have several agreements with the high schools throughout to region to oversee the offering of CCIHS courses.
 - b. See the list above of local organizations that the program has agreements with.
 - c. We have transfer agreements with St. Norbert College, NWTC and Moraine Park Technical College.