

Annual Reports of University Elective and Appointive Committees 2009-2010 University of Wisconsin—Green Bay

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FACULTY ELECTIVE COMMITTEES

University Committee

I. University Committee Meetings Schedule and Membership

During the 2009-10 school year the University Committee met every Wednesday afternoon except for the third Wednesday of each month, as this was when the Faculty Senate met. The January 2010 Faculty Senate meeting was a joint meeting with the Academic Staff Committee.

University Committee members for 2009-10 consisted of Dave Dolan, Mike Draney, Tim Kaufman, Illene Noppe, Laura Riddle, and Brian Sutton (chair). Because of a scheduling conflict, Mike Draney was unable to attend the Fall 2009 meetings; he was unofficially replaced as Natural and Applied Sciences representative during that semester by Steve Meyer, as an *ex officio* member. Katrina Hrivnak was the Academic Staff Committee representative; Megan Loritz represented the Student Government Association.

During portions of almost every meeting, Provost Julia Wallace met with the committee for an information exchange. Secretary of the Faculty and Academic Staff Cliff Abbott met with the committee each month on the week before Faculty Senate meetings, to set Senate meeting's agenda, and also met with the committee during other meetings on an as-needed basis, usually to clarify various procedural matters.

II. Faculty Senate Actions

A. Faculty Senate Passed the Following:

1. Personnel and Positions

- Resolution electing Illene Noppe Deputy Speaker of the Faculty Senate for 2009-10. (Laura Riddle had already been elected Speaker for 2009-10 at the final Faculty Senate meeting of 2008-09.)
- Resolution that henceforth, the UWGB representative at UW-System Faculty Representatives' meetings should be a Faculty Senator and should serve a two-year term as Faculty Representative. (Previously, the Chair of the University Committee had generally doubled as Faculty Representative, resulting in a different person serving as Faculty Representative each year.)
- Resolution that the administration should create a position of University Ombudsperson and that this position should become part of the official duties of the Secretary of the Faculty and Academic Staff.
- Resolution authorizing creation of a new category of university committees, called joint governance committees, in cases where the committee membership contains significant overlaps among faculty, academic staff, and/or students.
- Resolution approving the slate of candidates recommended by the Committee on Committees for elections to faculty committees for 2010-11.

- Resolution approving minor changes to chapters 3 and 51 of University code, following up on changes to these chapters previously approved by the 2008-09 Faculty Senate.
- Resolution electing Mike Draney Chair of the Faculty Senate for 2010-11.

2. Academics

- Resolution creating a task force to draft a proposed model for an honors program at UWGB.
- Resolution endorsing the General Education mission statement created by the Task Force on General Education and previously approved by the General Education Council.
- Resolution reducing the residency requirement for eligibility for all-university honors from 60 credits to 48 credits.
- Resolution stating that credits for prior learning cannot be used to meet either the undergraduate or the graduate residency requirement at UWGB.
- Resolution creating an Academic Forgiveness Policy whereby students who have been absent from UWGB for a minimum for three consecutive years prior to readmission may petition that the grades they earned three or more years earlier should not count toward their GPA, although those grades will still appear on their UWGB transcript.
- Resolution that the Registrar's Office should maintain course waitlists through the eighth day (including weekend days) of any given semester, replacing the practice of maintaining these lists through the first Friday of any given semester.
- Resolution approving the granting of degrees to December 2009 and May 2010 graduates.

3. Other

- Resolution urging Wisconsin's elected officials to end their decades-long pattern of disinvestment in the UW-System of Higher Education. Copies of the resolution were sent to state legislators representing districts in Northeast Wisconsin, as well as to Governor Doyle.
- Resolution endorsing the adoption of *Ad Scientiam Renovandam* as the University's motto.
- Resolution commending the UWGB men's and women's basketball teams.
- Memorial Resolution for Jerry Dell.

B. Faculty Senate Considered but Did Not Pass the Following:

- Resolution that students wishing to repeat a course may not register for the course until after regular registration, including R & R, is completed.
- Resolution creating a "committee apprentice program" in which junior faculty members would serve as non-voting members on certain faculty committees.
- Resolution abolishing the Senate Committee on Planning and Budget.
- Resolution endorsing the creation of a School of Business at UWGB.

- Resolution that transcripts for future UWGB graduates should include, along with the student's GPA, the median and mean GPAs of members of the student's graduating class, for each of the student's majors and minors.

C. Faculty Senate Discussed the Following in Open Forums—No Action Required

- The possibility of unionization at UWGB (guests Julie Schmidt of the American Federation of Teachers and Patricia Terry of TAUP)
- The possibility of creating a Partner Hire Policy at UWGB.
- The possibility of raising the minimum GPA required to graduate *cum laude*, *magna cum laude*, or *summa cum laude*.
- The current legislative outlook and actions individual faculty members could take to encourage legislators to support the UW System in general and UWGB in particular.
- A uniform style guide encouraging standardization regarding the University's logo, wordmark, colors, and abbreviation.
- The possibility of using clickers to allow for secret ballots in the Faculty Senate.

III. University Committee Actions

A. Committee and Personnel Matters

- Discussed with the Provost the possibility of reassignments for the UC chair. The administration and the UC eventually agreed to a change in which the UC chair could receive one three-credit reassignment per semester but receive no extra pay, or if he or she preferred, could stay with the current arrangement in which the chair receives no reassignments but receives a 1/9-of-salary stipend over the summer following the academic year of service as chair.
- Informally selected Steve Meyer to serve as *ex officio* member of the UC during the Fall 2009 semester in place of Mike Draney, who was unable to attend fall-semester UC meetings because of his teaching schedule.
- Elected Brian Sutton UWGB's representative at UW-System Faculty Representatives' meetings through the 2010-11 school year. Professor Sutton replaced Illene Noppe, who needed to be released from the Faculty Representative position in order to devote sufficient time to her work on creating an honors program at UWGB.
- Recommended that faculty status be granted to Brenda Tyczkowski, James Hatlak, and Kevin Kain.
- Appointed Julie Lukesh, Susan Gallagher-Lepak, and Jennifer Zapf to the Senate Committee on Planning and Budget.
- Nominated slates of candidates for faculty elective committees, following recommendations from the Committee on Committees.
- Selected members of a task force to propose a model for an honors program at UWGB.
- Discussed with members of the Senate Planning and Budget Committee that committee's frustrations over the formidable obstacles preventing the committee from fulfilling what it is charged to do according to the Faculty Handbook.

- Eventually the Provost, the UC Chair, and the Planning & Budget Committee members met to discuss ways the committee might profitably serve UWGB.
- Discussed with Jeff Entwistle the possibility of appointing new members to the Task Force on Interdisciplinary, one member having retired and another being too busy to serve in Spring 2010. The UC and Professor Entwistle eventually concluded that no new members were needed.
 - Discussed giving the Task Force on Interdisciplinarity a May 2010 deadline for producing a final report (after all, the task force was created in September 2008 with a charge to produce a final report by the end of the 2008-09 school year), but eventually accepted the task force's assessment that it needed until the end of the Fall 2010 semester to produce a final report.
 - Provided input to Secretary of the Faculty and Academic Staff Abbott regarding a schedule for Faculty Senate meetings for 2010-11.
 - Discussed with SOFAS Abbott what heading should be given to a particular page on the SOFAS web site. The UC and the Secretary of the Faculty eventually agreed on the heading "Academic Program Governance."
 - Discussed, but ultimately decided against forwarding to the Faculty Senate, a resolution that clicker technology be used to create secret ballots on Faculty Senate items.
 - Elected Illene Noppe UC Chair for 2010-11.

B. Academic Issues

- Endorsed the Chancellor's acceptance of a 5.5 million dollar gift from Dr. David Cofrin, with the agreement regarding the gift stipulating the creation of an Austin E. Cofrin School of Business and earmarking some of the gift's funds to convert the Austin E. Cofrin Professorship of Business into a Chair of Business.
- Appointed Illene Noppe to explore the possibility of an honors program at UWGB, including having Professor Noppe attend the National Honors Council Conference in October 2009. The UC eventually discussed possibilities regarding an honors program with Dean Scott Furlong and Associate Dean Donna Ritch.
- Forwarded to the Provost a request for a minor change in the Academic Calendar. The change was enacted by the administration: henceforth, merit reviews for new faculty members will no longer be due by the end of the first week of the spring semester. Instead, units will have until mid-February to report on satisfactory performance by new faculty members, although it is expected that cases of clearly unsatisfactory performance will be reported earlier.
- Discussed, but ultimately voted against forwarding to the Faculty Senate, a resolution to eliminate the rule that when a student repeats a course, only the most recent grade for the course counts toward the student's GPA.
- Discussed the idea of a "statute of limitations" for counting courses as prerequisites, as when a student returns to school after many years away and seeks to count a course taken in 1990 as a prerequisite for a course taken in 2010. The UC eventually concluded that individual programs should continue to decide such issues on a case-by-case basis.

- Discussed a suggestion to standardize the credit-hour level at which students must declare a major. The UC eventually forwarded this suggestion to the Committee on Academic Actions.
- Discussed, without taking action, the possibility of a moratorium on merit reviews for tenured faculty until such time as faculty might reasonably hope for pay increases in the foreseeable future.
- Discussed with the Provost the question of what constitutes a “center” at UWGB (for example, Center for the Advancement of Teaching and Learning). The Provost seeks to create a set of guidelines for approval of new centers.

C. Other Issues

- Discussed with the Provost (on more than one occasion) the desirability of having a child care center on the UWGB campus.
- Discussed the UWGB budget with Vice Chancellor Tom Maki.

IV. Acknowledgments

My thanks to my colleagues on the University Committee in 2009-10. While faculty committee work is by nature tedious, the experience of chairing the University Committee was rendered much more enjoyable by the collegiality, intelligence, and efficiency of the committee members. SOFAS Cliff Abbott and Provost Julia Wallace provided invaluable help as well. The former consistently provided necessary information about how the UC should proceed; the latter sought to keep UC members fully informed regarding problems faced and actions considered not only by the UWGB administration but by the Regents and the UW System. Equally important from my perspective, both consistently displayed good cheer and a sharp sense of humor. I’m also grateful to Mary Goral for her efficient work in support of the UC. Finally, my thanks to the Faculty Senators for their diligent efforts throughout the year.

Respectfully submitted,

Brian Sutton
Chair, University Committee, 2009-10

Committee of Six

During the 2009-2010 academic year the following served on the Committee of Six Full Professors: Gregory Davis (chair), Jeffrey Entwistle, Robert Howe, Michael Kraft, Judith Martin, and Timothy Meyer. Two recommendations for appointment at the rank of full professor were received by the Committee from appropriate faculty units. After thorough review and discussion, the Chair forwarded positive recommendations from the Committee of Six to the Dean of Professional Studies and Dean of Liberal Arts and Sciences, respectively.

Members of the Committee of Six continued discussion of the Committee's role in the hiring process for administrative positions that typically include full professor status. Members of the Committee of Six met with Provost Wallace to share concerns on this matter.

Additionally, members of the Committee of Six continued to revise and clarify the information contained in the document entitled: Guidelines for Preparation of Materials in Support of Candidates for Promotion to Full Professor Rank.

Gregory Davis, Chair
Committee of Six

Academic Affairs Council

Academic Affairs Council Year-End Report 09-10

Submitted by Christine Style

September 2009

AAC Members: Woo Jeon, Mimi Kubsch, Dennis Lorenz, Cristina Ortiz, Christine Style (chair), Tim Sewall (Administrative Liaison)

1. Christine Style was elected AAC Chair for 09-10.
2. Meeting time for fall 2009 is every Friday, 10:45 – 12:00 noon in TH 331
3. Reviewed Program Review process and schedule. In addition to the 5 new program reviews set for fall 09 and spring 10 (Education, Modern Languages, Music, Political Science, and Applied Leadership) there are 3 programs that are carried over from previous years. Environmental Sciences & Policy has been received and will be the first program reviewed this fall.
4. Policies Regarding Internship Credit was discussed and the AAC chair drafted a policy that was sent to the Deans to forward to unit and discipline chairs for their feedback before AAC vote and before sending to the Senate.
5. Credit for Prior Learning was discussed the AAC chair will drafted a policy that was sent to the Deans to forward to unit and discipline chairs for their feedback before AAC vote and before sending to the Senate.
6. The AAC reviewed and approved all of the following in September:
 - a. Form B: Limited modification of Design Arts Major requirements (AVD) to remove ART 277 Lithography from list of Upper level Electives
 - b. Form B: Limited modification of Human Development Major requirements (HUM DEV) to remove HUM BIO 342: Human Evolution from requirements list.
 - c. Form B: Limited modification of Chemistry Major requirements to remove CHEM 418 Nuclear Physics and Radiochemistry Laboratory from upper-level requirements
 - d. Form C: Modify existing Physics Minor requirements to remove CHEM 418 Nuclear Physics and Radiochemistry Laboratory from upper-level requirements
 - e. Form C: Modify existing Chemistry Minor requirements to remove CHEM 418 Nuclear Physics and Radiochemistry Laboratory from upper-level requirements
 - f. Form D: Modify existing Nutritional Sciences Area of Emphasis requirements. Two changes: 1) remove General Chemistry option; 2) remove Econ 202 and 203 from requirement list.

