University of Wisconsin – Green Bay
Center Annual Reports
2017-2018

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Annual Report 2017-18

No report submitted

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This past year, we hosted five Historical Perspective Lectures. And once again, we had a really good year. Attendance was very good to excellent at all events (100-180). And notably, community attendance – perhaps because of Learning in Retirement – continues to increase.

In the Fall 2017, we hosted four speakers:

Carl Wilkens, former head of the Adventist Development and Relief Agency International in Rwanda

Stephen Duncan, Assistant Professor at Bronx Community College

Brad Gregory, Professor of Early Modern European History at the University of Notre Dame

Sarah Badcock, Associate Professor at the University of Nottingham

And in the Spring 2018, we hosted three additional speakers:

Michael Tomasky, national political correspondent with *The Daily Beast* and the Editor of *Democracy: A Journal of Ideas*

Sergio M. González, Ph.D. Student, Department of History, University of Wisconsin-Madison and soon-to-be Assistant Professor of History at Marquette University.

- Harvey J Kaye, Director

Center for Middle East Studies and Partnerships
Annual report 2017-18

The Center continues to maintain a small but dedicated group of faculty consisting of Profs. David Coury (HUS/Global Studies), Heidi Sherman (HUS/History), Katia Levintova (DJS/Political Science), Meir Russ (Business) and Jemma Lund (Office of International Education). Our collaborations continued with St Norbert College's Bob Pyne from the Norman Miller Center for Peace and Justice, however their loss of Prof. Prof. Ozum Yesiltas (Political Science) to Texas A&M—Commerce cut down on some of our collaborative roundtable discussions.

Curriculum Supported:
Arabic 101/102 (F/S)—cancelled due to instructor issues, but will be offered again in 2018-19
HUM STUD 360 Globalization and Cultural Conflict (F/S)

Sponsored roundtable discussions and/or talks
- Lecture: Mariah Idrissi, "The Changing Face of Fashion." October 26, 2017 in Phoenix Room B.
    - Ms Idrissi also had lunch with the Women of Color and Students from MESA
    - She also gave a talk, which we sponsored, at St Norbert College
- Film Screening and discussion of Hell on Earth: The Fall of Syria and the Rise of ISIS. April 9, 2018 at the Christie Theater.

Other Outreach activities
- Somali/North Africa high school student outreach. Richard Mauthe Center. December 10, 2017. Together with John Shelton, Ibrahim Budul and Ron Morris, we organized an information session and dinner for local Somali and North African high school students to come to campus to learn about UW-Green Bay at the Richard Mauthe Center. We had about 100 people in attendance.

Talks/Publications by Center faculty members
David Coury

"Integration, Assimilation and the racialization of Islam," Islamophobia in East and West Germany workshop, University of Toronto, November 2017.

"Gender and integration of the Arab 'Other.'" German Studies Association Conference (GSA), Atlanta, GA, October 2017.

Center for Public Affairs
Annual report 2017-18

The Center for Public Affairs focused on the following projects for 2017-2018. This was a year of transitioning out of the long-term internship grant funding and into a greater focus on community engagement and applied community research.

Great Lakes Career Ready Internship Grant
In the Fall, 2015, we secured funding from the Great Lakes Higher Education Corporation for the Career Ready Internship grant in the amount of $441,324. The Internship Grant enables our campus to collaborate with organizations in the community to create new internship opportunities for students, and pay qualified students for their experience. The Center focuses on placing students into nonprofit and government internships, while EMBI offers additional opportunities in private business. Students with financial need gain valuable real-world experience in their fields of study and build strong resumes. These students are then able to secure jobs after graduation due to the high impact learning they receive through their internship experience.

This was the final academic year the Center for Public Affairs will manage the Internship Grant, ending in Spring 2018. Ashley Heath has served as lead PI, in partnership with the Environmental Management and Business Institute (EMBI). This current grant cycle introduced a three-year grant and an escalating local match is required in year 3.

During the 2017-2018 academic year, we placed 97 eligible grant-funded students into internships in the community, achieving beyond our goal of internship slots awarded to us for the year (82) with permission from Great Lakes. This has required promoting the opportunity to students across campus, working with Financial Aid to determine financial need/eligibility, securing internship sponsoring sites, setting up payroll for each student, and working out the details to place and register students.

Below is a sample of internship placements this year:
- CP Center
- Kenya HELP
- YWCA – TechGYRLS
- Brown County CPS
- WI Epilepsy Foundation, Inc.
- NEW Zoo
- Aging, Disability & Resource Center
- Downtown Green Bay, Inc.
- Paul's Pantry
- Brown County Emergency Management

Brown County Safe & Stable Housing Study
The CFPA was awarded a contract with the Brown County Health & Human Services Department to conduct a significant study housing challenges among the county's clients in the spring and summer of 2018. The study was led by Drs. Lora Warner and David Helpap with the help of student Research Associate Ryan Sievert, a Public Administration major. The purpose of this study was to assess the needs of Brown County consumers who have unsafe or unstable housing and provide recommendations on strategies the County might use to improve housing options for these individuals. In this way, the County sought to increase the likelihood of successful recovery for these consumers and to reduce the risk that they return to homelessness and cycle back into intensive, restrictive, and costly services or jail. It focused on the needs of Brown County consumers currently served by the Community Treatment Center Outpatient Therapy services, the four County treatment courts, and individuals exiting the Brown County Jail. The study included interviews with over 30 local and statewide experts, a survey of case managers, a rigorous literature search for best practice models used successfully in other communities, and secondary data. Analysis yielded findings and recommendations to address the needs of Brown County consumers.

As part of the study, Drs. Helpap and Warner made public presentations to the Brown County Human Services Department committee on Mental Health and the Brown County Safe & Stable Housing Summit organized by the Green Bay and Brown County Housing Authorities. The results of the study yielded an immediate benefit: findings helped the County develop more stable housing options for its treatment court clients.

Undergraduate Research Opportunities - Student Research Scholars
The CFPA supports advanced students in conducting undergraduate research, offering Student Research Scholar positions (which may be taken for credit). Our Research Scholars work alongside faculty and staff performing high quality research by collecting and analyzing data and writing and editing reports. This past year, one student worked as a Research Scholar on the Brown County Safe & Stable Housing Report. A second student worked with the Civic Action Planning initiative.

UW-Green Bay Civic Engagement Planning Initiative
Because of its closely aligned mission, the CFPA team collaborated on the UWGB Civic Engagement Action Planning team. Ashley Heath and Lora Warner along with a student research scholar supported the work of the Civic Action Planning team led by David Coury and Alison Staudinger. Ashley Heath managed the set-up, agenda and follow up for all public meetings that were held to obtain input from community members on how the University might organize greater community involvement. Ashley supervised the Research Associate, conducted data collection, and wrote reports. Lora Warner participated in a number of community meetings with representatives of the City of Green Bay, NWTC, the Chamber of Commerce, and Community Foundation to discuss possible areas of collaboration. She assisted Drs. Coury and Staudinger in exploring a possible mission, role and structure of a UW-Green Bay civic engagement entity.

