

Department Summary

The HBJD Department as a whole is well-aligned with the mission of the University, promoting the liberal arts as well as preparation for entering the workforce. The Department contains four programs, representing a swath of pre-professional areas (Social Work, Legal Studies, Criminal Justice) as well as minors (First Nations Studies) and programs which straddle the line between pre-professional and traditional liberal studies (Psychology). The department generates significant quantities of student credit hours while contributing in essential ways to scholarship and creative activity (SYEs), global awareness (international study abroad programming), and Academic Service-Learning (including internships). While several programs have had stable enrollment, there is still work to be done in stabilizing enrollment in certain areas (Legal Studies minors, First Nations Studies). Faculty and staff diversity is an issue; after recent staffing transitions, the department is increasingly female and white.

Social Work Program

The Social Work Program offers a comprehensive major. The interdisciplinary approach to the curriculum obviates the necessity of a minor; licensure requirements in the discipline also mandate a comprehensive version of the major.

Strengths

The Social Work Program is to be commended for the content in each section of the Academic Program Review. Strengths contained in this document include thorough, data-driven evaluation of all levels of the Program. Review and revisions of the Program's academic content are in alignment with their accrediting agency (Council on Social Work Education). Additional factors that play a role in curricular development include trends in the profession, articulation agreements with other institutions, and the changing needs of potential recruits.

The Program's in-depth assessment of student and faculty performance is used for continuous review. Supplementing direct assessment by instructors, student self-assessment through surveys provides critical information for faculty; this assessment data consists of questions that provide insights into the development of each student's abilities to self-evaluate.

The Program developed a mentoring program for new faculty members. This was a result of the need to strengthen relationships between the coordinators of various Social Work activities, as well as ensure that they are well informed about department and program expectations.

The Program completed a successful reaffirmation of accreditation, receiving an all-time high score for the history of the Program.

Student enrollment in the Program is at an all-time high of 130 majors, "maxing out" the Program's current capacity (per faculty member) according to accreditation standards. The APRC acknowledges

the successful efforts of the faculty in increasing enrollment through continuous review with surveys, evaluations, trend analyses, and studies of prospective students' needs. Data from a needs assessment resulted in the development of a hybrid-delivery option for the Social Work Program to meet the needs of students and the community.

Recommendations

The Program has ongoing budgetary needs to support travel costs for field work for 30-40 students annually. Additionally, funds are needed to supplement its annual budget by \$2,500-\$3,000.00 to maintain their accreditation with the Council on Social Work Education. Up to this point, the funds have been provided by the Provost as requested annually. The APRC encourages administration to consider providing a permanent budget line item for each of these needs.

Although facilities for offices and classrooms are adequate, the technology in ITV classrooms requires updated connectivity and other specialized resources. Faculty offices also need printers to maintain confidentiality of documents. The APRC encourages the Program to consult with a representative in Technology Services to assess and plan for upgrades to the classrooms requiring program-specific ITV resources.

Summary

The Program has a significant number of majors due in part to its strong relationship to other institutions, ongoing review and revision of courses, and scheduling and reorganizing of field work to accommodate the ever-evolving needs of the population. Its commitment to providing in-depth experiences in underserved and diverse populations distinguishes the Program and is reflected in the Program's increase in majors over the years.

Legal Studies & Criminal Justice Program (LSTU-CJUS)

The Legal Studies and Criminal Justice Program (LSTU-CJUS) offers a non-comprehensive major for the BA/BS in Legal Studies, with a comprehensive major concentration in Criminal Justice. There are two minors: Criminal Justice and Legal Studies, which can also be paired with continuing education certifications. Pre-law options are available for those seeking entrance to graduate programs.