- g. Form CMF: Establish a New Course, MUSIC 453: Materials & Design (AVD) offered every spring.
 - h. Form CMF: Establish a New Course, MUSIC 254: Music Theory IV (AVD) offered every spring.
 - i. Form CMF: Establish a New Course, MUSIC 253: Music Theory III (AVD) offered every fall.
 - j. Form CMF: Establish a New Course, MUSIC 215: Advance Sight Singing & Ear Training (AVD) offered every fall.
 - k. Form B: Limited modification of Music Major requirements to reflect multiple changes. The following will be required by all Music Majors: MUSIC 253 Music Theory III (3 credits) every fall periodicity; MUSIC 254 Music Theory IV (3 credits) every spring periodicity; MUSIC 215 Advanced Sight Singing & Ear Training (1 Credit) every fall periodicity. The following will added to the Music Major elective list to pick one from: ART 453 Materials & Design (3 Credits) every spring periodicity
7. The AAC received the Environmental Sciences & Policy Self-Study Report from Patricia Terry and will begin review of it in early October.

October 2009

AAC Members: Woo Jeon, Mimi Kubsch, Dennis Lorenz, Cristina Ortiz, Christine Style (chair), Tim Sewall (Administrative Liaison)

1. The AAC did not approve the following Curricular Form submission in October:
 - a) Form C. to establish a new minor in Education: ESL /Bilingual. Dennis Lorenz moved to approve this Form C and Woo Jeon seconded. After discussion, AAC members unanimously opposed the ESL/Bilingual minor as it is currently conceptualized and AAC comments as why it was not approved were listed in the AAC Form Z with encouragement for them to re-submit. The AAC applauds the Education Program for putting forth this minor. There is great need for this minor in the community. However, the current proposal for a new UWGB minor in ELL/Bilingual has many inconsistencies that will need to be clarified and clearly communicated.
2. The AAC approved the following Curricular Forms in October:
 - a) Form CMF to establish a new course: MUSIC 353 Music History I was approved unanimously
 - b) Form CMF to establish a new course: MUSIC 354 Music History II was approved unanimously
 - c) Music Ed./BM Curricular Form B to add AVD 329 World Music to the upper-level requirements for the B.M. in Music Education was approved unanimously.
 - d) Human Development Form B: Proposed Changes to Human Development Major Requirements. Discussion ensued regarding the need to change the

curriculum. The AAC's attention was drawn to a number of changes in Human Development including new faculty offering new courses, a realignment of courses because of changes in Human Biology, and finally the interest to cultivate greater diversity in course options. The Form B was approved: 4 in favor, 1 abstention.

- e) Public Administration Form C: PUENAF 425 Fundraising and Marketing for Nonprofit Organizations to be added as an elective in the PA minor was approved unanimously
 - f) PEA Form C: PUENAF 324 Transitioning to Sustainable Communities as an elective in the EPP minor was approved unanimously
3. The AAC discussed the feedback received from unit chairs about using credit for Prior Learning as Residency Credit. The feedback received was generally positive and further clarification of the definition of "prior learning" was received. The AAC will review the final draft of this policy in an early November meeting before sending.
 4. The AAC discussed the feedback received from unit chairs about our draft of an Internship Limits policy. The feedback was not favorable to limit the number of credits for internship and the AAC decided to not take further action upon this policy draft.
 5. Program Reviews:
 - a. Environmental Sciences & Policy Master's Program report was discussed in depth during portions of two AAC meetings before inviting the chair in to clarify and address our concerns. Questions were drafted and sent to the ES&P Master's Program chair for the chair to respond to at the AAC meeting with ES&P Master's Program chair.

Environment Science & Policy Master's Program meeting with ES&P Master's Program chair Patricia Terry with Dave Dolan, Nathan Bacheler, Kevin Fermanich, and Derryl Block as guests was on October 23. AAC review of the ES&P Master's Program is in being written and will be sent out in early November.

November 2009

AAC Members: Woo Jeon, Mimi Kubsch, Dennis Lorenz, Cristina Ortiz, Christine Style (chair), Tim Sewall (Administrative Liaison)

1. The AAC approved the following Curricular Forms in November 2009:
 - a. Form B from Environmental Policy and Planning, limited modification of existing Major to allow students at NWTC to continue at UWGB.
 - b. Form D from Interdisciplinary Studies to establish a new area of emphasis: Environmental Policy Studies for BAS and BA

- c. Form C from Humanistic Studies to modify existing minor requirements in Cultures and Values removing HUS 480 & Form C from Humanistic Studies to modify existing minor requirements to add Eng Comp 105 Expository Writing
- d. Form A from Social Change & Development to modify existing degree requirements in Anthropology by removing BIO 309 as a requirement.
- e. Form CMF from Social Work to establish a new course, SOC WORK 250 You & Your Future Living and Working in an Aging Society.
- f. Form CMF from Art (AVD) to establish a new course, ART 304 Figure Drawing
 - i. Form B from Art to place ART 304 as an option within the upper-level Studio Art electives for the Art major
 - ii. Form C from Art to place ART 304 as an option within the upper-level Studio Art electives for the Art minor
- g. Form C from Women and Gender Studies to add WOST/FNS 360 Women and Gender in First Nations Communities to the list of electives options for the minor.
- h. CMF for AVD/WOST 372 Women, Art & Image to establish a new course.
- i. Form B Urban & Regional Studies limited modification of existing major requirements to drop COMM SCI 301 Foundations of Social Research from the list of required courses for the Urban & Regional Studies major.
- j. Form C from Human Development: Psychology to modify existing minor requirements to add HUM DEV 302 Developmental Research Methods to upper-level electives for the minor in Psychology.
- k. Form AA form Humanistic Studies: Philosophy to modify existing major and minor requirements. Two substantial changes: 1) Change the requirements for the philosophy major and minor to a) offer more choices and b) Distinguish between history and issues courses; 2) Update the curriculum by a) slightly modifying four courses (changing their title and/or course description introducing two new courses and discontinuing two others. The appropriate Curricular Forms will still need to be filed for the new courses, course modifications, and discontinuations.
- l. *The following three Curricular forms were considered together regarding adding AVD/WOST:*
 - i. Form C Women's & Gender Studies minor to modify existing requirements to add AVD/WOST 372 Women to list of electives in The Women's & Gender Studies minor.
 - ii. Form C from AVD: Art to modify existing minor requirements. Add AVD/WOST 372 Women, Art & Image to the list of upper-level art history options in the Art minor

- iii. Form B from AVD: Art for limited modification of existing major requirements. Add AVD/WOST 372 Women, Art & Image to upper-level art history electives for the Art major.
- m. *The following two Curricular forms were considered together -- both concerned Dropping GEOG 342*
 - i. Form B from Urban & Regional Studies for limited modification of existing major requirements. Drop GEOG 342 Settlement Geography from list of upper-level elective courses for the Urban & Regional Studies major.
 - ii. Form C from Urban & Regional Studies to modify existing minor requirements. Drop GEOG 342 Settlement Geography from list of upper-level electives from the Urban & Regional Studies minor
- 2. The Policy on Credit for Prior Learning reviewed and approved by the AAC and sent out to the UC.
- 3. Program Reviews:
Environmental Sciences & Policy Master's Program review discussion continued.

December 2009

AAC Members: Woo Jeon, Mimi Kubsch, Dennis Lorenz, Cristina Ortiz, Christine Style (chair), Tim Sewall (Administrative Liaison)

1. The AAC approved the following Curricular Forms in December 2009:
 - a. Form CMF from Social Change & Development to create a new course, ANTHRO 214 Introduction to Physical Anthropology.
 - b. Form CMF from Social Change & Development to create a new course, ANTHRO 307 Anthropological Theory.
 - c. CMF to create a new course: BIO 490
 - d. CMF to create a new course: PUENAF 390
 - e. CMF to create a new course: PHILOS 420
 - f. CMF to create a new course: HUS 360
 - g. Form AA modification of Global Studies Minor
 - h. Form AA modifications of Major/Minor Emphasis - MATH 355
 - i. Form AA modification of ENVISCI Major/Minor
 - j. Form AA modification of Anthro Minor
 - k. Form AA modification of HUS Major Emphasis - HUS 497
 - l. Form AA modification of HUS Minor Emphasis HUS 497
 - m. Form C BUA Modifying Existing Minor Requirements
 - n. CMF to establish a New Course: EDUC 301

Beginning in Jan 2010 a naming system for curricular forms will be decided upon and put into place to better organize the digital files as the AAC goes paperless.

2. Program Reviews:

- a. Environmental Sciences & Policy Master's Program review was completed and sent out.
- b. Education Program Review was received.
- c. Modern Languages Program Review was received.

January and February 2010

AAC Members: Woo Jeon, Dennis Lorenz, Cristina Ortiz, Christine Style (chair), Tim Sewall (Administrative Liaison)

1. Mimi Kubsch requested to be removed from the AAC for spring 2010 due to the loss of her husband. The AAC will continue in spring with one less member.
2. The AAC, through SOFAS, requested that the CCN determine if the AAC could arrange a set weekly meeting time, as it is increasingly difficult to find a common time. The request is under consideration.
3. Curricular Forms under discussion:
 - a. The AAC is in discussion with the author of a CMF for new course: EDUC 301 Teaching Methods for Arts Integration.
4. The AAC approved the following Curricular Forms in January and February 2010:
 - a. Human Biology's proposal to eliminate HUM BIO 306 from the curriculum for Biology majors and minors was approved unanimously, 4-0-0.

5. Program Reviews:

- a. Education Program review questions have been sent to the Education chair and Tim Kaufman will come to the March 29, AAC meeting after a March 3 meeting time fell through.
- b. Interdisciplinary Studies Program review questions have been sent and the Interdisciplinary chair Denise Scheberle will come to the March 10 AAC meeting.
- c. Modern Languages Program Review questions are nearly ready to send to them.
- d. Music Program Review and Political Science Program review has been received and will be reviewed, Music first then Political Science.
- e. ES&P Masters Program review update: The AAC received a memo from Derryl Block, Dean of Professional Studies regarding the recent AAC review of the Graduate Program in Environmental Sciences and Policy. The memo clarified that all of the graduate programs have funding related issues and ES&P is the only graduate program with graduate assistantships and those have been cut.

March and April 2010

AAC Members: Woo Jeon, Dennis Lorenz, Kaoime Malloy, Christine Style (chair), Tim Sewall (Administrative Liaison)

1. The AAC approved the following Curricular Forms in March and April 2010 unanimously:
 - a. Form C –BUA to modify existing minor requirements in Business Administration was approved unanimously. The new Upper Level requirement wording will be: 4 courses for a minimum of 12 credits
 - b. Form AA to modify existing major and minor in ICS. Removes COMM 326 Semantics from the minor list of electives and places COMM 322 into another list of electives. Reduces the total number of UL credits from 30 to 27 temporarily until INFO SCI 390 Technical Documentation and Writing can be added. Still above required minimum.
 - c. CMF to establish a new course from Human Development. Hum Dev 544 Dying, Death, and Loss to be cross-listed with Hum Dev 344 (at grad level).
 - d. CMF to establish a new course from PEA. PU EN AF 490 EMBI Co-Op/Experience. Required component of the Certificate in Environmental Sustainability and Business. Enrolled students will be placed by EMBI in business, nonprofit, or governmental setting that involves interdisciplinary problem solving within an environmental sustainability context.
 - e. Form AA to modify existing Associate of Arts and Sciences Degree from Scott Furlong. To remove the 1 credit lab requirement from the AAS degree requirements.
 - f. CMF to establish a new course from PEA. GEOG 110, Introduction to Human Geography.
 - g. Form AA from Biology for BIO 490 Biology Seminar, 1 credit to be added to the list of upper level required core courses in the Biology Major – it adds an additional 1 credit to the major.
2. The AAC did not approve the following Curricular Form in April 2010
 - a. CMF to establish a new course from Education. EDUC 301, Teaching Methods for Arts Integration. The AAC wrote the reason why the course failed the motion to approve in the Form Z AAC and requested Education to re-submit.
3. **Program Reviews:**
 - a. The AAC met with the Education Program chair, Tim Kaufman on March 10 regarding the Education Program review. The AAC written review memo will be sent out before the end of the spring 2010 semester.
 - b. The AAC met with Interdisciplinary chair Denise Scheberle along with Zach and Steve on March 10 regarding the Interdisciplinary Studies Program review. The AAC written review memo was sent out on April 12, 2010
 - c. The AAC met with Modern Languages chair, Nicole Meyer along with David Coury on April 14 regarding the Modern Languages Program Review. The AAC written review memo will be sent out before the end of the semester.

- d. The AAC will meet with Music Program chair, Kevin Collins along with Cheryl Grosso in regard to the Music Program Review on May 5. Questions to them have been sent out and written responses were requested.
- e. The AAC will meet with Political Science Program chair Michael Kraft regarding the Political Science Program Review on May 12. Questions to them have been sent out and written responses were requested and received.
- f. No other Program reviews have been received and by the end of spring 2010 the AAC will have completed all the scheduled reviews for 09-10.

4. New Program Proposal:

- a. The AAC discussed the Master of Science in Nursing Program (CNL) proposal on April 28 5, 2010. A motion to approve the Master of Science in Nursing Program (CNL) was made by D. Lorenz and seconded by K. Malloy. During the discussion some questions and concerns came up that prompted D. Lorenz to make a motion to table the above motion in order to gather more information and then take the motion from the table in early fall 2010. K. Malloy seconded the motion and it passed unanimously. The AAC would, in fall, invite the chair of Nursing and others to attend a meeting with the AAC. Questions and concerns from the AAC were sent to the author of the proposal requesting further written clarification sometime before September 2010.