Nonprofit Leadership Collaboration
Dr. Warner met several times with the CEO and other staff representatives of the Greater Green Bay Community Foundation to explore possible collaborative opportunities. The CFPA hopes to develop capacity-building training and networking opportunities for area nonprofit organizations. The GGBCF has similar goals and funding, but was fairly settled on their course of action. The CFPA will continue to consider developing some of the capacity- building initiatives on their own.

2018-19 Goals

1) In partnership with the Civic Action planning team, provide support for development of a campus Civic Action plan that includes application for a Carnegie certification.
2) Develop a strategic plan and branding plan for the CFPA, including a revised mission and possible advisory team.
3) Secure a contract for an additional community research project.
4) Involve four Student Research Scholars in Center Projects and undergraduate research by faculty.
5) Develop opportunities NP Certificate program opportunities for professionals in the community.

Center for Public Affairs Staff

Lora H. Warner, Director
Associate Professor
Public & Environmental Affairs Department MAC A-314
(920) 465-2404
warnerl@uwgb.edu

Ashley Heath, Associate Director
MAC A-312
(920) 465-2608
heatha@uwgb.edu

Center for the Advancement of Teaching and Learning
Annual Report 2017-2018

Mission

The Center for the Advancement of Teaching and Learning partners with instructors to promote a culture of continuous improvement in teaching by investigating and engaging with evidence-based best practices, professional development opportunities, the Scholarship of Teaching and Learning (SoTL), and the cultivation of reflective learning communities. Our ultimate goal is to engender lifelong learning in instructors to enhance the student experience.

Staff and Support

The Center is staffed by a Director (Caroline Boswell, 3 (+1 grant-supported) course reassignment appointment and summer stipend), a Lead Instructional Designer (Todd Dresser, full-time academic staff), and three learning technologists (Kate Farley, Luke Konkol and Nathan Kraftcheck, full-time academic staff). We receive limited support from a University Services Associate in the Office of the Provost (Mariah Pursley, full-time university staff).

The Center also hires a Director of our UWGB Teaching Scholars program on a yearly basis (Kris Vespia. The Instructional Development Council and the UW System's Office for Professional and Instructional Development also support the Center. The Director of the Center serves as UWGB's administrative representative on the OPID Council and this year Alison Staudinger served as the UWGB faculty representative.

Programs and initiatives in 2017-18

- One-time Student Success Projects
- New online and hybrid program design grant
- Online Teaching Fellows Program
- Instructional Development Institute
- UWGB Teaching Scholars and OPID Initiatives
- Grants and awards offered
- Workshops and reading groups
- Canvas transition & trainings
- Other Initiatives
- Research

One-time Student Success Projects

U-Pace

Lead Instructional Design Todd Dresser worked with two instructors to launch two U-Pace courses – a research-driven online course model in which students work at their own pace. We adapted this program from UW-Milwaukee where it has been highly successful at retaining diverse students and first generation students. U-Pace is a self-paced and mastery-based program in which students work at a rate they choose but are held to a 90% mastery level on all course assessments. Since students work at their own pace, the instructor provides individual, coaching style help. Instructors target their help at the places where students get stuck and also gear their feedback to help with student persistence in the course.

Lightboard

Instructional technologist Luke Konkol used grant funds to support the building of a lightboard – a glass chalkboard that allows instructors to face the camera while still capturing their writing. This will be particularly useful for instructors who teach courses online in which they need to work through problems with students.

Teaching and Learning Community on Capstone Experiences

Director Caroline Boswell and Instructional Technologist Kate Farley facilitated this learning experience design to create a community of practitioners invested in providing learners a cumulative learning experience that integrates learning across the curriculum and promotes the development of the whole person.

Learning Outcomes:
1. Acquire a personalized understanding of the purpose of a capstone experience that balances institutional and scholarly expectations with your (and your students') dreams for the course.
2. Explore, isolate, and design learning assessments that promote learners' achievement of your experience's goals and objectives.

Nine instructors participated in the program, including Karen Dalke, Public and Environmental Affairs 430, Eric Morgan, History 480, Rebecca Meacham, English 4XX, Kimberley Reilly, Democracy and Justice Studies 480, David Voelker, Humanities 360, Elizabeth Wheat, Environmental Science and Policy 763 (graduate), Georjeanna Wilson-Doenges, Psychology 494 (online and f2f), College of Health, Education, and Social Welfare, Myunghee Jun, Nursing 4XX (online).

Three cohorts developed -- those interested in:

- Integrative learning outcomes and intentional design within curricula
- ePortfolios and assessment
- Online capstones and high-impact practices

Results:
- Several instructors adopted ePortfolios as a result of their work with community (Wheat, Dalke, Meacham, Boswell, Jun, perhaps others)
- Survey of instructors and assessment of their artifacts show movement toward more intentional curricular and course design
- The community created a resource for those who wish CATL staff are working on creating a resource site that will include best practices for ePortfolios and facilitating high impact experiences online.
- Caroline Boswell is engaged in a multi-institutional research community at Elon University to continue the assessment conversation surrounding capstones.
- Kate Farley is working with the GPS Instructors and Peer Mentors to create a training plan for how to use ePortfolios in the Comm Sci 145 course. In this course, students will all create the same four artifacts, so assessing the ePortfolios efficacy within this course will be easier than most and will give us some data to use in showing the ePortfolio as a high impact experience collector/curation tool.

Becoming a Student-Ready University

The Center worked in partnership with the Director of Student Success and Engagement, Denise Bartell, and Associate Professor Kate Burns on this initiative. The campus rallied around the theme of "Becoming a Student-Ready University" with the generous support of the one-time funds. This language of becoming student-ready comes from Dr. Tia Brown McNair, who kicked off the academic year by giving a campus-wide keynote in August 2017. Dr. McNair's framework flips the traditional narrative on student success, which focuses on how to help students become "college ready". This new narrative proposes that institutions of higher education can become more effective in serving the goals of liberal education if we view those students from an assets-focused perspective that acknowledges their strengths and their capacities to learn. This keynote generated a lot of discussion across campus. It was a great opportunity for faculty and staff to collaborate on student success initiatives. Dr. McNair's argument that "we are all educators" was particularly empowering for staff attendees who often feel like they are not equal partners in student success initiatives.

To build on this energy, we hosted a campus open forum in November 2017. Faculty, staff and administrators generated many ideas about varying changes that could be made around campus. Departments were able to create an action plan for what they could do to become more student-ready.

We had originally proposed Terrell Strayhorn in our grant as the possible speaker for the spring semester, but changed to Dr. Christine Harrington instead. Dr. Harrington gave a campus-wide keynote and workshop in January 2018 on small steps to improve student success and giving effective feedback in conjunction with the Instructional Development Institute.