Strengths

The Program recently developed well-articulated mission, vision and value statements, which were affirmed by its Advisory Committee (LSTU-CJUS Review, p. 1). It supports the mission of the University through an emphasis on a broad, liberal education while also supporting career development. The Legal

Studies program effectively documents the manner in which the major is uniquely constructed, having no direct comparison in the region (p. 10). The Program is deeply involved in UW-Superior's High Impact Practices, with strengths in Academic Service-Learning, Global Awareness, URSCA and Senior Experience. It is to be commended for its success with Mock Trial, and the concomitant recruitment activities involving high-school students (p. 4). The Program collaborates to support cross-curricular studies and works with the Center for Continuing Education to provide certifications. It maintains many community partnerships, and seeks input from various groups to enhance student experience (p. 3). Program members have spent considerable effort on self-examination as a result of Program Prioritization and in response to the retirements of senior faculty (p. 37), leading to its first integrated mapping of program learning outcomes (p. 3).

Recommendations

The Program has identified Writing Across the Curriculum as an area of growth both in support of HIPs and Student Learning Outcomes. We encourage program members to consult the WAC coordinator and the Assessment Office to ensure that the implementation of WAC is consistent both with the discipline and with the HIP best practices.

The APRC notes that numbers of declared majors and minors in Legal Studies have dropped somewhat, while Criminal Justice majors have held steady (HBJD Data Set 2015-16, p. 3), and recommends the Program pay close attention to enrollments as they adjust the focus of their curriculum and the development of Distance Learning opportunities (LSTU-CJUS Review, p. 24-25).

Excessive and disproportionate advising loads existed for a number of years, making the Program a natural pilot group for the shared advising model (p. 14; 25). Concerns remain with regards to advising and its effect on recruitment and retention.

The APRC also expresses concern regarding the lack of peer observation and mentoring of teaching staff, which consists largely of adjuncts. The APRC recommends a clearer articulation of plans for the professional development of instructional staff, especially with any concurrent growth of online offerings.

While the Program presents bold and exciting plans, in a time of diminished university resources the Program will need to present additional research regarding costs and benefits to the University in order to garner greater support from administration and other campus constituencies; examples include permanent financial support for Mock Trial, the desire to create a Legal Services Clinic (p. 41), and the request that Technology Services provide resource support for a YouTube channel (p. 20). Claims that these ongoing activities would result in no additional costs need to be backed up with feasibility studies

or other evidence. Additionally, there is no precedent that we know of on this campus for establishing a non-SUF (Segregated Undergraduate Fee) budget line for student organization activities.

Summary

The program has integrated well into the HBJD department since departmental reorganization in 2009-10. In the 2010 review, they contributed a minimal explanation of the programs, and spent several years adjusting from parallel-but-divided programs to a streamlined curriculum. A new strategic plan integrated the program's student learning outcomes into the curriculum. However, the retirement or departure of 3 faculty and subsequent new hires present new challenges and opportunities requiring close attention by and support of the University, in assisting these programs to meet their stated enrollment goals.

First Nations Studies

The First Nations Studies Program offers a minor, considered a "stand-alone" minor since there is no corresponding major program.

Strengths

The FNS Program is uniquely positioned within UW-Superior to offer a liberal arts curriculum in Native American history, culture, and philosophy. The Program aligns well with the University's mission to maintain "a liberal arts tradition that emphasizes individual attention, [and] embodies respect for diverse cultures and multiple voices", with its focus on Native cultures and its small class sizes (the latter are, for the most part, typical of all programs at UW-Superior). Located in the midst of a significant number of Native American population centers, the FNS Program serves this traditionally under-represented community well, drawing about half of its graduates in the past decade from the Native population, while simultaneously serving the non-Native population and contributing to the University's general education program.

The FNS Program does a good job of communicating its mission via web pages, social media, and printed publications ("fact sheets").

The FNS Program is to be commended for actively engaging local tribal colleges, developing articulations with them that bring in students to UW-Superior (p. 6). At the same time, the Program recognizes that the value of its offerings should be promoted to non-Native potential students (p. 7). The program is also to be commended for its initiative to expand distance learning offerings to better serve potential

students with an online minor. With general education offerings across five categories (p. 2), the FNS program makes a big impact on the students at large.

The Program has answered the call to streamline its curriculum, paying attention to low-enrolling courses and re-organizing or eliminating courses from rotation. This streamlining appears to have been accomplished in a well-considered manner (p. 5; p. 17).