May 2010

1. Curricular Forms to Reviewed and approved unanimously:

- a. Form AA from Humanistic Studies to modify existing minor area of emphasis to remove cross listing from FNS/HUS. All FNS courses will be listed as FNS courses instead of HUM STUD courses.
- b. CMF for a new course in Business Administration, BUS ADM 216 Business Statistics. This course, BUS ADM 216, will replace both of the other Business Administration courses (BUS ADM 215 & 217). A gradual phase in will occur to accommodate current students.

2. Program Reviews:

- a. The final AAC review of the Modern Languages Program (French, German, Spanish) was sent out on May 19, 2010.
- b. The final AAC review of the Education Program was sent out on May 19, 2010.
- c. The AAC met with Kevin Collins and Cheryl Grosso on May 5 to discuss the Music Program Review. Final Review of Music program from AAC sent out on May 28, 2010.
- d. The AAC met on 12 May 2010 to discuss the Political Science Program self-study report written by Michael Kraft and dated 2 February 2010. Political Science faculty present at this meeting were Prof. Katia Levintova and Denise Scheberle. Final AAC review of PS program was sent out on May 28, 2010.

The AAC completed all the items on its agenda for 2009-2010.

Personnel Council

Members of the Personnel Council: Thomas Nesslein (Chair), Alison Gates, Craig Hanke, Robert Nagy, and Dean Von Dras

The Council reviewed eight candidates for tenure, four from Liberal Arts and Sciences, four from Professional Programs. The candidates reviewed were Toni Damkoehler (Arts and Visual Design), Atife Caglar-Clark (Natural and Applied Sciences), Mathew Dornbusch (Natural and Applied Sciences), John Luczaj (Natural and Applied Sciences), Susan Gallagher-Lepak (Nursing), Lucy Arendt (Business Administration), Steven Kimball (Education), and Pao Lor (Education).

The Personnel Council recommended seven of the eight candidates for tenure by of 5-0-0 vote. One candidate, Steven Kimball, was recommended for tenure on a vote of 4-1-0.

In addition, the Council selected names of colleagues from a list to be placed on the ballot from the Committee on Committees and Nominations, which had two openings.

General Education Council

2009-10 General Education Council Members: Andrew Austin, Stefan Hall, Catherine Henze, Steve Meyer, Steve Muzatko, David Depeau(student rep), Georjeanna Wilson-Doenges(Chair), Associate Dean Donna Ritch (ex officio), Associate Provost Tim Sewall (ex officio)

I. Actions on Individual Courses

During 2009-10 the GEC approved the following courses:

Courses approved for Writing Emphasis (WE) categorization:

MUSIC 353 Music History I

MUSIC 354 Music History II

HISTORY 314: History of the Russian Empire

AVD/WOST 372: Women, Art and Image

PHILOS 483X: Metaphysics

PHILOS 420: Metaphysics

ANTHRO 307: Anthropological Theory

HUM STUD 360: Globalization and Cultural Conflict

N341: Theoretical Foundations of Nursing Practice

SOC C D 198: First-Year Seminar: Reading the Times

AVD 198: First-Year Seminar: The Jazz Loft

HUD 198: First-Year Seminar: Children's TV: More than ABC's and 123's

PEA 198: First-Year Seminar: Introduction to Leadership

PEA 198: First-Year Seminar: Politics through Popular Culture: Homer Simpson
Marches Washington

URS 198: First-Year Seminar: Animals and Society

HUM DEV 198: First-Year Seminar: Love and Lust

Courses approved for Fine Arts (FA) categorization:

AVD/WOST 372: Women, Art and Image

AVD 198: First-Year Seminar: The Jazz Loft

Courses approved for Social Sciences 1 (SS1) categorization:

ANTHRO 307: Anthropological Theory

SOC C D 198: First-Year Seminar: Reading the Times

GEOG 110: Human Geography

URS 198: First-Year Seminar: Animals and Society

Courses approved for Social Sciences 2 (SS2) categorization:

SOC WORK 250: You and Your Future: Living and Working in an Aging Society

ANTHRO 214: Introduction to Physical Anthropology

HUD 198: First-Year Seminar: Children's TV: More than ABC's and 123's

PEA 198: First-Year Seminar: Introduction to Leadership

PEA 198: First-Year Seminar: Politics through Popular Culture: Homer Simpson
Marches Washington

HUM DEV 198: FYS: Love and Lust

Courses approved for Humanities 3 (H3) categorization:

PHILOS 283: Environmental Ethics

Courses approved for World Culture (WC) categorization:

HUM STUD 360: Globalization and Cultural Conflict

II. Actions with Relatively Wide Applications

A. Domain Subcommittee Work

The Domain Subcommittees, led by the GEC, continued with their work of implementing their plan for informing new, existing, and ad-hoc instructors that they are teaching a General Education course, including the relevant learning outcomes, and encouraging each instructor to make clear to students the role of the course in fulfilling the learning outcomes as part of the students' general education. The GEC was able to assist the Domain Subcommittees in this work by providing a list of all of the courses and faculty members in each particular domain. In the Spring 2010, the Domain Subcommittees were charged with collecting exemplar general education syllabi and delivering them to the CATL Office. The success of this accomplishment was not consistent across the domains. More work on this will have to happen next year.

B. Embedded Assessment Involvement

UWGB no longer collects embedded assessment data. The GEC, although concerned about the lack of assessment of our General Education program, understands that the embedded assessment program was not functioning well. Alternatives to embedded assessment were discussed throughout the year. The GEC pursued acquiring a General Education GPA (overall and by domain, see Figure 1) for each student as a proxy for embedded assessment and as a possible easy way to understand our students' performance in General Education classes.

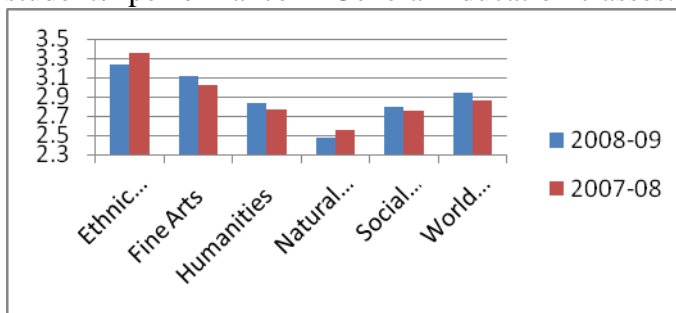


Figure 1. General Education GPA by Domain

C. Base Assessment Discussion

The GEC became fully informed about the BASE Assessment Test this year. Currently, UWGB requires that students take two randomly assigned sections of this four section test. The GEC looked over data from past year's BASE Assessments and will continue to use the data to be informed about students' performance on this test. (See Appendix B for full report)

D. Work with General Education Task Force

During 2007-08, the General Education Task Force was formed. At the end of 2008, both groups clarified their respective roles, as detailed in the 2007-08 GEC Year-end Report. The GEC remained in close communication with the General Education Task Force and met jointly twice this academic year. During the fall semester the GEC approved the General Education Task Force General Education Purpose and Mission Proposal. In the spring we discussed ways in which we could work together. It is recommended that the GEC and the Task Force continue to work together.

III. General Observations

The GEC met every other week last year, and worked well together. We changed the format of our meetings to be more “green” by agreeing not to print out items, but rather to use a document camera or laptop with projector at all of our meetings. We all agreed that this was a tremendous change and we would recommend that the GEC continue this practice.

Our primary foci this year were:

- 1) To become more engaged in the assessment of the General Education Program including the Base Assessment Program and Embedded Course Assessment.
- 2) To continue good communication with the General Education Task Force and meet jointly at least once this year.
- 3) To continue the day to day work – including upholding our high standards that course syllabi articulate ways in which the course meets the stated learning outcomes.
- 4) Charge the Domain Subcommittees with continuing the charge from 2008-09 of communication of general education learning outcomes in every single general education class.

Our day to day work was reviewing general education status for courses. The Chair of the GEC began a new practice of reviewing courses for basic General Education criteria and returning forms and syllabi for change before bringing those syllabi to the whole committee. Instructors then made changes and resubmitted for approval from the whole committee. Almost every syllabus had to be returned for some modifications, but after changes were submitted all syllabi were approved by the GEC. The GEC brainstormed ways in which we could make this process better so that courses are submitted correctly without needing revision. This is something that should be pursued next year.

The GEC focused less on the Domain Subcommittees this year. The Domain Committees continued to implement their plan which was developed last year.

IV. Recommendations for 2010-11

Pending agreement of the new members guided by the new chair, the GEC decided that next year, the GEC should continue discussions of the BASE Assessment and other forms of general education assessment, consider ways of informing instructors submitting new courses about proper completion of forms/syllabi to meet the General Education criteria (particularly Writing Emphasis), and continue good communication with the Task Force.

For the Domain Subcommittees, again, pending approval of next year's GEC, we suggest that the Subcommittees be charged with continuing the communication of general education learning outcomes in every single general education class. Also, Subcommittees should follow-up on the exemplar syllabi project from 09-10 if that was not completed.

Respectfully submitted,

Georjeanna Wilson-Doenges
Chair, General Education Council

Appendix A: GEC Focus 09-10

Become more engaged in the assessment of the General Education Program including the Base Assessment Program and Embedded Course Assessment.

Continue good communication with the General Education Task Force and meet jointly at least once this year.

Day to day work – including upholding our high standards that course syllabi articulate ways in which the course meets the stated learning outcomes.

Charge the Domain Subcommittees with continuing the charge from 2008-09 of communication of general education learning outcomes in every single general education class.

Domain Subcommittee Charge 09-10

Continue to implement the plan (developed last year) for informing new, existing, and ad-hoc instructors that they are teaching a General Education course, including the relevant learning outcomes.

Continue to encourage each instructor to make clear to students the role of the course in fulfilling the learning outcomes as part of the students' general education.

Collect all syllabi electronically from the Domain and submit those syllabi to the CATL office.

Appendix B: BASE Results 2009-10

General Education Assessment Program 2009-2010

The General Education Assessment Program was originally established in 1991 in response to an accountability agreement with the State of Wisconsin which required all UW System schools to develop a process for evaluating the general education knowledge and skills of their students near the end of their sophomore year. The Program is also an important component of the UW-Green Bay Comprehensive Assessment Plan, which was developed to provide evidence to the Higher Learning Commission that the institution is in compliance with the Commission's five accreditation standards.

Since its inception, the primary assessment tool used in the General Education Assessment Program has been the College Basic Academic Subjects Examination (College BASE). The College BASE is designed to provide students with an assessment of their general education knowledge and skills, independent of course grades. The test also provides the institution with feedback regarding the general education skills and knowledge of students as they begin their junior year at UW-Green Bay.

Beginning in 2009-2010 the General Education Assessment Program was modified in response to institutional concerns regarding the validity of the results and the length of time required by students to complete the test. Changes included:

- Reducing the student testing requirement from four tests to two tests which reduced the total administration time from nearly four hours to two. [Note: Students were required to spend at least 60 minutes completing the test.]
- Reintroducing optional Orientation and Feedback Sessions which were offered online.
- Modifying the requirements for receiving an elective credit for participation in the Assessment Program.

The Program now has three components.

- ☐ **Orientation Session** (*optional*). 15-20 minute online tutorial. During the orientation, the purpose of the General Education Assessment Program and participation requirement were explained. Students also completed a survey consisting of a series of questions about the exam and other research information.
- ☐ **Testing Session** (*required*). Up to 2 hours. During this session, students took the College BASE, a criterion-referenced test that assesses general education knowledge and skills. Students were randomly assigned to complete two of the four subject area tests - Mathematics, Science, English, or Social Studies.
- ☐ **Feedback Session** (*optional*). 15-20 minute online tutorial. The feedback session provided information about what the scores mean and how students could improve their general education knowledge and skills. Students also completed a survey that included questions relating to their performance on the test.