In addition, we hosted four book clubs throughout the academic year: "Are you Smart Enough?: How Colleges' Obsession with Smartness Shortchanges Students", "Why are all the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race?", "Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream", and "Enhancing Campus Capacity for Leadership: An Examination of Grassroots Leaders in Higher Education". These book clubs engaged faculty and staff in interesting discussions relating to equity, college affordability, and changes we could make on campus. For example, in the "Creating effective grass-roots leadership" book club group, there was discussion between faculty and staff about the possibility of block scheduling for our campus. These book club discussions energized faculty & staff and led to increased partnerships between the two groups.

This project was a great way to provide a framework for the various projects on student success and inclusive excellence (e.g., Equity Gap Fellows; Inclusivity Fellows) supported by the Provost's one time funds this year. It also pointed to the strong desire for faculty and staff to collaborate on projects relating to student success. It showed that we have not had enough campus-wide conversations on these issues, with staff often not feeling as equal partners. This project also highlighted the need for time and energy to prioritize these issues. While there was a lot of discussion about these topics, there was often not enough time to implement the changes needed because of the already heavy workloads for both faculty and staff. In order for institutional change to truly happen around student success, workloads need to be realigned to make this priority happen. In addition, we would encourage more campus-wide events beyond Convocation so that these faculty-staff collaborations can blossom. In terms of next steps, Kate Farley and Caroline are working on producing a dashboard where people will be able to join or lead a grass-roots initiative that bubbled up as a result of this work, whether it is to work on block scheduling, open educational resources, or something from the November open forum.

This will be a valuable way to communicate and engage the campus community on continuing this work in the future.

Equity gap fellows

The goal this project was to reduce the equity gap and maximize student success in large, intro-level gateway courses. The Center Director worked with Denise Bartell, the Director of Student Success and Engagement on a year-long learning community for instructors in order to enhance success in the course, particularly for underrepresented students.
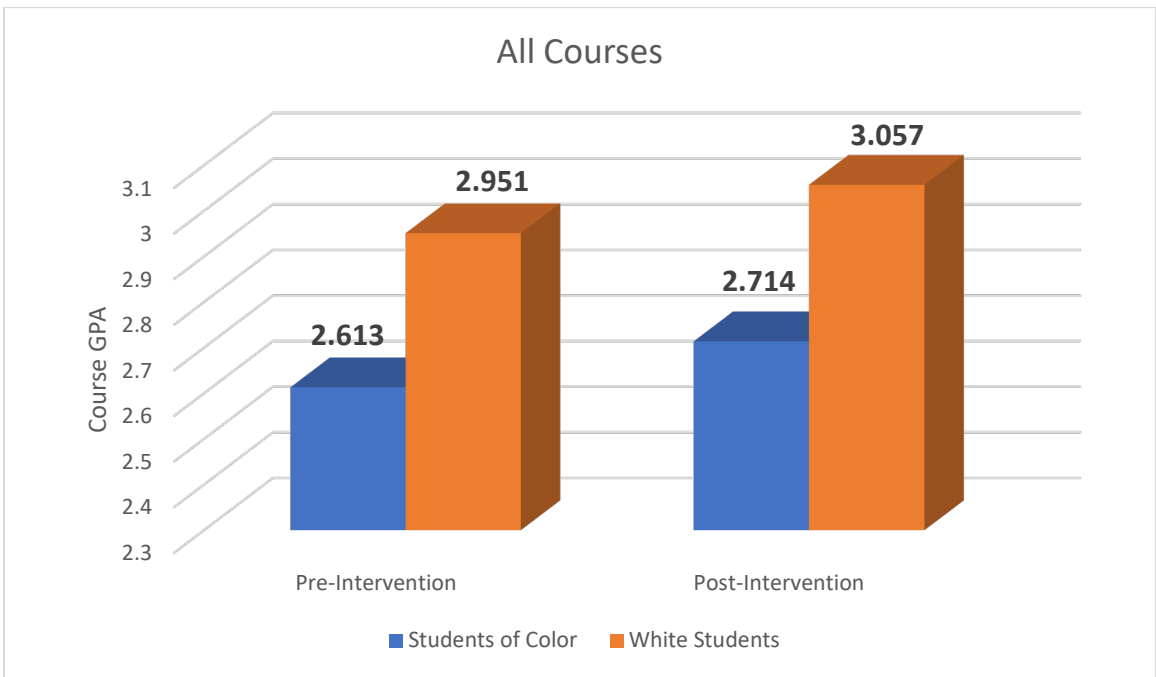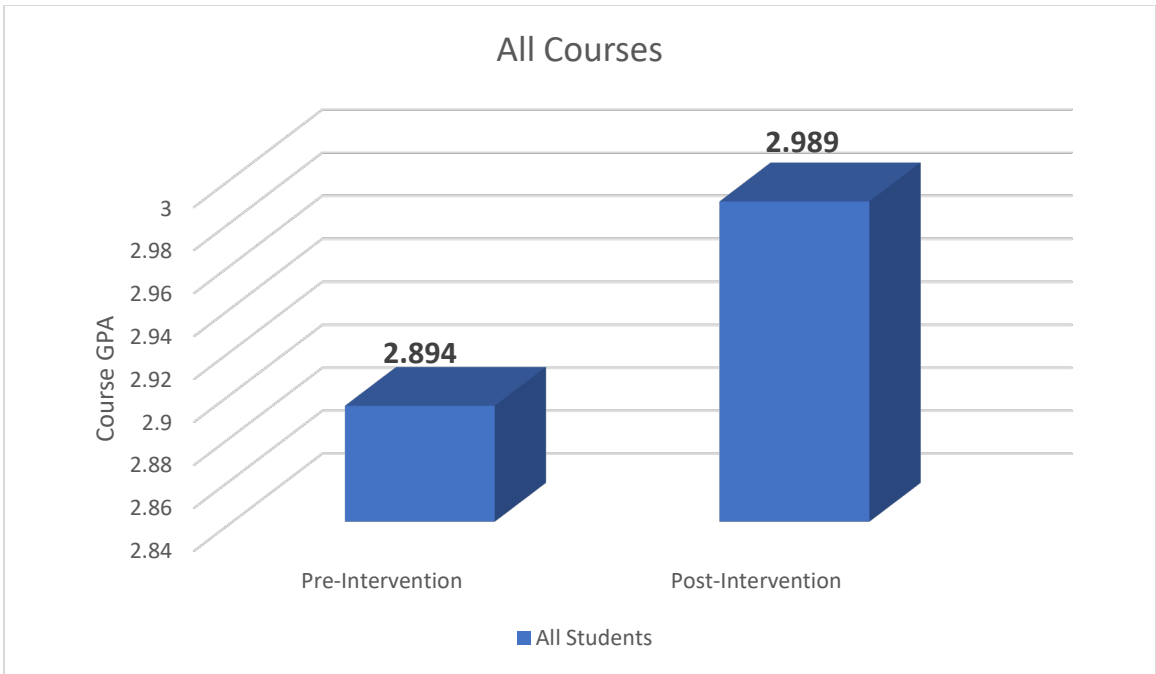
We chose to focus on large, intro-level courses for three reasons. First, they serve a large number of our first year students, and first year students are at greatest risk of non-retention and academic underperformance. Second, these courses tend to have relatively high equity gaps, defined as poorer course grades and completion rates for historically under-represented students (i.e., low income, first generation, and students of color). Third, these courses often serve as a gateway into majors. High equity gaps in these courses reduce access to, and student interest in, the majors served by the course. We will recruited 10 instructors who regularly teach large intro-level courses with high first year student enrollments. Instructors were supported in their re-design work by faculty facilitators – three UWGB instructors with expertise in the areas of first year students, equity and inclusivity in education, and student engagement techniques. Each facilitator worked with 2-3 participants.