The Program has also been active in professional organizations related to its mission, such as the Wisconsin Indian Education Association (WIEA) and the National Indian Education Association (NIEA), which help to promote program relevance, currency, and best practices in teaching (p. 11). The Program faculty have also been involved in organizing community events such as an annual Pow Wow and a golf tournament, as well as providing corporate cultural awareness training (p. 22); this supports the University's new mission to engage the community and region.

The Program is cost-effective, falling in the mid-range of revenue generation (p. 13) and requiring no overload assignments (p. 18) at present; this is a welcome departure from the historical reliance on overloads in the recent past.

Recommendations

Enrollment, retention, and graduation numbers in the FNS minor are low; recent historical data suggest that these numbers may be among the lowest in the UW System. The weaknesses in enrollment are being addressed, as noted in the APR, by "shelving" certain courses and reducing the frequency of offering in other cases. From the APR document, it is unclear which articulations are already in place and which are planned for the future as part of the Program's recruitment strategy. Presenting articulations in a timeline may help to clarify this.

The treatment of assessment in the program review is difficult to understand. Assessment does not appear to have been performed at the program level; indeed, it is unclear from the APR whether the Program has learning goals or outcomes, and it is stated that the Program is currently developing course-level goals. The "program goals" given in the table on p. 4 seem to be akin to learning outcomes, but were compared to goals from the University's strategic plan, so their purpose is unclear. On p. 10 we find the statement "we assess each of our learning goals" followed by a list of what seem like plausible program learning goals, but they are not labeled as such.

The APRC recommends completing program-level learning outcomes, perhaps with the assistance of the Assessment Office, and performing regular assessment of student learning at the program level to help determine the effectiveness of the Program and decide on future actions such as curricular change.

On a related note, the Program did not complete the demand analysis (p. 18) and has not effectively carried out a comparison of its program with similar programs at other institutions (p. 9). The APRC recommends exploring campus or UW System resources to take positive steps in determining the market for its offerings and the future directions it chooses to pursue.

The Program noted that its computer equipment is aging; the APRC recommends contacting Technology Services to request upgrades.

The APRC suggests considering a student peer mentoring program as a retention strategy. Mentoring programs are currently being conducted in some degree programs on campus. Additionally, as a recruitment strategy, we suggest considering a collaboration with another program or programs, such as Environmental Studies.

Guidelines for IDS/IDM degree approval have been established by some programs at this university (e.g., PSYC) and have been found useful. The APRC recommends that FNS look into establishing guidelines, perhaps in consultation with these early-adopting programs (p. 21).

Staffing has been an issue, with only one 0.5 FTE tenure-track position currently, and up to 3 adjunct courses taught each semester (p. 25). The APRC recognizes, however, that authorization for a tenure-track search is dependent on administrative approval and not on program-level or department-level decisions. The APRC recommends that administration look at regularizing the staffing of the FNS Program by authorizing additional positions as needed. As noted above, however, we recommend that a demand analysis be conducted before moving ahead with additional resources devoted to a strengthening of the online offerings as requested by the FNS Program.

Finally, the APRC senses a loss of identity and purpose (beyond service to the General Education Program) within the Program during the review period. We recognize that this may be connected with the loss of regular full-time positions and a lack of clarity in distinguishing between the academic and the student life functions of the Program. We believe that forming a vision of the nature and identity of the Program – reclaiming the Program from within – would be a valuable endeavor both for the Program and for the entire campus.

Summary

The First Nations Studies Program has many accomplishments, which are the more remarkable because of its limited staffing and finances. These include important contributions to the diversity of the University, external recruitment of students, community engagement, and the General Education

Program. The FNS Program could benefit from increased attention to assessment of student learning and from staffing that is not overly reliant on adjunct instruction, as well as strategic planning to increase retention; a first step could be to clearly identify the role of the Program within the University and the region.

Psychology

The Psychology Program offers a major and a minor, and contributes nearly a third of the credit hours currently available to students in UW-Superior's University Studies Program (OIE HBJD Data Set 2015-16, p.7).