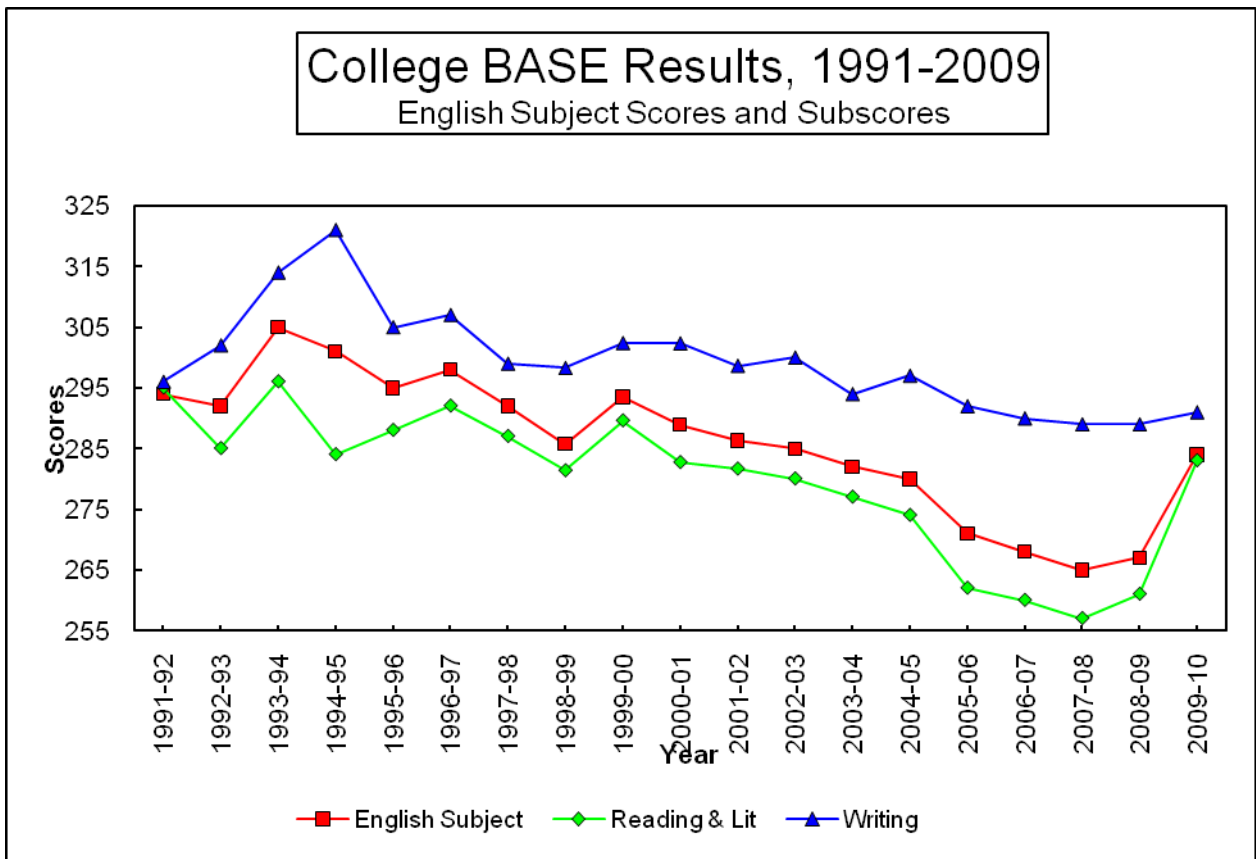
In addition to receiving a score report following completion of the test, students could receive:

- ☐ One elective credit if they participated in all three sessions (Orientation, Testing, & Feedback), and received total subtest scores on both subtests that were at or

above the 25th percentile rank including one total subtest score that was at or above the 50th percentile rank.

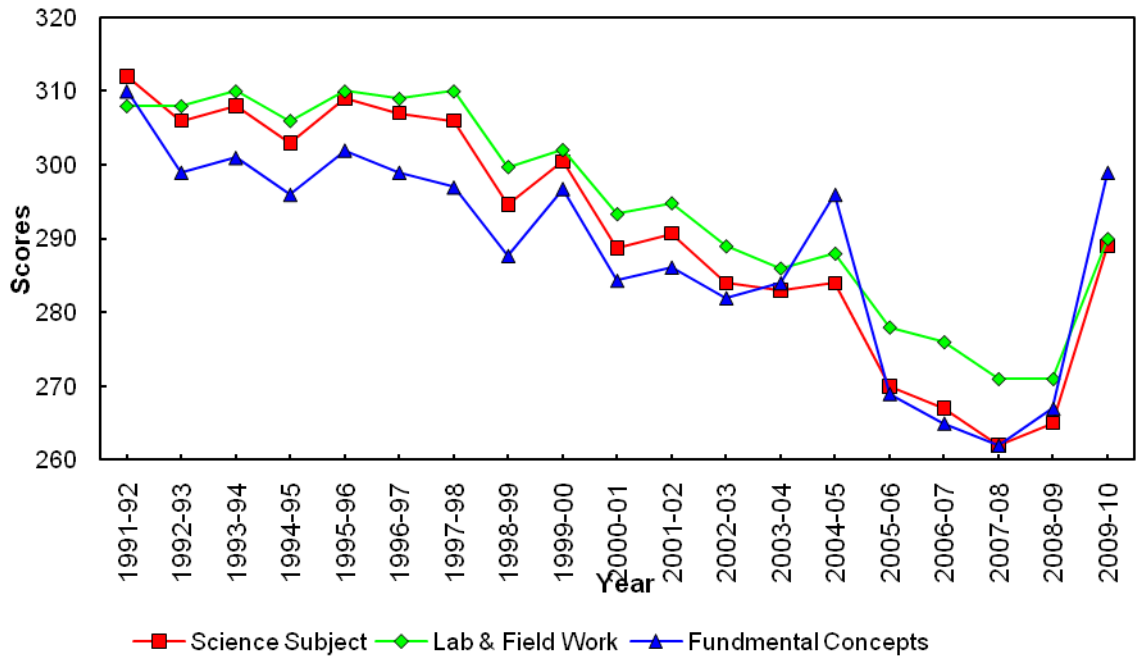
- ☐ A letter of commendation from the Provost if students received a total score at or above the 90th percentile in both subject areas.

Testing overall went well for the Fall 2009 semester. Forty-eight percent of the students left between the 60-65 minute time block, 20% left at the 66-75 minute time block, and 32% stayed through the last time block of 76-90 minutes. Forty-three percent completed the optional Orientation and 31% completed the Feedback. Twenty-eight percent received one free credit based upon their performance while thirty-two students received the letter from the Provost. Students were also asked two research questions regarding effort on the test. Seventy-three percent either strongly agreed or agreed that they gave their best effort on the test. When asked if the test results should adequately reflect what the students know or have already learned about in the subject areas, 36% either strongly agreed or agreed. Listed below are the charts showing student's performance on the College BASE since 1991. As you can see, for Fall 2009, the scores did rise in each subject area from two to thirty-two points!



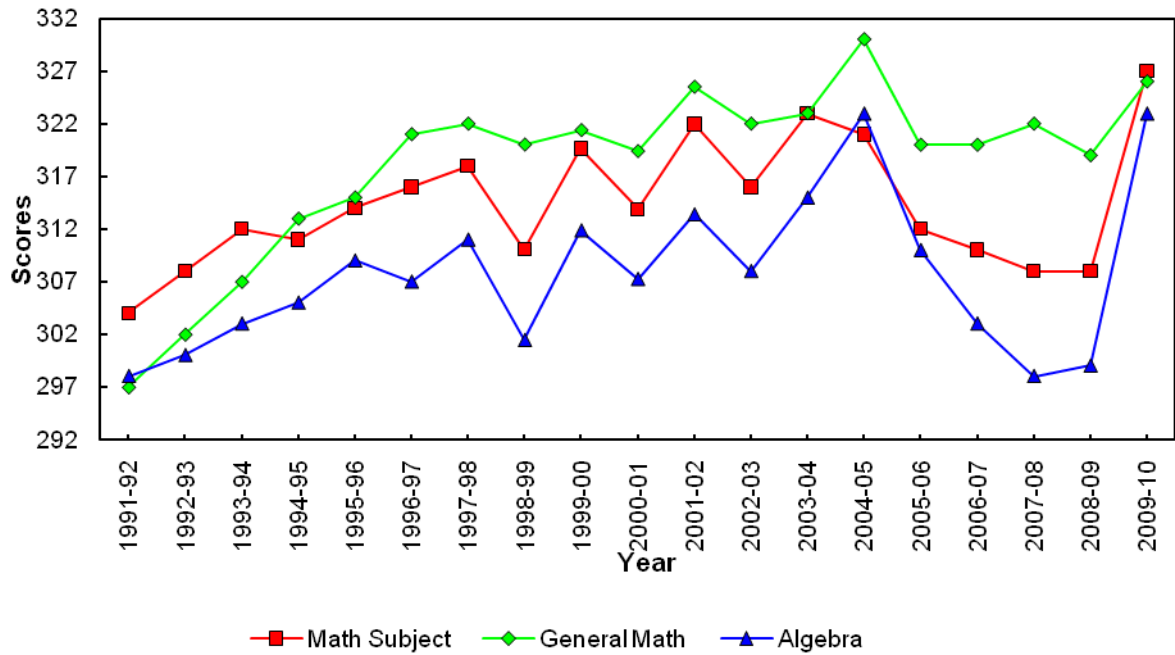
College BASE Results, 1991-2009

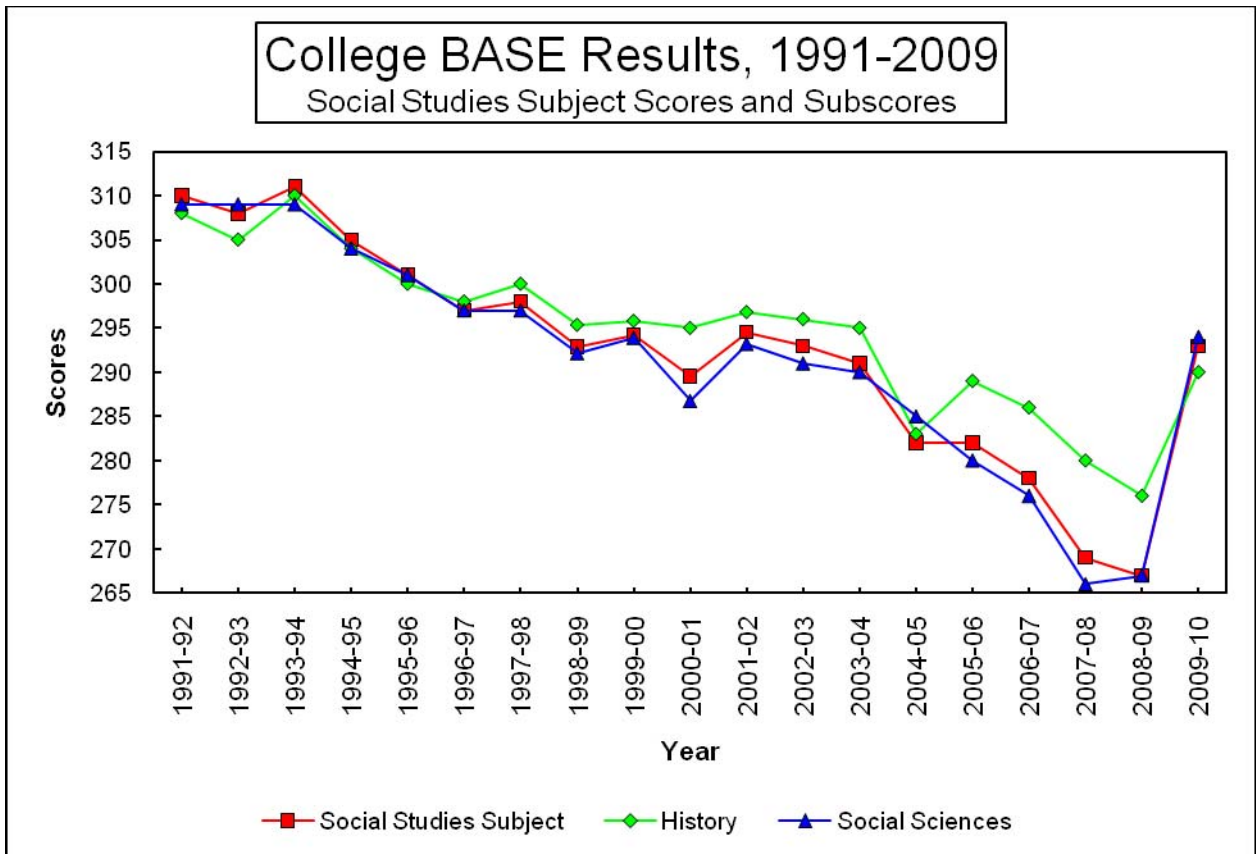
Science Subject Scores and Subscores



College BASE Results, 1991-2009

Mathematics Subject Scores and Subscores





Students did not earn a Composite score or Reasoning Competency scores since each student did not complete all of the four subject areas. Did scores improve because the students were only required to take two of the subject areas and sit for 90 minutes compared to three hours? It will be interesting to see what the results show for Spring 2010 as well.

Graduate Faculty Board of Advisors

The members of the 2009-2010 Graduate Faculty Board of Advisors were:

Derryl E. Block, Interim Dean of Professional and Graduate Studies (Ex Officio, Non-Voting). Chair
Patricia Terry, Chair, Environmental Science and Policy
Timothy Kaufman, Chair, Applied Leadership
Meir Russ, Chair, Management
Fred Giesler, UW Oshkosh, Coordinator of the MSW
Michael Zorn Member-at-Large
Marilyn Sagrillo, Member-at-Large

The Board held meetings in the months of September, October, November, February and May.

The Board reviewed policies and procedural items and:

1. Recommended that the summer tuition plateau not apply to graduate students.
2. Agreed that Institutional Review Board approval should be sought for all graduate research
3. Clarified that graduate students who work on campus must be enrolled students during their time of employment.
4. Agreed that all graduate programs will include research ethics as a part of their curriculum.

The Board acted on the following curricular matters:

1. Endorsed the Professional Development Certificate (PDC) Agreement regarding Credit for Prior Learning credits within the Applied Leadership for Teaching and Learning and the effect on Residency requirements.
2. Endorsed a name change of the Resource Management emphasis in the Environmental Science and Policy program to Environmental Technology and Analysis.
3. Endorsed the proposal to implement an online Master of Science in Nursing (Clinical Nurse Leader emphasis) program.

The Board also reviewed, discussed, and/or provided advice to the Dean of Professional and Graduate Studies on the following topics:

1. Promotion of the Graduate Programs through internal mediums such as the Fourth Estate, Alumni Magazine and/or University Communications' Featured Five on the home page.
2. Redesign of the Graduate Studies web site. In the future, the website should include an orientation section for Graduate Students.
3. Developing criteria for an Outstanding Thesis or Project award within each program. Currently only ES&P has such an award.