Initial Conclusions and Next Steps

Courses in which summative quizzes and exams accounted for 50% or more of the course grade tended to have larger equity gaps. As such, transparency may produce better equity outcomes when paired with culturally responsive practices in teaching and assessment. And assignments that consider students' social and personal identities may produce better outcomes than those prioritizing disciplinary practices. In other words, human dimension outcomes (Fink, 2012) may need to be integrated more holistically alongside institutional and program outcomes to effectively support equity.

The next steps in our project include: (1) looking at classroom practice to see how instructors create belongingness and transparency and the role of instructors' knowledge and integration of equity-minded practices; (2) examining student perceptions of transparency and belonging to see if linked to course grades and equity gaps; and (3), exploring the extent to which program and/or disciplinary expectations for course design may pose challenges to effectively utilizing principles of transparency and belonging.

Addendum: GPA data results and research poster presented at the AAC&U conference in March, 2018 in San Diego.

All Courses

Course GPA

Pre-Intervention: 2.894
Post-Intervention: 2.989

All Students

All Courses

Course GPA

Pre-Intervention: Students of Color 2.613, White Students 2.951
Post-Intervention: Students of Color 2.714, White Students 3.057

Students of Color   White Students

Moving Past the "Inconvenient Truths" to Empower Instructors and Reduce Equity Gaps in Intro-Level Courses

Caroline Boswell, Director of the Center for Teaching & Learning
Denise Bartell, Director of Student Success & Engagement

UNIVERSITY of WISCONSIN
GREEN BAY

Introduction

Every campus has faculty and administrators who champion research-based initiatives for promoting educational equity, but how do we encourage those outside of "the choir" to make meaningful curricular transformations that reflect a genuine cognitive shift? How do we effect sustained change to reduce the systemic equity gaps for underrepresented students that impede college persistence and entry into majors? To address these challenges, the University of Wisconsin-Green Bay created the Equity Gap Fellows program, an innovative instructional development experience to engage and empower instructors who teach intro-level courses with large equity gaps in student outcomes.

Using course-level data from the last 5 years, we recruited 9 instructors of intro-level courses with high equity gaps, defined as a negative gap in course grades between students of color and white students. We intentionally targeted instructors with varying degrees of buy-in for equity-minded practice, and provided $3,000 stipends to incentivize participation. We also chose courses of different size, and from most academic colleges on campus.

Instructors participated in a learning community where they worked in small groups with a faculty facilitator, a respected peer with expertise in equity-minded instruction. Instructors redesigned their syllabi and course assignments, focusing on concrete and practical ways to improve transparency and belonging.

Belonging

Def: The experience of mattering or feeling cared about, respected, valued by and important to the campus community or specific people on campus (Strayhorn, 2012).

Belonging is important to college persistence and success, but is typically lower for underrepresented students (c.f., Hurtado & Carter, 1997; Strayhorn, 2008).

Transparency

Def: Providing clear, detailed information about the purpose of course components, the tasks expected of students, and the criteria by which their performance will be evaluated (Winkelmes, 2016).

Improved transparency in course assignments is associated with higher college persistence, and may be especially helpful for underrepresented students because it helps them to learn the "unwritten rules" of college, building navigational capital that they can use in all of their courses (Winkelmes, 2015).

The Equity Gap Fellows Program

2-Day Workshop (May 2017)
• Overview of UWGB students
• Intro to structural inequity in HE
• Student perspective
• Transparency workshop
• Tools for equity-minded design
  • Formative assessments
  • Rubrics
  • Testing as a tool for learning
  • Integrative learning goals
  • Basics of backward design for equity

Redesign (Summer 2017)
• *Inclusion by Design* survey (Brantmeier, Broscheid & Moore) & discussion
• Peer and facilitator provide feedback on syllabus & assignment drafts
• Periodic summer meetings with facilitator
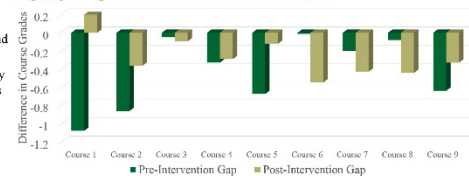• Share final syllabus & assignments0

Implementation (Fall 2017)
• *Becoming Student-Ready* fall kick-off event
• Formative peer observations (facilitator and fellow)
• Campus workshops and book discussions on issues related to equity and inclusivity
• January fellows meeting to process & provide feedback on EGF experience
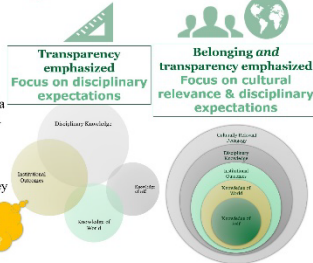
Quantitative Results

• Overall, course grades improved post intervention (t=-1.995; p=.046). However grade increases were significant for white students (t=-2.068, p=.039); and not for students of color (t=-.843, p=.400).

• Disaggregated by course, we found broad variability in equity gaps pre vs. post intervention. Equity gaps decreased significantly in four courses (1,2,5,9), increased significantly in three course (6,7,8), and did not change in two courses (3,4).

Equity Gaps Pre and Post Intervention

■ Pre-Intervention Gap   ■ Post-Intervention Gap

Qualitative Themes

Transparency emphasized
Focus on disciplinary expectations

Belonging *and* transparency emphasized
Focus on cultural relevance & disciplinary expectations

Initial Conclusions and Next Steps

Courses in which summative quizzes and exams accounted for 50% or more of the course grade tended to have larger equity gaps. As such, transparency may produce better equity outcomes when paired with culturally responsive practices in teaching and assessment. And assignments that consider students' social and personal identities may produce better outcomes than those prioritizing disciplinary practices. In other words, human dimension outcomes (Fink, 2012) may need to be integrated more holistically alongside institutional and program outcomes to effectively support equity.

The next steps in our project include: (1) looking at classroom practice to see how instructors create belongingness and transparency and the role of instructors' knowledge and integration of equity-minded practices; (2) examining student perceptions of transparency and belonging to see if linked to course grades and equity gaps; and (3), exploring the extent to which program and/or disciplinary expectations for course design may pose challenges to effectively utilizing principles of transparency and belonging.

Advising Certificate Program

The Center participated in the development of the Advising Certificate program. Darrel Renier and Denise Bartell headed this student success grant, aimed at building the knowledge and skills of faculty advisors. Caroline Boswell and Todd Dresser served on the development team for this program and helped design the program's objectives. They also advised on how to make this program hybrid so that participants would engage in sessions in the face-to-face and environments and they worked to make those two environments feed into one another. This program appears to be on hold due to staff turnover and Project Coastal. But the work done last year will hopefully pay dividends once the program launches.