Strengths

The Psychology Program's self-study clearly documents the Program's ongoing dedication to UW-Superior's High Impact Practices, particularly First Year Experience (in the form of First Year Seminars), Academic Service-Learning, Writing Across the Curriculum, and Undergraduate Research. The Program admirably serves the stated missions of both the University and the HBJD Department, particularly through its efforts to enhance student critical thinking, communication skills, and career preparation. The Program likewise contributes in meaningful ways to University initiatives such as community outreach and engagement, through such activities as their involvement in the Twin Ports Undergraduate Psychology Conference. In a similar spirit, Psychology actively collaborates with other units across campus, thus reinforcing the interdisciplinary, liberal arts mission of the University.

The Program clearly values and employs pedagogical best practices, including individualized instruction and inclusivity towards all forms of diversity. This mindfulness is likewise manifested in the thoughtful and effective way in which Student Learning Outcomes have been integrated into its curriculum, including courses it contributes to Interdisciplinary Studies and Individually Designed Majors. The APRC commends the Psychology Program's intentionality in this regard, and acknowledges the impressive assessment efforts the Program has made since its last review.

The Program seems to bring this same mindfulness to bear on the development of its own faculty and staff, resulting in exceptional new faculty mentoring practices and support for faculty development (to the extent University resources allow). This is undoubtedly a factor that contributes to the impressive levels of scholarship, academic rigor, and dedication to discipline that are demonstrated by the faculty in the Psychology Program. It is likely also a contributing factor to the commendable extent to which the Program faculty serve the University and Department in numerous administrative and co-curricular capacities.

The number of Psychology majors remains consistently strong, the number of minors solid. The Program's degree conferral rate is healthy as well, averaging approximately 20 majors and 10 minors per year (HBJD Data Set, p. 4). The Program's credit hour production is particularly robust, with a five-year average of 2,547 (p. 5). The APRC is impressed with the levels of both production and quality attained by the Psychology Program, particularly in light of the resource scarcities identified by the Program and acknowledged by the APRC.

Recommendations

The APRC has noted that, although there appears to be a generally equitable distribution of credit hours across faculty, there seems to be an uneven distribution of advisees, resulting in a relatively heavy load for Dr. Kenna Bolton Holz (HBJD Data Set, p. 9). The self-study indicates that the Program might be addressing this by directing new advisees toward other members of the Program. The APRC endorses this plan of action.

The APRC also endorses the Program's assessment recommendations for itself and others. Notably, it encourages the Program to practice peer-evaluation of teaching, as it is generally considered a pedagogical best practice. The APRC also concurs with the Program's suggestion that retention data be collected from across all units on campus, including nonacademic units, before the data can be meaningfully interpreted and any conclusions drawn.

As the growth of Distance Learning will undoubtedly be key to the growth of UW-Superior, the APRC encourages the Psychology Program to request additional staff resources sufficient to support its stated plans to expand its Distance Learning course offerings. The APRC does not recommend attempting to do so without additional resources. The Program, in its current form, seems to have achieved a maximum effective carrying capacity for responsibilities. Any additional demands, without additional resources, could threaten the sustainability of the good work the Program is doing.

The Program has clearly indicated that sufficient financial support for professional levels of faculty research, development, and related travel is currently lacking. The APRC agrees with this assessment, as well as with the Program's observation that salaries have stagnated to levels significantly below CUPA, making recruitment and retention efforts particularly challenging.

Summary

The Psychology Program is a model of efficiency and effectiveness. Though not perfect, the Program clearly demonstrates the determination to continue improving, and should be supported in its efforts to do so. The APRC recognizes that most of the Program's few perceived weaknesses result from systemic

budgetary deficiencies. This is, of course, not unique to the Psychology Program. A lack of substantive, material increase in the salaries and support mechanisms for faculty and academic staff will eventually lead to an existential threat to the mission of the University of Wisconsin – Superior.