4. Access and use of University Segregated fees by graduate students. While graduate students pay segregated fees, few make regular use of the services and programs provided by those funds.

In summary, the Board functioned effectively, providing the procedural oversight of Graduate Programs and also advice to the Interim Dean.

Derryl Block, Interim Dean
Professional and Graduate Studies

Committee on Committees and Nominations

1. The Committee on Committees (CCN) met for a total of 4 times during academic year 2009-10.
2. The CCN prepared the Committee Preference Survey, which was distributed electronically to faculty for their 2010-11 committee preferences.
3. The CCN submitted a slate of candidates for elected committees to the Faculty Senate and a slate of candidates for appointed committees to the Provost.
4. The CCN continued work on the proposal written by former SOFAS Ken Fleurant and discussed last year regarding the formation and organization of UW-Green Bay Committees.
 - To this end, CCN met with Provost Julia Wallace regarding the Provost's role in creating new committees, as well as changing the composition of certain committees to Joint Governance.
 - In addition, regarding Joint Governance, the CCN approved and submitted to the Faculty Senate the following changes to the Faculty Handbook:

A Proposal to Enable the Creation of Joint Governance Committees

Amend p45 of the Faculty Handbook by eliminating struck-through paragraphs and adding the bold-face paragraph:

FACULTY COMMITTEE SYSTEM

INTRODUCTION

~~Faculty governance at the University of Wisconsin-Green Bay is implemented through Academic Units, the Faculty Senate, and a system of elected and appointed committees. Some committees are defined by the UWGB Codification. These include the executive committees of the interdisciplinary and disciplinary units (UWGB Chapters 53.03, 53.08, 53.13) and several other elected committees.~~

~~A second group of committees are the standing elected or appointed committees established by the Faculty Senate. These will be described below.~~

~~A third group of committees includes committees established at the pleasure of the Senate, or by one or more of the Senior Administrators on campus. This would include search and screen committees, the professorial promotion advisory committees, and others with responsibilities defined in actions taken by faculty bodies. Others in this group serve to advise the Senate or various administrators on specific policy issues.~~

Faculty governance at the University of Wisconsin - Green Bay is implemented through the Faculty as a whole, Academic Units and their executive committees, the Faculty Senate, and a system of governance committees. Some committees and councils are defined directly by UWGB

Codification. Actions of the Faculty Senate have created additional standing committees that are either elected or appointed. Joint governance committees may also be created to represent the shared governance perspective of both the Faculty and Academic Staff to the administration. Additional special committees may be created by the Faculty Senate or by one or more of the senior administrators on campus in consultation with the Committee on Committees and Nominations.

It is the policy of the Faculty of the University of Wisconsin-Green Bay that any of its members taking a sabbatical or leave of absence for any purpose and for one semester or more shall relinquish his/her right of participation in All-University governance during the remaining term of the governance unit to which he or she was elected or appointed. A letter of resignation from any All-University standing elected or standing appointed council or committee must be tendered to the Secretary of the Faculty and Academic Staff well in advance of the beginning of the fall semester of the academic year involved. (Faculty Senate Doc. #89-8, Approved 18 April 1990)

...and adding the bold-face paragraph to the description of types of committees on p47-48:

[...]

4. Joint Governance Committees

Members of the Faculty, Academic Staff, or administration may propose the creation of joint governance committees. The proposal must specify a charge, or set of responsibilities, and a method of determining membership (including number, distribution, terms, and voting rights). The proposal must secure the approval of the Faculty Senate with advice from the Committee on Committees and Nominations, the Academic Staff Committee, and an appropriate administrator in order to advise or act on behalf of shared governance.

5. The CCN also decided to revise the current method of distribution and mode of compiling results for the Committee Preference Survey. In 2010-11, the CCN hopes to create a more streamlined and informative electronic survey, ideally for distribution in the 2010-11 AY.

The members of the CCN—Prof. Jennifer Mokren, Rebecca Meacham (co-chair), Laurel Phoenix (co-chair), John Lyon, and Janet Reilly—had a productive year and will continue work on joint governance and committee structure in the 2010-11 academic year.

Respectfully submitted,
Rebecca Meacham, Co-Chair

Committee on Rights and Responsibilities

Committee on Rights and Responsibilities End of Year Report

Members: K. Malloy (Chair), K. Nielsen, M. Sagrillo, B. Vescio, J. Lyon

Report

The Committee met only one time this year, on 09/23/09, to elect a chair. At this meeting, K. Malloy was elected as Chair.

No other business was brought before the Committee during the 2009-2010 Academic Year.

Respectfully submitted,
Kaoime E. Malloy

Library and Instructional Technology Committee

Caroline Boswell (co-chair), Katia Levintova (co-chair), Leif Nelson, Paula Ganyard (*ex officio*), Doreen Higgins, Jacob Lopez, Julie Lukesh, Kathy Pletcher (*ex officio*), Todd Sanders

At our first meeting, Kathy Pletcher reported that the university would soon be adding student photographs to SIS. Paula Ganyard noted the constraints on the Cofrin Library's budget, largely as a result of the rising costs of scientific journals while the budget remains the same. Ganyard also noted that the library will hopefully be offering up to 8 "Wisconsin Fellows" to faculty in the future. These Fellows will gain access to the entire repertoire of digital resources available in the system by using a proxy password specific to each fellow. The committee also discussed the possibility of using e-texts and reading instruments as a way to minimize library costs, such as the Kindle or electronic books. The LITC also discussed how to train student to use Desire to Learn more effectively. Students are not required to take training sessions for D2L. Leif Nelson suggested the best way to move forward would be for the LTC to create on-line video orientations which faculty could send to their students via email, etc. This was approved.

The Committee also discussed the forthcoming renovations within Wood and Rose Halls. Kathy Pletcher noted that the Technology Council had discussed hybrid classes that met less frequently face-to-face as a possible solution. After communicating with their departments, the committee found many faculty members were interested in the opportunity to teach hybrid courses, but the issue of evaluation arose. This led to a discussion of how the university might evaluate the success of hybrid courses vis-à-vis their face-to-face counterparts.

The Committee also discussed the ongoing processes of digitizing all classrooms at UWGB. Faculty representatives supported the use of digital "carts" in light of the cost difference between carts and installed components.

The LITC also had Marlys Brunsting speak about the usability testing of "Forward", a new search engine and mainframe being considered for the Cofrin Library.

The LITC also discussed how to bring more teaching and research software to campus. We discussed the applicability of "Second Life" – a program in which users create an Avatar and on a "virtual world" – as a possible teaching mechanism. Other discussions including creating MP3 files to use while teaching, pod-casting, streaming video, and the possibility of increasing the use of "clickers" – classroom response devices – across campus.

Respectfully submitted,
Caroline Boswell, co-chair

FACULTY APPOINTIVE STANDING COMMITTEES

Academic Actions Committee

The Academic Actions Committee for 2009-2010 was comprised of: Hye-Kyung Kim (HS), Julie Lukesh (NS), Jolanda Sallmann (chair, PS), Michael Zorn (NS), Darrel Renier (*ex officio* and therefore not voting), Michael Herrity (*ex officio*, and therefore not voting), Dave Depeau (Student rep.), Joel Diny (Student rep., fall semester only)

The Committee met six times during the 2009-10 academic year: August 29, 2009; October 16, 2009; December 1, 2009; January 12, 2010; February 8, 2010; and June 7, 2010.

At the August 29, 2009 meeting one student appeal was considered and Jolanda Sallmann was elected chair of the committee.

At the October 16, 2009 meeting listened to presentation from Mike Stearny about possible policy changes to standardize declaration of major process and creation of an academic forgiveness policy. Approved implementing current declaration of major policy, which has not been the case, creation of a checklist in SIS to remind students of required tasks, and checking with other units about the impact of changing the hard hold credit level. Approved chair collecting more information about forgiveness policies on other campuses. Academic calendar for 2011-12 was approved and the 2012-13 calendar was discussed.

At the December 1, 2009 meeting the academic calendar for 2012-13 was approved. Discussed feedback from programs regarding impact of change in hard hold credit level and approved implementing changes through the Registrar's Office to help students more easily connect with possible majors. The changes were forwarded to the Registrar. Approved the drafting of an academic forgiveness policy.

At the January 12, 2010 meeting six student appeals were considered.

At the February 8, 2010 meeting discussed draft of academic actions and approved with changes. Changes were completed and draft was forwarded to the UC on March 12, 2010.

At the June 7, 2010 meeting 6 student appeals were considered and Julie Lukesh was elected chair of the committee for 2010-2011.

Respectfully submitted,
Jolanda Sallmann, Chair for 2009-10

Awards & Recognition Committee

Submitted by: Michael Hencheck (chair), Debbie Furlong, Anthony Laluzerne, Ekaterina Levintova, Marlys Brunsting, Cheryl Grosso, Victoria Goff, Carol Brabant, and Matthew Kehl.

- The committee reviewed the credentials of two potential commencement speakers, making positive recommendations in each case.
- The committee reviewed the online Founders Award nomination form and the call for nominations and suggested two changes.
- The committee solicited nominations for the 2010 Founders Association Awards and eventually selected recipients from among those nominations.

The Awards & Recognition Committee's usefulness is tied intimately to the Founders' Awards. Commencement speakers could be chosen without the help of a committee, but as long as we have Founders' Awards, the tasks carried out by this committee will need to be performed by someone.

Honorary Doctorate Committee

Submitted by: Michael Hencheck (chair), Ekaterina Levintova, Marlys Brunsting, Cheryl Grosso, and Victoria Goff.

At the time of the creation of this report, the 2009-2010 Honorary Doctorate Committee has received no nominations suggesting recipients of honorary doctorate degrees.

This committee will be more useful during those years in which at least one person is nominated to receive an honorary degree.

Intercollegiate Athletics Committee

The IAC met monthly during the 2009-2010 academic year.

Committee members were: Profs. Fermanich, Martin, Warner, T. Meyer (Chair); Academic Staff members R. Warpinski M. Simonsen; Community Representative W. Resch; Student Representative J. Sonntag; ex-officio/non-voting K. Bothof, Athletics Director; Prof. D. Ritch, Fac. Ath. Rep.; J. Stangel (Assoc. Ath. Dir.).

Major topics and actions included the following:

- The IAC worked on the issues of gender equity, academic support services for student athletes, graduation rates for student athletes as compared to non-athlete students, and matters relating to the Academic Progress Rate (assessed for all D-1 sports, men's and women's, across all D-1 institutions). We were provided with complete and timely updates compiled from institutional data and information provided by the NCAA and by the Horizon Conference.
- The Committee discussed the issue of gender equity regarding the head and assistant coaches across men's and women's sports. The Athletics administrators met with University Human Resources to staff to go over the search and screen process, the process used to publicize vacancies and extra steps to help elicit a diverse hiring pool. The HR staff assured the department that they were following all the procedures correctly and were doing "all the right things in the right way," despite relatively little success in adding more female coaches. This topic formed the focus of a subcommittee with IAC representation.
- The Committee also discussed the move toward matching the ratio of men's and women's sports to more closely approximate the overall gender distribution of UWGB's enrollment. While "close" suffices for now, it is clear that "a match" will be required in the next few years.
- The IAC provided input on new coach selections for various men's and women's sports.
- The IAC approved post-season competition for various men's and women's sports.
- The IAC provided feedback and input on the IA budget, including fund-raisers and institutional support.

The IAC continues to play a very useful role in our intercollegiate athletics program, providing advice and input, as well as developing and approving important policy matters affecting the entire campus.

Prepared by Prof. T. Meyer, IAC Chair

Faculty Senate Committee on Planning and Budget

The Faculty Senate Committee on Planning and Budget's official charge includes the following:

1. The Committee will provide ongoing information and advice to the Faculty Senate, University Committee, and other bodies of faculty governance regarding budgetary matters related to the UWGB academic program and other faculty interests.
2. The Committee will be expected to play an active role during all stages of the University's budget-building process. The Committee also will be available for consultation with the Chancellor, Provost/Vice Chancellor, Assistant Chancellor, Deans, and academic budgetary units involving emergency decisions and related issues.
3. A report from the committee will be presented at least annually to the Faculty Senate and will include an appraisal of the adequacy of resources provided to UWGB's academic programs, the distribution of resources among academic programs and between instructional and non-instructional activities at UWGB, and such other financial matters that affect UWGB's ability to achieve the goals of its academic mission.

During the 2009-10 academic year, the Committee's goal was to operationalize the charge. We agreed that the most useful role for the Committee is to serve as a liaison between the Faculty Senate/University Committee and the faculty.

(1) This would be accomplished by committee involvement at regular intervals or steps in the budget/planning process, beginning early in the start of each academic year. The Committee would report what was learned to the Senate when appropriate at its monthly meetings; questions would also be raised to elicit responses from Senators and from the Chancellor, Provost, and Academic Deans.

(2) The Committee would also take requests from the Senate/University Committee regarding specific planning/budget areas and would track these areas and report back to them.

(3) The Committee would ask the Faculty Senate/University Committee to put specific items on the Faculty Senate's agenda for the Chancellor and/or Provost to address. The Committee discussed planning/budget areas of concern and met with Provost Wallace to explain our Committee's position and to request information from her to more fully inform us on some of her concerns when preparing to build the budget this coming academic year.

It became clear that our Committee was concerned with very specific issues, many of which were unique to our campus. We generated a lot of planning and budget items that we felt should be part of the upcoming process. They are listed below in no particular order of importance and should form the basis for future discussions.