Online and Hybrid Program Design Grant

We launched a new grant program that grows out of the campus's work with Quality Matters that will enable courses that are creative as well as legible from the student perspective. We showcased our work on this grant at the Higher Education Innovation Summit at the University of Minnesota, Rochester. The first grant went to PI-Kevin Kain, who organized a group of instructors to work with the Director of English Composition on the design of online writing emphasis courses.

Online Teaching Fellows

During January and May 2018, CATL provided two online teaching fellow programs for nine instructors. The purpose of the program is to help instructional staff incorporate instructional design best practices

into their courses. Although the fellowship is most beneficial for instructors teaching online, knowledge gained can be transferred into face-to-face instruction as well. The program is offered via a hybrid format, consisting of both asynchronous online work and face-to-face sessions.

Instructional Development Institute

The annual January Instructional Development Institute set a tone for collaboration with the other branch campuses of Project Costal, and due to funding from the Office of the Provost and Business and Finance, we were able to bring in the keynote speaker as an extension of the "Becoming a Student-Ready University" Initiative. Dr. Christine Harrington, Executive Director of the New Jersey Center for Student Success, from New Jersey Council of County Colleges, opened the Institute with her presentation on "Small Actions, Big Impact!" During lunch she facilitated a breakout session were we discussed strategies to help increase student learning via effective feedback. In addition to this huge success, with 109 attendees from our campus and representation from all four colleges, we also were able to open our workshops and presentations to the UW Colleges, who had 36 attendees. The Center was also able to host 16 presentations, six of which were from other UW institutions.

UWGB Teaching Scholars and OPID Initiatives

UWGB Teaching Scholars Program

Kris Vespia, director, designed this program to provide four-to-five faculty and instructors the opportunity to enhance teaching and learning through scholarly research, reflection, and engagement with a community of practice. Each scholar designs and implements a SoTL (Scholarship of Teaching and Learning) project that the scholar develops over the course of the academic year. Professor Vespia designs the year-long program around a theme, and the 2017-18 theme was "Students and Communication." The scholars meet several times to discuss relevant readings and to discuss the projects, and the scholars meet one-on-one with the director and engage in peer review. The four 2017-18 scholars will present their projects on campus during the 2018-19 academic year.

UW Teaching Fellows and Scholars

The UW System's Office of Professional and Instructional Development offers a similar opportunity to engage in scholarly, reflective teaching and SoTL research. Two faculty members from UWGB (Jon Shelton and Heidi Sherman) participated in the yearlong program, and Shelton presented his research at the OPID Conference in Madison in April 2018.

Faculty College

Each May the UW System's Office for Professional and Instructional Development hosts Faculty College at UW-Richland in Richland Center. In 2018-19 we sent eight faculty members representing all four Colleges to this three-day immersion in intensive, interdisciplinary seminars that delve into research-based best practices in teaching and learning as well as engagement in SoTL research. This unique experience brings instructors from across the System together to engage in critical discussions related to teaching and learning issues such as stereotype threat and the problem of implicit bias, student motivation, and the science of learning

Grants and Awards

Teaching Enhancement Grants

In conjunction with the Instructional Development Council, the Center supports instructional development opportunities for instructors through our Teaching Enhancement Grants. We have calls in

fall and spring semesters, and in 2018-19 we awarded 14 grants for a total of $9,256.00 in awards. These grants fund a range of development opportunities related to instruction and student success, such as a grant to support travel to a teaching seminar at Harvard, the First Year Experience Conference, the International Teaching Education Conference, and more.

Student Nominated Teaching Awards

The Center and the Instructional Development Council awarded the Student Nominated Teaching Award in the Spring 2018 semester. This year, the Council decided to award all instructors who were nominated by at least two students, and whose nominations reflected strong teaching. This lead to a discussion with the Student Government Association, who wishes recapture their agency and oversee it in the future. The winners were: Mandeep Bakshi, Natural and Applied Sciences; Danielle Bina, Information and Computing Sciences; Bryan Carr, Information and Computing Sciences; Heather Clarke, Business Administration; Jason Cowell, Human Development; Ryan Currier, Natural and Applied Sciences; Karen Dalke, Public and Environmental Affairs; Christin DePouw, Education; Heidi Fencl, Natural and Applied Sciences; Jamie Froh Tyrrell, Education; Regan Gurung, Human Development; Stefan Hall, Humanities; Jennifer Ham, Humanities; David Helpap, Public and Environmental Affairs; Michael Hencheck, Human Biology; Georgette Heyrman, Human Biology; Patricia Hicks, Human Development; Michael Holstead, Humanities; James Horn, Natural and Applied Sciences; Isabel Iglesias, Humanities; Kevin Kain, Humanities; Ryan Kauth, Business Administration; Harvey Kaye, Democracy and Justice Studies; Carly Kibbe, Human Biology; Emily Kincaid, Writing Center; Mary Sue Lavin, Phuture Phoenix; Minkyu Lee, Art and Design; Ekaterina Levintova, Democracy and Justice Studies; Tetyana Malysheva, Natural and Applied Sciences; Ryan Martin, Human Development; Rebecca Meacham, Humanities; Brian Merkel, Human Biology; Amanda Nelson, Human Biology; Cristina Ortiz, Humanities; Debra Pearson, Human Biology; Uwe Pott, Human Biology; Emily Ransom, Humanities; Kim Reilly, Democracy and Justice Studies; Ellen Rosewall, Art and Design; Laura Rowell, Human Biology; Nichole Rued, Writing Center; Sarah Schuetze, Humanities; Sawa Senzaki, Human Development; Christine Smith, Human Development; Alison Staudinger, Democracy and Justice Studies; Jagadeep Thota, Natural and Applied Sciences; Linda Toonen, Humanities; Sara Wagner, Human Biology; Sam Watson, Art and Design; Aaron Weinschenk, Public and Environmental Affairs; Elizabeth Wheat, Public and Environmental Affairs; Georjeanna Wilson-Doenges, Human Development; Julie Wondergem, Natural and Applied Sciences.

Workshops and Reading Groups

CATL was able to host eight separate book club events, often in collaboration with other areas:
> Sept. 14; Collaborative learning (a series of short readings)
> Oct & Feb: *Small Teaching* by James Lang with the new instructors
> Feb 2; *Why are all the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel Tatum
> Feb 13; *Why are all the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel Tatum
> Feb 26; *Bandwidth Recovery* by Cia Verschelden
> Mar 8; *Enhancing Campus Capacity for Leadership* by Adrianna J. Kezar and Jaime Lester
> Mar 26; *Bandwidth Recovery* by Cia Verschelden
> Apr 25; *Paying the Price* by Sara Goldrick-Rab

We were also busy hosting workshops:
> Oct 13; Collaborative Assignments Workshop with Instructional Technologist Kate Farley
> Oct 26; Collaborative Tools and Technology Workshop with Instructional Technologist Nathan Kraftcheck
> Jan 29; Using Multiple-choice Assessments Well with Sawa Senzaki and Kevin Kain

Feb 16; Learning Assessments in Large Classes with Carly Kibbe and Katia Levintova
Feb 23; The Emotional Labor of Teaching facilitated by UWSP's Director of Center for Inclusive Teaching and Learning, Lindsay Bernhagen
Apr 4; Feedback Workshop with Vince Lowery
Apr 27; Peer Review Workshop with Georjeanna Wilson-Doenges

Collective attendance at these events was over 100 instructors, staff, and students.