HBJD Response to the Academic Program Review

First Nations Studies

Although not suggested in the APRC response, HBJD notes the current instability in staffing for FNS and with FNS' need to (in APRC's words) form "a vision of the nature and identify of the Program" that would be a "valuable endeavor both for the program and the entire campus." HBJD recommends a paid consultant in the field of First Nation Studies to help support a program growth and visioning. In light of FNS' current probationary status, this may also be critical in helping the current FNS faculty address the parts of the APR that were not completed (demand analysis and program comparisons). The consultant could work either with or parallel to the FNS advisory group. This would be a valuable use of university resources that would be beneficial to FNS and to the campus as we embrace diversity and continuous improvement as a part of our strategic plan (3.1., 3.3, 4.3).

Legal Studies/Criminal Justice

Content in yellow reflects quotes from the APR summary for the LSTU/CJUS program. Italicized content reflects the response from the LSTU/CJUS program.

Excessive and disproportionate advising loads existed for a number of years, making the Program a natural pilot group for the shared advising model (p. 14; 25). Concerns remain with regards to advising and its effect on recruitment and retention. *With the onboarding of two new positions (Assistant Professor of CJUS and Academic Staff in Legal Studies), the advising loads should be adjusting within the next two year cycle.*

The APRC also expresses concern regarding the lack of peer observation and mentoring of teaching staff, which consists largely of adjuncts. The APRC recommends a clearer articulation of plans for the professional development of instructional staff, especially with any concurrent growth of online offerings. *WHEN HIGHLY ADJUNCT RELIANT, THE PROGRAM HOSTED TWO ADJUNCT TRAINING SESSIONS FOR TEACHING PROFESSIONAL DEVELOPMENT (4 HOURS EACH). Adjuncts receive regular communications from the program and course design consultations are available and often done by both program members and CCE staff, who are experienced educators. WE DO NOT PRACTICE PEER OBSERVATION IN THE DEPARTMENT AND PEER OBSERVATION SHOULD BE A RECOMMENDATION ACROSS THE DEPARTMENT.*

Additionally, there is no precedent that we know of on this campus for establishing a non-SUF (Segregated Undergraduate Fee) budget line for student organization activities. *The Provost's Office has provide regular funding (supplemental support) for over six years from \$5000-10,000 per year to allow Mock Trial to function; Mock Trial is a unique student organization in that it is also a competitive team, similar to athletics, while it also serves a need for a student organization that directly engages students interested in law and justice. It has relied on a mixed funding model for almost eight years as the SUFAC funding levels have decreased. Without Provost funding support and fundraising efforts, this nationally recognized program would have been dissolved long before now.*

Psychology

The APRC noted that the general distribution of advisees is not equal across all faculty in the program in that Dr. Bolton Holz has a larger total number of advisees. The program has asked that all students who have selected Psychology as their minor be assigned an advisor within the program; that individual is the Program Coordinator. While these students are then on the Program Coordinator's advisee list, they are not required to meet with the Program Coordinator each semester, as they would an advisor within their major. Rather, it serves as a point-person in the Psychology Program, to whom the advisee can turn to when they have questions about their Psychology minor. Typically, only a handful of these students consult with the Program Coordinator each semester. Should that dramatically change, we will revisit the distribution; we value equitable workload distributions.

The APRC recommended implementing the practice of peer-evaluation of teaching; the Psychology program would implement this practice as part of our performance evaluations if the campus had training or a cadre of capable individuals to conduct such peer-evaluation.

Social Work

We appreciate the recommendations by APRC. Field internships are required for the degree and licensure for alumni. An ongoing budget line would help the Social Work Program plan for numbers of students in placements and related costs. Because of an increasing number of students, \$3,000 annual budget is needed. Fees paid to the Council on Social Work Education are required to maintain our accreditation which is critical to licensure and certification in the United States and Canada for social workers. The fees increase each year with inflation and number of students; in 2017, they are likely to reach \$5,000.

While Social Work actively uses ITV/technology-rich rooms every semester, we are not the only program doing so. To use the rooms in Spring 2017, we were asked to pay a rental fee for each hour of instruction. We ask that the campus develop a plan to upgrade those rooms to meet the needs of all programs and plan usage without an additional rental fee. We have talked with IT and Continuing Ed regarding our needs and budget/costs were identified as a barrier.