Items from Provost Wallace's list:

- Enrollment Issues – where will out students be coming from, given the decline in traditional age students?
- Role of technical schools relative to UWGB – how can we cooperate to wisely use resources? (We see these two as interrelated.)

Items generated by Committee Members (Profs. J. Stoll, J. Lyon, S. Gallagher-LePak, D. VonDras, E. Hansen, and T. Meyer):

- **Merit salary increases**; any “**star**” **fund** allocations – input on who gets what?
- Acknowledging disparity from unit to unit across campus due to market considerations, how can **compression** of salaries be meaningfully addressed?
- What can be done about **increasing S&E** for faculty travel and continuing education? Can faculty development funds be increased? Can major items of equipment (updates and/or replacements) not covered through Lab Mod or One-Time-Only funds be addressed (e.g., pianos in the music department)?
- What can be done about the **\$12,000 overload limit** which hampers existing faculty in offering more courses and being compensated for the work (similar to the technical college model)?
- Can **programs** that provide faculty to staff Adult Degree courses **gain revenue** or additional revenue to enhance their woefully inadequate S&E accounts?
- Can the issue of **the number of FTE positions** and how they are currently counted be changed or at least increased to a realistic level?
- What will suffer if the move to **accreditation for the Business Program** is implemented? From where will the resources come? What has changed since the last time this issue was raised and not acted upon because it was simply not affordable?

These are just some of the issues/topics/concerns that will need to be considered as we build a budget and implement academic planning. The Committee should continue to play the above-described role in at least some of the ways mentioned. The Committee looks forward to an active, meaningful role in the planning and budget process now that we have a clearer sense of purpose.

Report prepared by Timothy P. Meyer

Senate Legislative Affairs Committee

June, 2010

Consistent with the responsibilities listed in the Bylaws, and in support of academic staff governance goals for 2009-10, the Legislative Committee accepted the following goals as part of this year's charge indicated with bullets. Committee actions follow in italics.

- Work with Legislative Committees within Student Senate as well as Faculty Senate to invite legislative candidates to campus for open forums in preparation for primary and general elections.

This year's committee was comprised of faculty/academic staff/student representation and the group has worked on charges together.

A local legislative forum sponsored by the student government association with the help of faculty/staff legislative committee members was held for educational purposes and allowed many of the local legislators that the campus works with to speak to the campus community and in turn highlighted UW Green Bay's image with these people. The date for this forum was Monday, November 23rd, 2009.

Efforts to conduct forums in the early fall 2010 with main gubernatorial candidates and other individual state legislators should be the focus of next year's committee.

- Monitor the progression of legislative and/or Board of Regents policies of specific concern to academic staff.

At each committee meeting, Sherri Arendt (C) would incorporate information from recent State Legislature decisions on UW-System related actions. Information on Regent meetings that was disseminated through system campus representation e-mails was shared such as materials from the 2010 Competitive University Workforce Commission. Updates on collective bargaining legislation and state wide/campus furloughs were shared.

- Meet with the campus Legislative Liaison to coordinate campus activities.

Attendance by Dan Spielmann at the monthly meetings was commonplace. Discussions on improving UW Green Bay's position regarding state funding and other current budgetary issues occurred at each meeting. Recently, the progress of the Strategic Planning sessions on campus and the community was discussed.

- Communicate regularly with ASPRO and TAUWP professional organizations on relevant issues under consideration.
Monthly e-mailed newsletters from ASPRO were shared with the committee.

Submitted by Sherri Arendt
Convener for Legislative Committee

First Year Seminar Committee

The members of the first year seminar committee are Brenda Amenson-Hill, Denise Bartell, Regan Gurung, Andy Kersten, Steve Meyer, and Donna Ritch (Chair). Dean Scott Furlong is an ex-officio member.

Members of the first year seminar committee completed a wide range of activities throughout the year including the following:

1. Work with First Year Seminars
 - Solicited new first year seminars for Fall 2010 (three new seminars)
 - Led faculty development workshop with first year seminar faculty
 - Developed interdisciplinary exercise for first year seminars which tied into the Common Theme “Realizing Our Sustainable Future”
 - Assessed first year seminars
2. Continued work on UTLG grant (“Establishing, Maintaining and Optimizing First Year Seminars”) from UW-System
 - Continued to develop web site modules for faculty development for first year seminar instructors
 - Led faculty development workshop for first year faculty at UW-Stevens Point
 - Discussed our first year faculty development program with faculty from UW-Parkside
3. Elicited further support for First Year Seminar program
 - Submitted grant “Center for Students in Transition to Support Retention, Degree Attainment and Inclusive Excellence” to the Supporting the Growth Agenda Actions Steps Grant Program
 - Preparing grant proposal for Department of Education for funding of first year seminars
4. Presentations on first year seminars
 - Roundtable discussion “Integrating Liberal Education Outcomes into First Year Seminars” at Association of American Colleges and Universities 2010 meeting in Washington, D.C.
 - Presentation “Promoting Problem-Focused Learning in General Education with First Year Students: Interdisciplinary Problem-Focused Learning in a First-Year Seminar Program” at Faculty Development Conference, UW-Green Bay.
 - Preconference workshop “Get With the (First Year Seminar) Program: Creating Connections to Engagement” at the 29th Annual Conference on First Year Experience in Denver, CO; preconference workshop will be presented again at 30th Annual Conference on First Year Experience in Atlanta, GA
 - Presentation “Engaging Our Interdisciplinary Mission: First Year Seminar Program Success” at 2010 President’s Summit on Excellence in Teaching and Learning, Madison, WI.
5. Discussions throughout the year focused upon getting more faculty/staff involved with first year seminars and ways to institutionalize the seminars.

Respectfully submitted,
Donna Ritch, Chair

COMMITTEES APPOINTED BY THE PROVOST

First Year Experience Committee

There are several other committees working throughout the year to support FOCUS initiatives on campus. Some of the groups include a Task Force focusing on First Year Seminars, a campus-wide FOCUS Planning Committee, and several subcommittees made up of Student Ambassadors that help plan FOCUS Orientation (these committees include: Campus Welcome Committee, Orientation Theme Committee, Scavenger Hunt Committee, Small Group Session Committee, and Summer Connection Committee). All of the groups work on the big picture and fine details related to “First-Year” programming and services. The following includes a summary of main initiatives this year.

1. Assessment Data from FOCUS R&R (Registration and Resources). FOCUS R&R provides incoming freshmen and their parents/guardians an introduction to the university including: 1) the academic requirements of the university, 2) the resources available to students, 3) the academic expectations of students, and 4) a list of items the students need to accomplish today. After this introduction, students get their ID photographs taken, learn the SIS computer system, meet with advisors, and plan their first semester course load. Parents learn the “nuts and bolts” of the university (bursar/financial aid, residence life/dining, health services, bookstore, etc.) through panel discussions.

At the completion of R&R both students and parents complete a survey evaluating their R&R experience. During the First Year Experience Committee meeting, we discussed the 2009 survey results that indicated the students’ and parents’ level of satisfaction with the R&R program. The results were very positive and similar to previous years.

2. FOCUS Orientation. Students’ move-in day was the Monday before classes started. On Monday, Tuesday, and Wednesday, FOCUS Orientation schedules a number of small group sessions, social activities, and one-hour seminars to assist the students’ transition to college life. Following these activities, the students completed a “bubble sheet” evaluation. During the First Year Experience Committee meeting, we discussed the 2009 evaluation results which provided information on which areas we were doing well and which areas need to improve. Based on these data, a subcommittee of the FOCUS Planning Committee was formed. This committee met three times (two hours each meeting) during the winter break to discuss potential changes to the 3-day Orientation model we have been using for a number of years. A new 2-day model will be used (and evaluated) this August.

3. Student Ambassador Program. There are 36 Student Ambassadors and 2 Student Ambassador Co-Directors. The Ambassadors work an average of 16 hours per month while the Ambassador Co-Directors work 10 hours per week during the academic year and 20 hours per week during the summer. The Student Ambassadors are vital to the success of the FOCUS program, but their role is not limited to FOCUS. They are instrumental in the recruitment of new students by giving campus tours and are involved

in events such as Campus Preview Days, commencement, and programs hosted by the Chancellor and Advancement Office. The number and types of activities in which ambassadors are used is continually increasing; for example, they assist with Campus Life Programming Task Forces, College Fairs, Majors Fair, just to name a few. While ambassadors are required to participate in training activities, they also are involved in numerous service projects as well. The ambassador program is fully funded by FOCUS.

4. Majors Fair. We had all of the academic areas participate in Majors Fair again this year. A total of 196 students attended the event in March 2010.

5. FOCUS Budget and Fees. The FOCUS budget is derived entirely by student fees. Freshmen students are charged \$200 each. This fee has not increased since the inception of the program in 2002.

6. First Year Seminars. 2009 was the fourth year of the First Year Seminar program. The initial offerings (in 2006) for First Year Seminars consisted of 6 sections of general education courses (normally high enrollment courses) that were limited to enrollment of 25 students. The second year (2007), the First Year Seminars expanded to a total of 13 sections, including: 2 sections of English Composition courses, 6 general education courses, and 5 interdisciplinary seminars (newly developed courses commonly referred to as “198” courses because that was the course number assigned to the new courses). The third year (2008), First Year Seminars grew to 16 sections, including: one section of English Composition, 4 general education courses, and 12 interdisciplinary seminars. For a number of reasons (e.g., sabbatical leaves), the fourth year of the program saw the number of seminars offered drop to 13. The Peer Mentor program, developed the previous year, continued and grew in its effectiveness. A detailed evaluation was undertaken comparing three groups: First Year Seminar courses with peer mentors, First Year Seminar courses without peer mentors, and a “control group” of regular general education courses. These data are still being evaluated, however, data from the previous year show a number of positive attributes including: increased engagement among students and increased retention rates (particularly among commuter students).

7. Common Theme. The Common Theme selected this year “Realizing our Sustainable Future” was proposed by Profs. John Stoll and Kevin Fermanich. The common reading in the Fall semester was James Gustave Speth’s *Red Sky at Morning*. To help facilitate the Common Theme, Good Times Programming brought Mr. Jonathan Waterman to campus to present *Oil vs. Wilderness*, attendance at this presentation was required of all First Year Seminar students. Several departments across the campus participated in the Common Theme again this year.

Overall, this was another successful and productive year for FOCUS. We are fortunate to have great collaboration and participation across the campus on our “First-Year” initiatives.

Respectfully submitted: Brenda Amenson-Hill and Steve Meyer, Co-Chairs,
First Year Experience Committee

Committee on Individuals with Disabilities

Summary of Activities for 2009-10

Members of the Committee on Individuals with Disabilities for the 2008-09 school year included Susan Gallagher-Lepak (faculty), Eileen Kolb (academic staff), Elaina Koltz (classified staff) and no student representative that showed to any meeting. Assistant Director for Diversity and Employment Services Sheryl Van Gruensven, Coordinator of Disability Services Lynn Niemi and Americans with Disabilities Act Compliance Coordinator Greg Smith served on this committee as ex-official members. Lynn Niemi and Greg Smith served as co-chairpersons.

The Committee on Individuals with Disabilities met officially two times this year as a full committee.

Areas the committee addressed this year were as followed:

- Campus Accessibility Map – Todd Sanders, Student Affairs Webmaster, attended one of our meetings to discuss developing an accessibility map. From this meeting, we discussed the learning opportunities student(s) could share in developing this map. Two students (Amanda Verbruggen and Kari Hopfensperger) worked with Todd and Lynn Niemi to develop the accessibility map. This map will go live in the summer.
- Demystifying the ADAAA Audio Conference on March 4, 2010. All committee members attended this audio conference to hear of the updates.
- The committee felt that we should have a Facilities Management Representative attending all future meetings, work on obtaining an accessible lab station and develop some best practice guidelines to ensure accessibility for all individuals with disabilities.

The co-chairs of this committee feel that it has been doing valuable work and is worthwhile. We are ensuring individuals with disabilities have access to our campus and events held.

Individualized Learning Committee

Chair: Lucy A. Arendt

Members: Lucy Arendt, Jeffrey Benzow, Greg Davis, Dennis Lorenz, Pamela Gilson (ex-officio), Donna Ritch (ex-officio), Brian Sutton.

The individualized Learning Committee met twice during the 2009-10 academic year, once to elect a chair and once again to evaluate an Individualized Major proposal.

During the first meeting (September 18, 2009), Prof. Arendt was elected to serve as chair and secretary for the committee.

During the second meeting (May 5, 2010), the committee discussed Ryan Birdsall's proposal for an Individualized Major in Leadership Studies. The committee unanimously approved (5-0-0) the student's proposal. Especially important to the committee's decision was the unconditional support of his advisor, Dr. Denise Scheberle.

Respectfully submitted,
Lucy A. Arendt

Institutional Animal Care and Use Committee

The 2010 season for the UWGB -IACUC has been completed.

Eight proposals involving fishes, birds, frogs, and small wild mammals were submitted and approved.

Our committee convened and conversed mostly by email this year with excellent results.

Finally, the animal laboratory in LS was inspected May 14, 2010 and found to be clean, well equipped, and cared for.