Canvas Transition and Trainings

In addition to their regular duties, the CATL team kicked off the transition from D2L to Canvas. This work entailed over 40 trainings that have already trained 75 community members. These trainings and workshops were just the start of the work that will continue in the 2018-19 AY. Behind the scenes work on the transition was just as busy as members of the CATL team worked on many different subgroups with their colleagues at UW-System to ensure that Canvas works well. In this way, we hope that Canvas will not only replace D2L but offer features that will enhance teaching and learning so that the transition will prove to be worth the effort instructors and students put into it.

Other Initiatives

Educational Resource Symposium

In April 2018, CATL collaborated with the Cofrin Library to run a discussion of how we may be able to mitigate the costs of textbooks, which are increasing unaffordable for students. Topics included how to weigh cost over quality and how we may support the workload involved in adopting these materials, and more. 25 Staff and faculty from across the Colleges, the Library, and the Bookstore attend this discussion, as did bookstore staff from NWTC and St Norbert College. We hope to continue this conversation moving forward in AY 2018-19.

Goals:

Engage with students, instructors and staff who provide instructional materials to students and help them identify ways in which we can support the move towards more affordable materials

Participants:

UWGB:
- Bookstore employee (Phoenix and Follet) 2
- Instructors ~ 10
- Instructional Technologists and Designers 4
- Administration 2
- Librarians 5

St. Norbert:
- Bookstore employee
- Panelist, Librarian

NWTC:
- Bookstore employee

Results:

- Explored student resources from the perspectives of affordability, technology, accessibility, and many other factors.
- Discussed and examined Open Educational Resources (OERs), resources available through libraries, the rising cost of textbooks, the workload surrounding content-development, concerns about technology, and how to weigh cost over quality.

Digital Scholarship Institute

In May 2018, CATL collaborated with the Cofrin Library and the College of Arts, Humanities and Social Sciences to put on a "Digital Scholarship Institute." On our campus, instructors, academic staff and students have been engaging with digital scholarship in the classroom, in undergraduate research, and in their own scholarly research. These sessions will help our campus develop strategies for how to better support and create new digital scholarship projects. We invited Miriam Posner and Amanda Visconti, both experts in this field, to help us explore and plan what these next steps might look like at UW-Green Bay.

Goals:

- Goal 1: Increase number of instructors who engage in digital pedagogy and undergraduate digital scholarship within the classroom;
- Goal 2: Incorporate digital scholarship systematically within curricula
- Goal 3: Develop a plan to support digital scholarship (undergraduate students & faculty) more systematically
- Goal 4: Develop a process workflow for facilitating projects with community partners.
- Goal 5: Build your own goal!
-

Participants:

39 participants

- Librarians: 7
- Archivist: 1
- Archival staff: 3
- Faculty/Instructional Academic Staff: 16
    - Fields: History (5), English (2), Humanities (3), Philosophy (2), English Comp (1), Education (1), Nursing (1), Psychology (1)
- Non-Instructional Academic Staff/Instructional Technologists: 6
- Student Life: 1
- Institutional Research: 1
- Administration: 4

Results:

- Development of the Digital Scholarship Learning Community that will meet throughout the year to help current and future projects with logistics, ideas, and collaborations with instructors, students, and staff.
- Creation of the Resource LibGuide that encompasses all aspects of support for digital scholarship; it articulates which part of campus could be most helpful and delineates what an instructor is encouraged to handle versus what a support person can assist with.

Teaching Evaluation Working Group & Pilot

At the request of Chuck Rybak, interim Dean of the College of Arts, Humanities and Social Sciences, Boswell put together a working group to discuss how we support teaching evaluation more effectively and supportively. The working group met roughly 5 times with subject matter specialist, Regan Gurung, to design a new method for supporting teaching evaluation that encouraged instructor growth and reflection versus summative evaluations that rely heavily on end-of-term student evaluations. Though no program adopted the proposal in full, the Music Department has engaged in a condensed version of the recommendations as a pilot over spring-summer-fall.

Units and instructors within the College of Arts, Humanities, and Social Sciences lack systematic, evidence-based methods for assessing what constitutes exemplary teaching. Research on implicit biases within student evaluations problematizes their use as the primary or sole metric in assessing teaching. Furthermore, most instructors in the College experience teaching assessment as a summative measure used in retention and promotion reviews versus a formative experience designed to support continuous improvement.

At the request of Interim Dean Chuck Rybak, a working group explored alternative methods to evaluate strong teaching and to foster and recognize instructor development. The working group isolated three primary principles for the project:

1) As student success, equity in achievement, and student growth are the goals of instruction, evidence of work toward these should be explicitly integrated into the evaluation process

2) Any recommended teaching evaluation policy should explicitly promote, recognize, and appreciate formative instructional development and instructor growth

3) Any recommended policy should allow for flexibility in implementation across disciplines and units
4)

RECOMMENDATIONS

The working group proposes we build an evaluation policy around the six model teaching criteria laid out in *An Evidence-based Guide to College and University Teaching* (Richmond, Boysen, & Gurung 2016) to promote and evaluate an instructor's competency in a given criteria through three forms of assessment: self, peer, and student.

The evidence-based six criteria/competencies are: training, instructional methods, content, assessment processes, constructing syllabi, and student evaluation of teaching. The working group proposes that the College support self and peer assessment for each criterion, and support a more rigorous engagement of student evaluation through the "Student Evaluation of Teaching" criterion as well as the use of CCQs.

The working group recommends that the College establish the following program designed to support, evaluate, and incentivize evidence-based instruction within the College.

- An instructor should choose and make progress towards one or more criteria in a given year.
- This process should involve engagement in instructional development (reading, reflection and/or participation in instructional development events). An instructor may have already completed this work when the pilot begins.
- The process should involve self-evaluation, peer-observation or peer engagement of course(s), and documentation of evidence that details instructor growth and progress toward the criterion/a.
- An instructor may choose to work toward a criterion for more than one year.

The Center for the Advancement of Teaching and Learning will facilitate this process using a module in Canvas for each criteria, starting with constructing syllabi. The module will help instructors decide what instructional development resources they wish to engage, how they may wish to engage their peers in their development, what type of self-reflection they wish to write, and what forms of evidence they may choose to upload to demonstrate their development.

Finally, the Center and the Dean are committed to assisting programs consider how they wish to integrate the pilot into the PAR and retention and promotion reviews.