Sincerely,

Dennis Lorenz Ph.D.
Chair of the IACUC
Associate Professor of Psychology
UWGB

Institutional Assessment Committee

The Institutional Assessment Committee (IAC) met only one time during 2009-2010. At that meeting Prof. Grosso was elected chair and the group discussed the Freshman CAAP materials presented by Ms. Gilson. In general, the IAC members were pleased to see an improvement in BASE scores. The main concern raised was that by using students in English Comp we, by definition, used students with lower ACT/English scores. Deb Furlong explained that what goes on the VSA web site is gain, after we test out seniors. There was some discussion about whether or not our committee should work on developing a more regulated assessment plan for the University given that we do not have one and there are some problems with our current methods. However, we decided against it, with the input of Assoc. Provost Sewall, given that the Chancellor and Provost are new and we do not have a sense of their opinions in this regard. Also, there are fiscal implications to any changes that would be recommended to the current practice. It was noted that the CAPP testing for graduating seniors would take place during spring 2010. Gilson, D. Furlong, and Sewall would discuss further the specifics of the senior testing within the limits of our resources. The IAC did not receive any results for seniors during spring 2010.

The IAC is responsible for matters pertaining to institutional assessment activities and is advisory to the Provost and Vice Chancellor and Associate Provost for Academic Affairs. The Committee seems useful in this advisory capacity. I think it should continue and there is no need for concern that the amount of work done by this committee varies annually. It is a large body and depending upon the work the committee performs in a given year, it may not be necessary to have all 11 members participate.

Respectfully submitted,
Cheryl Grosso
IAC Chair, 2009-2010

Institutional Review Board

The Institutional Review Board (IRB) had a very positive year, efficiently reviewing many proposals. What follows is a summary of the 2009-2010 academic year's activities.

Proposals:

The IRB met eight times, approximately once per month, during the 2009-2010 academic year and reviewed 89 proposals.

Of these proposals, 14 were reviewed by the full board. The remaining 75 were reviewed by the Chairperson or a delegate of the Chairperson and fell into the following categories: 34 expedited proposals, 16 exempt proposals, 18 modifications to proposals already approved by the board, and 5 annual renewals. Those proposals that did not require full board review were reviewed, on average, within 4 days of being submitted. Two proposals were withdrawn – one because it did not require IRB review and one because the researcher chose not to conduct the research.

Additional IRB Activities:

The IRB took on several other important tasks during the 2009-2010 academic year, including (1) modifications to their documentation and (2) obtaining a Federal Wide Assurance.

Documentation Modifications: Our forms were modified to make them easier for researchers to fill out and for reviewers to find important information. We also added a Protocol Modification Form to ease for those researchers who need to make a change to a protocol that has already been approved. With these changes came a substantial change to our Policy and Procedures Manual and some minor changes to our website. Related to this, we now accept on-line submissions of proposals.

Federal Wide Assurance: The IRB is now registered with the Office for Human Research Protections (OHRP) after obtaining a Federal Wide Assurance.

Future Goals:

The IRB has one primary goal we would like to address in the near future and that is to continue to develop the expertise of our members through training opportunities. IRB members must have a comprehensive knowledge of the federal guidelines related to the protection of human subjects. This is especially true for the Chairperson as the bulk of the committees review responsibilities fall on him or her.

Respectfully submitted,

Ryan Martin, Chairperson of the Institutional Review Board (IRB)

Instructional Development Council

The Instructional Development Council (IDC) is the UW-Green Bay committee charged with supporting faculty development in the area of teaching, and it serves in an advisory role to the Center for the Advancement of Teaching and Learning (CATL) on campus. The eight appointed faculty members of the Council for 2009-10 were: Lucy Arendt, Aeron Haynie, Brian Merkel, Jolanda Sallmann, Kris Vespia, David Voelker, Amy Wolf, and Jennifer Zapf. As Director of CATL, Heidi Fencl also served in an ex-officio role.

The IDC met seven times during the academic year. The work of the Council focused on supporting and working with CATL; evaluating applications for grant and award programs; supporting teaching-related professional development activities, including the 14th Annual Faculty Development Conference; and reviewing sabbatical proposals. Each of these domains will be discussed in further detail below.

The IDC and CATL

The IDC continued its collaborative work this year as, at each IDC meeting, the events scheduled through CATL were discussed and the involvement of CATL throughout the University was reviewed. The IDC maintained its practice of a sub-committee for conference planning, with the CATL Director serving in a lead role on that committee, and together speakers were selected and the schedule was set. Several IDC members contributed to the CATL Newsletter as well. Unique to this academic year was the selection of an Interim CATL Director for the Fall 2010 semester, as the current Director of CATL, Heidi Fencl, will be on a sabbatical leave during that time. After much discussion of how the arrangement for the Fall 2010 semester would work, it was decided that IDC member Aeron Haynie will step into the role of Interim CATL Director during this time. The IDC anticipates a relatively smooth transition, as so much of what happens as a part of CATL is shared with the IDC.

Grant and Award Programs

The IDC continued its role of evaluating applications and making recommendations to the Director of CATL for grant and award programs. Given the large amount of work during the previous year, the review process was quite smooth as the calls were available via the website early, along with public rubrics regarding how the applications would be reviewed. Proposals for *Teaching Enhancement Grants*, which are designed to support faculty development efforts related to teaching and learning, were reviewed both in Fall and Spring. Six *Teaching Enhancement Grants* were awarded in the Fall semester to: Kimberly Baker, Kate Burns, Tim Dale, Victoria Goff, Illene Noppe, and Jennifer Zapf. In the Spring of 2009 the recipients included: Joan Groessler, Warren Johnson, Amanda Nelson, Illene Noppe, and Jill White. A majority of these grants supported travel to major teaching conferences, including the annual meeting of the International Society for the Scholarship of Teaching and Learning. The 2009-2010 recipient of the *Faculty Development in Online Learning* grant was Hosung Song. This grant is designed to provide support for faculty members' professional development in the area of online education. This is the second time this grant has been awarded.

The IDC also considered applications for award programs on campus. The Council continued to support a *SoTL Award* which offers support for a SoTL project that has been completed or nearly completed at the time of application for the award. This year there was a Fall 2009 recipient and a Spring 2010 recipient; Regan Gurung was granted the *SoTL Award* in the Fall 2009 semester and Jennifer Zapf was granted the *SoTL Award* in the Spring 2010 semester. Both of these awards have or will fund travel related to the Scholarship of Teaching and Learning. The Council also evaluated candidates for the UW System Teaching Fellows and Scholars program and supported the applications of Kimberly Baker (Teaching Fellow) and Andy Kersten (Teaching Scholar). The IDC also made recommendation regarding the *Instructional Development Award*. Recipients this year were: Theresa Adsit and Kimberly Baker.

New this year was the development of the *Student Nominated Teaching Award*. The purpose of this award is to recognize and reward excellent teaching, from the perspective of students. It was decided that we would offer both an Early Career and an Experienced Teacher version of this award. Over the course of the Fall 2009 semester the call and the public rubric for evaluation of nominations were created. Students were made aware of the nomination process in March 2010 and the Awards sub-committee and four students from the Student Government Association reviewed over 40 nominations that included tenured and untenured faculty, teaching assistants, and ad-hoc instructors. Amy Wolf (Early Career) and Lucy Arendt (Experienced) were selected as this year's recipients.

Professional Development Activities

This year the IDC continued to serve in an advisory role to the CATL Director in the development and implementation of such activities. The IDC continued to be the co-sponsor of the Faculty Development Conference. This year's conference (with a theme of "Problem Focused Learning") was very well-received. A nationally and internationally recognized figure in the Scholarship of Teaching and Learning, Dr. Deanna Sellnow, was the keynote speaker. One hundred seventeen people were in attendance at this year's conference and feedback from participants was generally quite positive. One area for improvement centered on the comment from numerous participants that they would have liked more "depth" during the breakout sessions. In general, the committee should look to allow longer than 45 minutes for these sessions and should also examine their use of the words "workshop" and "presentation" in developing the schedule to ensure that this distinction is one that is actively part of the conference agenda.

Another highlight of the year in terms of faculty development was the ongoing series on Teaching in Interesting Times, which included presentations from speakers both on and off campus. In addition, the New Faculty Orientation Series provided opportunities for all faculty members to brush up on a variety of teaching-related areas, such as the tenure and review processes and how to engage students in large classes. In general, several of these offerings were not well attended and the IDC and CATL continue to search for the optimal day/time of day to provide such offerings to ensure the professional development needs of the teaching folks on campus are met.

Sabbatical Proposal Review

Consistent with its committee charge, the IDC reviewed 12 submitted sabbatical proposals for the 2011-2012 academic year. The Chair then composed and forwarded a document summarizing that review.

Summary and Recommendations

In sum, this has been a busy and successful year for the IDC. The Council continues to strongly support the presence of the Center for the Advancement of Teaching and Learning on campus, as well as the programs it funds (e.g., The Teaching Scholars Program, Teaching Enhancement Grants). The IDC is thrilled with the positive response from students and faculty regarding the development of the Student Nominated Teaching Award. The Faculty Development Conference, given its continued growth, should be a focus for improvement for the IDC over the next year to ensure that all attendees feel they have adequate time to learn from the presentations they attend. It is possible the outline agenda may need to be revisited to ensure proper timing of talks and workshops. A continued look at ways to optimize the use of the professional development activities offered on campus would be beneficial. Finally, and especially with the Interim Director of CATL serving in the Fall 2010 semester, continued open communication between the IDC Chair, the Subcommittee Chairs, and the Interim Director will be key to ensuring the committee remains effective and useful. In closing, the Chair would like to express appreciation to all of the Council members for their dedicated service and to single out CATL Director Heidi Fencl, as well as subcommittee chairs David Voelker and Jolanda Sallmann, for special recognition.

2009-10 Annual Report

Prepared by: Jennifer A. Zapf, Chair

International Education Council

Forthcoming

Research Council

The UW-Green Bay Research Council met six times during the 2009-2010 academic year. Members of the council were: Denise Bartell, Carol Emmons, John Katers, Judy Martin, Tim Meyer, Mike Marinetti (ex-officio), Lidia Nonn (ex-officio), and Charmaine Robaidek (ex-officio). The Research Council continued in its mission to support research and scholarly activity at UW-Green Bay. The primary responsibilities of this committee include solicitation and evaluation of institutional grant proposals including the Grants in Aid of Research (GIAR) and the continued development of the Research Scholar program. In addition, this year the Council worked on overhauling the website (in progress) and developing a series of recommendations for support of scholarship on campus

Grants in Aid of Research (GIAR)

The purpose of these grants is to support faculty scholarship by providing funds for data collection, supplies and equipment, or travel for the purpose of presenting research. The Research Council awarded 24 grants during the fall term (\$11,000), and 12 grants during the spring term (\$5605). Grant awardees are listed on the Research Council web page (<http://www.uwgb.edu/rc/grantrecipients.htm>). While the dollars available to each individual through this program are not vast, the program does contribute to a culture of research on campus and supports diverse efforts across the entire spectrum of scholarly activity. The Council had hoped to increase the maximum amount per grant, but funds were insufficient.

Research Scholar

The Research Scholar program provides a single course release--and thus the critical time necessary--for a faculty member to pursue more ambitious and time-intensive research projects, thus expanding the research opportunities on our campus. One proposal was funded for Fall 2010 (Mark Kiehn, Education) and two for Spring 2011 (Kaoime Malloy, Arts & Visual Design; Judy Martin, Social Work).

The Research Council feels strongly that these Research Scholar projects provide excellent opportunities for UW-Green Bay scholarly activity to have national (and international) impact. The potential contributions of these projects in terms of additional research funding, opportunities for community interactions and recognition for the university make the continued development of this program very promising. In addition, the program suggests that the institution values research, thus aiding faculty morale, recruitment and retention.

UWGB Authors & Artists

The Council supported the Cofrin Library's event celebrating faculty research. This replaced the Council's previous Faculty Lecture Series and Faculty Research Exchange efforts.

Value of the Council

The Research Council remains an effective means of distributing small institutional grant awards and providing research support on the UW-Green Bay campus. The current set of grant opportunities appear to be popular and many faculty members make use of the available funding. With ongoing retirements and new faculty presence in the coming years, continued efforts should be made to maintain and expand these grants.

The Research Scholar program continues to build momentum and appears to be an excellent opportunity to make significant improvements in the research climate on our campus. It is encouraging that the Research Scholar program has been used to support scholarly activity in a number of different departments.

The 2009-10 Research Council members wish to thank the Offices of the Provost and Associate Provost for their continued support and guidance of the Research Scholar program. We also wish to thank the Institute for Research for their dedicated support of research opportunities across campus and for their great assistance to the Research Council.

2009-10 Annual Report
Submitted by Carol Emmons, Chair

Technology Council

Purpose & Membership. The Technology Council is advisory to the Provost and responsible for developing and monitoring the campus technology plan and recommending technology policies. The Council is chaired by the Associate Provost of Information Services. Membership consists of representatives from each of the divisions, three faculty members, and one student. Members for 2009/10 were:

Academic Affairs – Tim Sewall
Advancement – Lisa DeLeeuw
Athletics – Dan McIver
Business & Finance – Sharon Dimmer
Faculty Representatives - Kate Burns, Christine Vandenhouten, Daniel Meinhardt
Information Services – David Kieper, Paula Ganyard
Liberal Arts & Sciences – Scott Furlong
Outreach & Extension - Zach Voelz
Professional & Graduate Studies – Derryl Block
Student Affairs – Mike Stearney
Student Representative – Jake Lopez
Chair – Kathy Pletcher

Activities for 2009/10

- Developed the next 5 year technology plan.
- Reviewed utilization data for all computer labs and in December approved *Academic Computer Lab Plan for 2010/11*.
- Reviewed and approved a new acceptable use policy for campus guests.
- Supported CIT recommendation to change the default font on email to Century Gothic to save on toner, which resulted in positive press coverage for several months. (note: this report uses Century Gothic 11 point)
- Supported importation of student ID photos into class rosters in SIS
- Conducted a pilot test of Green Print software as part of our green IT initiative to reduce printing on campus.
- Supported implementation of CommonSpot Web content management system

Value of the Council

The Technology Council members feel that the work of the Council is very important to the institution. The Council meets monthly during the fall and spring semesters and is very productive.

Respectfully submitted,

Kathy Pletcher, Chair, Technology Council

COMMITTEES APPOINTED BY THE CHANCELLOR

Chancellor's Advisory Council on Diversity

In 2009-2010, the Chancellor's Advisory Council on Diversity focused its attention on two matters; the creation of a diversity statement/definition including concepts of inclusive excellence and partnered with the American Intercultural Center to expand and implement the second annual highly successful Networking/Connections event held April 1, 2010 for multicultural students and community professionals. Additionally, the Council discussed the UWS initiative on Inclusive Excellence and the potential impact of the new initiative on campus diversity planning. The Council respectfully offers the following observations and recommendations.

The Creation of a Diversity Statement: The Council worked directly on researching existing statements, reviewed several drafts of the statement and debated ideas, beliefs and values that contribute to a diversity statement. Extensive discussion took place to broaden the definition beyond race and ethnicity. The full statement and definitions are attached to this report and were formally presented to the Chancellor in May 2010.

Multicultural Student Networking/Connections Program: The Council planned and implemented an extremely successful multicultural student networking program to connect UWGB students of color with community members of diverse backgrounds. The event was held on April 1, 2010. The event was attended by 30+ community members representing many professions, and by 45+ students of color and 20+ faculty/staff members. A final assessment and report on the program is forthcoming. The Council strongly recommends the following with regard to the networking program:

- 1) The program should be continued and conducted again as soon as October of 2010.
- 2) The program should be expanded to increase the attendance of both students and community members.
- 3) The active support of the Chancellor's Office is critical to the program's success (both financially, and for credibility with students and community members).
- 4) Collaborative efforts should be explored to include students from St. Norbert College, College of Menominee Nation and NWTC in a future program, with the long term possibility of rotating the event to the different campuses.

Inclusive Excellence: The Council members reviewed literature about Inclusive Excellence (IE) A brief synopsis of IE is appended to this report. The Council's preliminary observations and recommendations on IE are summarized below:

- 1) The Council embraces the new and expanded definition of diversity that is implicit in the Inclusive Excellence initiative.
- 2) The Council welcomes the opportunity to participate in an all-campus dialogue about how best to create a structure that will advance campus diversity and bring together currently disparate initiatives (LGBT, the Equality for Women Committee, the

Committee on Individuals with Disabilities, as well as international students, American Intercultural Center, student organizations, etc).

3) Under any new campus organization model for diversity planning, a committee or council that is expressly focused on race/ethnic diversity should be maintained. Despite twenty consecutive years of strategic planning, campus goals for race/ethnic diversity have not been fully achieved. In the absence of continuing and focused attention, not only will these goals remain unrealized but the risk of “backsliding” on the achievements made to date is a real one.

The Council recommends to Chancellor Harden that the Chancellor’s Advisory Council on Diversity be the primary coordinating Council regarding all Diversity and Inclusive Excellence initiatives. The following thoughts contribute to the rationale that supports the Councils’ recommendation to Chancellor Harden.

Rationale:

First, the Council is appointed by the Chancellor and is Chancellor Harden’s link to Diversity and Inclusive Excellence. The Council will be the primary leadership Council on Diversity, Equity, and Inclusion. The relationship with the Inclusive Excellence Core Team will be collaborative and there will remain representation on both the Council and the Inclusive Excellence Core Team. Ultimately, though the Chancellors’ leadership and charge for the Council will act as an advisory council on all matters of Diversity, Equity, and Inclusion.

Second, the Council has comprehensive representation from Faculty, Students, and Classified Staff, that have an **expressed interest** and passion toward advancing diversity. The ex officio members represent an ongoing partnership with the Human Resources Department and the Athletic Department.

The Inclusive Excellence Core Team will continue to be the administrative team that will guide the IE strategic planning and the activities of sub committees. It is recommended that twice a year the IE core Team and the Council meet together for the purpose of reviewing results and establishing a process for continued clarification of roles and responsibilities.

Respectfully submitted,
Deborah Rezac, Chair

ACADEMIC STAFF ELECTIVE AND APPOINTIVE COMMITTEES

**Academic Staff Assembly Minutes and Committee Reports for
2009-10 are available at:**

**[http://www.uwgb.edu/sofas/actions/academicstaff/
assembly/](http://www.uwgb.edu/sofas/actions/academicstaff/assembly/)**

The Academic Staff Committee Minutes for 2009-10 are available at:

**[http://www.uwgb.edu/sofas/structures/governance/
academicstaff/minutes.asp](http://www.uwgb.edu/sofas/structures/governance/academicstaff/minutes.asp)**

Academic Staff Personnel Committee

The Academic Staff Personnel Committee met once on September 30, 2009 the agenda is immediately below.

1. Elect a chair
2. Committee Charge Review
3. Committee Report for 2008/2009 Review
4. Academic Staff Morale Discussion
5. Possible Task – Prior years of service handling and years of service counted towards service awards
6. Possible Task – Career Progression procedures/timelines as compared to other UW's
7. Set meeting schedule
8. Other

A chair was elected and the committee spent most of the meeting reviewing the charge. It was determined that many of the charges are actually carried out by Human Resources and we asked the representative from the Academic Staff Committee to bring our recommended changes back to the ASC for approval. We discussed Staff Morale and determined that the state economy impact on the university system was something that would be difficult to overcome. It was pointed out that tasks 5 and 6 were being reviewed by Human Resources.

We set a meeting for later in the fall that was cancelled due to only 2 members being able to attend. The ASC did not have any other responsibilities for us this year so we never rescheduled another meeting.

Respectfully Submitted,
Grant Winslow

Academic Staff Professional Development Allocations

Committee Members:

Aubrey Schramm, Adult Degree Programs

Mai J. Lo Lee, American Intercultural Center

Ashley Moreno, Student Service Center

Diane Blohowiak, Computing and Information Technology

Deanne Kusserow, Academic Advising

- The Committee modified and updated the Academic Staff Professional Allocations Request Form and selected to move all paper documents to GB Share. By using GB Share, the decision process was faster and applicants were made aware of the Committee's decisions quicker.
- The Committee started with 2009-2010 with \$11,270 worth of funds to allocate to University of Wisconsin – Green Bay Academic Staff members.
- Through monthly advertising through the University Log, mass email announcements and word-of-mouth promotions, the Committee has allocated \$10,165.86 of the funds to 26 UW-Green Bay Academic Staff members from various departments.
- The various departments served were: Learning Technology Center, Cofrin Library, Marketing & Communications, Web Services, Nursing, Lawton Gallery, Outreach & Adult Access, Information Services, Media Services, Social Work, Learning Partnership, Academic Advising, Natural & Applied Sciences, American Intercultural Center, Disability Services , Adult Degree and Human Biology.
- As of today, May 20, 2010, there will be a remaining balance of \$1,104.14
-

2009-2010 Academic Staff Professional Development Allocations

Committee Report

Submitted by Mai J. Lo Lee

May 20, 2010

Academic Staff Legislative Committee Report

June, 2010

Consistent with the responsibilities listed in the Bylaws, and in support of academic staff governance goals for 2009-10, the Legislative Committee accepted the following goals as part of this year's charge indicated with bullets. Committee actions follow in italics.

- Work with Legislative Committees within Student Senate as well as Faculty Senate to invite legislative candidates to campus for open forums in preparation for primary and general elections.

This year's committee was comprised of faculty/academic staff/student representation and the group has worked on charges together.

A local legislative forum sponsored by the student government association with the help of faculty/staff legislative committee members was held for educational purposes and allowed many of the local legislators that the campus works with to speak to the campus community and in turn highlighted UW Green Bay's image with these people. The date for this forum was Monday, November 23rd, 2009.

Efforts to conduct forums in the early fall 2010 with main gubernatorial candidates and other individual state legislators should be the focus of next year's committee.

- Monitor the progression of legislative and/or Board of Regents policies of specific concern to academic staff.

At each committee meeting, Sherri Arendt (C) would incorporate information from recent State Legislature decisions on UW-System related actions. Information on Regent meetings that was disseminated through system campus representation e-mails was shared such as materials from the 2010 Competitive University Workforce Commission. Updates on collective bargaining legislation and state wide/campus furloughs were shared.

- Meet with the campus Legislative Liaison to coordinate campus activities.

Attendance by Dan Spielmann at the monthly meetings was commonplace. Discussions on improving UW Green Bay's position regarding state funding and other current budgetary issues occurred at each meeting. Recently, the progress of the Strategic Planning sessions on campus and the community was discussed.

- Communicate regularly with ASPRO and TAUWP professional organizations on relevant issues under consideration.
Monthly e-mailed newsletters from ASPRO were shared with the committee.

Submitted by Sherri Arendt
Convener for Legislative Committee

Professional Development Programming Committee

The Professional Development Programming Committee hosted the following speakers for 2009-10:

- Dr. Cirecie A West Olatunji –in conjunction with International Week
- Hooking Up, Alcohol Abuse and Sexual Assault Program
- Make a Difference Day
- Tech Talks (4 sessions)
- Humor in the Work Place – in conjunction with the Young Entrepreneurs Program
- 1st Annual Academic Staff Conference – Key Note Speaker: Scott Dickmeyer
- It Takes a Campus to Stage a Campus Visit – Jeff Kallay

Potential Events for 2010-11

- 2nd Annual Academic Staff Conference (maybe over winter break?)
- Run for Congo
- Suicide Training
- Bill Collar – Leadership (may want to have as keynote for AS Conference)
- Inclusive Excellent – co-sponsor with them
- October – Session on Benefits with HR
- September – Farmers Market
- Make a Difference Day – Campus clean up with an alternative rain out day; look at doing a service project instead (scrapbooking, card making, meal assembly etc)
- Tech talks

Remaining Balance: \$3894

Kristy Aoki
ASPDAC Chair
International Student Services Advisor
Office of International Education

Leadership & Involvement Committee

July 15, 2010

We were presented with two charges assigned to us this year: conducting committee elections/selections and revising the mentor program for Academic staff. We began revising the mentor program with meeting with a Human Resources representative to discuss what we wanted to have on their website. We developed a UW-Green Bay Mentor Checklist that can be forwarded to new academic staff members, along with information about a mentor that is assigned to them. We established a network of a few staff on campus willing to serve as mentors and assigned them as new employee information was forwarded to us. The mentor program is a work in progress and revisions may need to be made in the upcoming year.

Our other large project was this year's election. We established a timeline for the election process and determined committee openings. We were able to utilize the election format from the previous year which made the process relatively easy. We send out the initial interest survey, asking for nominations to committees and followed it up with the election ballot. All committee openings, both elected and appointed, were filled and we are ready to move forward with the next academic year.

I would like to thank the members on the committee for their efforts and input:

Lynn Brandt (Chair) – Adult Degree
Mary Kulenkamp - Student Service Center
Jennifer Hendryx - Adult Degree
Eileen Kolb – Registrar's Office
Katrina Hrivnak – Registrar's Office (ASC Liaison)

Additional Committee:

Health and Safety Committee

Health and Safety Committee Meeting Agenda

Monday, October 26, 2009 10:30 a.m. - 11:30 a.m.

Location: IS 1004

Present: Mike Mentzel, Paul Pinkston, Amy Henniges, Sheryl Van Gruensven, Mike Ingram, Donna Van Straten, Liz Hessler, Deanne Kusserow, Sarah Detweiler, and Randy Christopherson,

Agenda

1. Old Business
 - a. Safety & Risk Management Issues – Mike Mentzel
 - o COOP Plan – Mike provided an update on the plan.
 - Amy Henniges advised their office is monitoring the issue and fielding calls.
 - o Safety Issues – Mike advised there were no issues.
 - b. Fire Inspection – June 18, 2009 - Randy Christopherson
 - Our last fire inspection went well, only a few minor housekeeping issues in some offices.
 - c. Fire Drill, Sept. 14 – Randy reported that the annual fire drill went well and that it was our first opportunity to test GB Alert, our emergency text messaging system. The test of the system went very well. It was used to signal the all clear.
 - d. Emergency Communication Plan – Update by Randy Christopherson
 - Upgrade Public Address System – a project has been submitted to the state and we are awaiting word on its approval.
 - Upgrade Emergency Phones – a request to upgrade our emergency phones was submitted and our request was denied.
 - Text Messaging – encouraged everyone to sign up if they have not already done so.
 - Disruptive person / active shooter training is available. The power point for the training along with an instructional video is available on Public Safety's website.
 - e. No Smoking Policy - Student Resolution – Joel Diny, our student representative was not at the meeting and no information was provided to share with the committee.
2. New Business
 - a. Slips, Trips and Falls reminder for winter – Mike Mentzel will send a reminder email to staff and students in late fall before the predicted first snow fall.
 - b. Other items
 - Chancellor's Security Walk found a couple of minor security or safety concerns, some are issues that we can work with the City of Green Bay, e.g. add a bike lane on Nicolet Dr; traffic backing up trying to exit onto Nicolet Dr.;
3. Next meeting date and time – no meeting was scheduled

Respectfully submitted, Randy Christopherson