Research

Currently the team is engaged in a series of educational research related to its programming and campus initiatives. The team is researching the campus's prior HLC quality initiative, Quality Matters, and its impact on the dynamism of teaching in the online environment. Given anecdotal evidence and preliminary statistics, the team aims to study whether or not Quality Matters truly stifled innovation and change in online delivery, and if it did, which components of Quality Matters lead to this stagnation in order to avoid those pitfalls in future "quality" initiatives. Dresser & Konkol discussed the potential impact of this data at the University of Minnesota, Rochester this previous spring. Todd Dresser and Nathan Kraftcheck will voluntarily be participating UWGB Teaching Scholars to further refine the investigative process.

Caroline Boswell presented early findings of the Equity Gap Fellows program with Denise Bartell at the AAC&U Equity conference, and they continue to work on this project. Boswell is also engaging in a multi-institutional study of the capstone experiences that attempts to gauge the influences on capstone design so that faculty developers may be more responsive to instructor and program needs. This study is sponsored by Elon University. Boswell is also conducting research into the faculty development elements of the Gateways to Phoenix Success program with Denise Bartell.

Kate Farley completed a study of ePortfolio integration in a Psychology course with Kris Vespia, which was presented at the MPA in Chicago, and she will continue to develop this research in 2018-19 as the entire GPS cohort adopts ePortfolios.

Cofrin Center for Biodiversity
Annual report 2017-18

No report submitted

Environmental Management and Business Institute (EMBI)
Fiscal Year 2018 Summary

Introduction

This document summarizes the activities of the Environmental Management and Business Institute (EMBI) during FY 2018. It should be noted that FY 2018 has been marked by continued focus on Certificate enrollment, student internships, and grant funded projects.

Accomplishments / Activities

In pursuit of achieving EMBI's key goals of seeking practical, cost-effective solutions to environmental problems, providing business outreach services, promoting research on environmental problems, and driving campus sustainability initiatives, the following accomplishments were achieved during FY 2018:

- Five grant proposals were collaboratively developed and submitted to support regional sustainability in the areas of energy management internships, Lower Fox River watershed nutrient reduction, regional agricultural outreach efforts, and a recycling materials database for the state of Wisconsin. All grants sought were renewals of existing projects.
- Grants received included: the Aurora BayCare Healthcare Internship, the Alliance for the Great Lakes Perennial Forage grant, the Alliance for the Great Lakes Agricultural Outreach project, the Wisconsin Recycling Markets Database (WRMD), and the WDNR Cooperative Internship Agreement, with a total of **$149,870** awarded. An S-STEM grant proposal from the NSF that contained support for the EMBI Director to assist in internship creation for the engineering program was not accepted this year, but will be revised and re-submitted in FY2019 based on feedback provided by the grant reviewers.
- Issued **100th** Certificate in Sustainability
- Eight new students added the Certificate in Sustainability.
- Twelve student internships were completed in conjunction with the Certificate in Sustainability. The internships / projects were completed at the following organizations:

Aquatic Ecology and Fisheries Lab (UWGB)	Fair Trade Campaigns
Bellin Hospital	Property Management Project
Brown County Port & Resource Recovery	STEAM Engine Green Bay
Clean Water Action Council (2)	USDA-NRCS
EMBI/Sustainability Committee Project	Wisconsin Public Service (2)

- Acquired the Gordon Hempton "Sound Tracker" library gift for the university
- Hired Molly Meyers (academic staff position) to support EMBI grants
- Revived the Wisconsin Recycling Markets Directory and hired a student to complete updates
- EMBI received a Commendation from Senator Robert Cowles for the WRMD
- Joined the STEAM Engine board as a university representative – helped create an EMBI internship opportunity this year and moving forward

- Completed support for the Great Lakes Higher Education Internship Grant (351 total internship experiences created and paid for)
- Led the yearlong effort in obtaining a STARS rating of "silver" for the university. The Sustainability Tracking, Assessment & Rating System™ (STARS®) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. The silver rating for the university is valid for the next three years.

- EMBI either sponsored or participated in the following events:
  - Brown County Lead Abatement Coalition – Quarterly Meetings
  - Brown County Phosphorus Reduction Committee – Bi-annual Meetings
  - UW-Green Bay Sustainability Committee – Monthly Meetings
  - National Make A Difference day – October, 2017
  - Science Open House – November, 2017
  - Small Home Design Workshop – December, 2017 (**Sponsored**)
  - New North Summit – December, 2017
  - WI Sustainable Business Council Conference – December , 2017 **(3 students participated)**
  - *Searching for Sustainability* Film – February 2018 (**Sponsored**)
  - WIRMC Conference – March, 2018 **(3 students participated)**
  - Environmental Engineering Technology faculty search – March/April, 2018
  - Judging for the Student Employee of the Year Award – April, 2018
  - Earth Caretaker Award Ceremony **(Hosted)** – April, 2018

Budget Analysis

EMBI actively managed four funds for a combined total budget of **$30,244**, administered the Sustainability Committee budget of **$17,500**, and had financial oversight of **$1,544,679** across eight grants including:

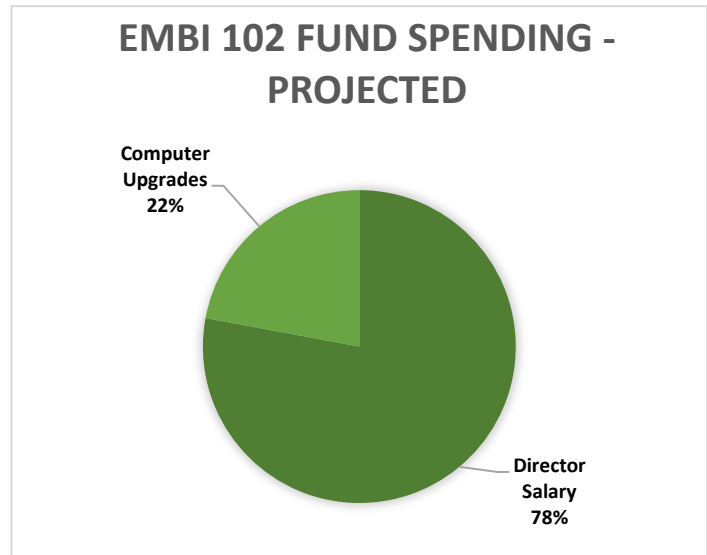| Description	Sponsor	Grant Amount
Improving Water Quality through	Alliance for the Great Lakes	$ 24,420
Aurora BayCare Healthcare Internship	Aurora Health Care, Inc (ABMC)	$ 102,864
Targeting Sediment Reduction	Environmental Protection Agency	$ 688,800
Managed Grazing - Paired Field Assess.	Environmental Protection agency	$ 200,000
Linking Soil Health Assessment	USDA, NRCS	$ 507,989
Lower Fox Perennial Forage Program	Alliance for the Great Lakes	$ 12,270
State Natural Area Restore Internships	WDNR	$ 5,723
Wisconsin Recycling Markets Directory	WDNR	$ 2,613

Operating funds managed by EMBI include 102-243000, 131-243000, 136-243000, and 150-243000. Fund 102-243000, with an annual budget of $7,728, serves as EMBI's main fund for professional development, capital items, and supporting some director salary. Fund 131-243000, with a budget of $7,463, is used to support the office operating expenses. Additional funds include 136-243000, which contains revenue from service and 150-243000, which varies dependent on revenue received through indirect cost reimbursement. Fund 233-243000, privately managed and ending after FY 2018, serves as the primary salary source for the EMBI Director.

Fund allocations by major spending category projected through the end of FY18 are listed below.

102-243000

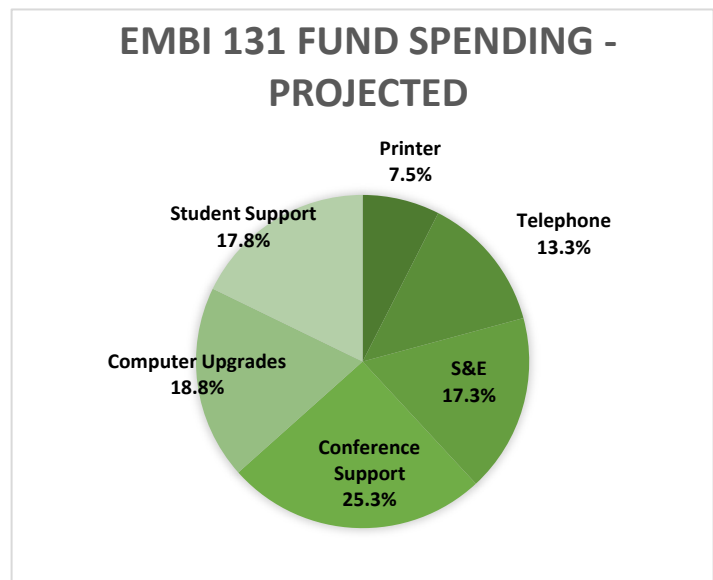- EMBI Director Support $ 6,028
- Computer upgrades $ 1,700

EMBI Director support is currently the largest expenditure in the EMBI 102-269000 budget, leaving approximately $1,700 available for required computer upgrades and annual operations in conjunction with the 131-269000 fund.

EMBI 102 FUND SPENDING - PROJECTED

Computer Upgrades 22%

Director Salary 78%

131-243000

- Telephone $ 991
- Printer $ 563
- Supplies & Expenses $ 1,287
- Conferences $ 1,890
- Computer Upgrades $ 1,402
- Student Support $ 1,330

The largest budget expenditure for the 131 funding was to support bringing the Director and six students to two Wisconsin conferences.

EMBI 131 FUND SPENDING - PROJECTED

Printer 7.5%

Student Support 17.8%

Telephone 13.3%

Computer Upgrades 18.8%

S&E 17.3%

Conference Support 25.3%

Development of Revenue Sources / Internship Opportunities

During FY 2018, two proposals aimed at increasing internship opportunities for UW-Green Bay students (both EMBI Certificate enrollees and engineering students) were submitted and received. The proposals received during FY 2018 that include a salary component for EMBI are summarized below:

- Wisconsin Recycling Markets Directory $ 2,613 (1 Student)
- Aurora BayCare Healthcare Internship $ 102,864 (3-4 Students)
                                               $ **105,477**

Other grants containing a salary and/or intern support for EMBI, developed in conjunction with UW-Green Bay faculty members and outside organizations, are summarized below:

- NSF S-STEM Grant   **$3,609,136**

Looking forward, the first six months of FY 2019 will have a minimum of **14%** of salary and fringe benefits for the EMBI Director offset by other funding sources.

Goals for 2019 FY

- Creation of the EMBI Executive Committee
- Establish an Advisory Board
- Establish a Student / Alumni Advisory Board
- Integrate and promote the EMBI Certificate in Sustainability within the three new coastal campuses
- Support activities around EMBI's 10 year anniversary – including the Earth Caretaker Award
- Seek 2019-2020 salary support through targeted grants (similar to ABMC)
- Continue to increase exposure of EMBI to the region via targeted speaking engagements
- Develop a minor in sustainability

Conclusion

Since hiring an Associate Director in 2012, EMBI has been able to create a more stable foundation for future growth. John Arendt was promoted to Director in July 2016, has continued to be a solid resource for students, faculty and the community. As EMBI continues forward into FY 2019, it is expected that opportunities for both internship and grants will continue to increase, allowing more students to complete the Certificate in Sustainability and increasing external funding for the EMBI Director.

Gerontology Center
Annual Report 2017-18

The Gerontology Center brings together faculty and students from many different programs across the UW-Green Bay community as well as members from the broader community to promote discussion and research across disciplines, and to follow the interdisciplinary mission of the university. The Gerontology Center includes faculty from Business, Humanistic Studies, Human Development, Psychology, Nursing, and Social Work, all interested in working toward the common goal of promoting education and knowledge of continuing adult development and aging processes.

Each year the UWGB Gerontology Center hopes to offer students, faculty, and others in the community interested in gerontology opportunities to exchange ideas and information, and learn more through various sponsored presentations.

This past academic year, an Intergenerational Discussion moderated by Dean VonDras that involved UWGB students, members of the Life-Long Learning Institute, and other individuals from the broader community was offered in the Fall and Spring semesters.

Also this past academic year, the Innovation in Aging: Idea Competition, co-sponsored by the WISYS Technology Institute, the College of Health, Education, and Social Welfare, and The Gerontology Center (with support from the College of Arts, Humanities and Social Sciences, Business, and Science and Technology) was planned through-out the year, with a kick-off presentation event in November 2017, and a culminating idea-competition in February 2018. The Gerontology Center members involved in the Innovation in Aging Planning Committee and as Faculty-Consultants for students included Susan Gallagher-Lepak, Doreen Higgins, Leanne Lu, and Dean VonDras.

The culminating Innovation in Aging: Idea Competition attracted student-teams from across campus programs and disciplines, and included the support of Judges from each of the four colleges, as well as individuals from businesses and agencies from outside the University. We hope to continue to offer this event, and involve and attract students and faculty from throughout our campus, as well as students, faculty, and community businesses and agencies from throughout our region.

Also this past academic year, after a Spring 2017 review of the Center's web-site, a revision of the web-site was completed during the year with the support of Susan Gallagher-Lepak, Dean of the College of Health, Education, and Social Welfare. The web-site containing the Center's listing of Executive Committee and Faculty Affiliates, as well as the Mission Statement and other information about the Center is found at the following web-page: http://uwgb.edu/gerontology.

Respectfully submitted,

Dean D. VonDras, Chair
UW-Green Bay Gerontology Center

Hmong Center
Annual Report 2017-18

No report Submitted

Institute for Learning Partnership
Annual Report 2017-18

No report Submitted

Language Learning Lab
Annual Report 2017-18

No report Submitted

Lower Fox River Watershed
Annual Report 2017-18

No report Submitted

NEW Partnership
Annual Report 2017-18

No report Submitted